GRADUATE
COURSE CATALOG

2020 | 2021

Disclaimer

Simmons University makes all reasonable efforts to deliver the programs of study other services and facilities in the way described in its materials and on its website. However, the University shall be entitled if it reasonably considers it to be necessary (including in order to manage its resources and pursue its policy of continuous improvement appropriately):

- To alter the timetable, location, number of classes and method of delivery of programs of study, provided such alterations are reasonable.
- To make reasonable variations to the content and syllabus of programs of study (including in relation to placements).
- To suspend or discontinue programs of study
- To make changes to its policies and procedures which the University reasonably considers necessary. Such changes if significant will normally come into force at the beginning of the following academic year, and if fundamental to the program will normally come into force with effect from the next cohort of students.
- Not to provide programs of study or to combine them with others if the University reasonably considers this to be necessary (for example, because too few students apply to join the program for it to be viable).

Simmons University

Graduate Catalog

2020-2021

September 2020

ABOUT SIMMONS

Simmons University is a private, non-profit, non-sectarian university providing an undergraduate program for women and graduate programs for all individuals.

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This document is for informational purposes only. It is not a contract and does not form a contractual obligation between the University and its students, faculty, or staff. All information included herein is subject to change without advance notice or obligation. Information that is subject to change includes, but is not limited to, program and/or course offerings, faculty assignments, modality of delivery, admission and graduation requirements, and statements of tuition and fees. The University maintains the right to make any and all changes to this information, in its sole discretion.

CORE PURPOSE:

Transformative learning that links passion with lifelong purpose.

VALUES:

- We are at our best when students are first.
- We cross boundaries to create opportunities.
- We prepare students for life's work.
- We make a collective investment in community.

Simmons University is a nationally recognized private institution of higher education located in the heart of Boston. It includes a women's undergraduate college and distinguished graduate programs for women and men in health sciences, social work, library and information science, business, education, and the liberal arts.

Simmons consistently ranks among the nation's top schools in its category in the U.S. News & World Report annual survey. A comprehensive university, Simmons is nationally recognized for its experiential learning programs, its blend of graduate and undergraduate offerings, and its commitment to liberal and professional education.

Student success is a priority at Simmons and is founded on these core characteristics:

- A close-knit, accessible community that encourages collaboration and challenges students to do their best work;

- Faculty and scholars who focus on students' educational and career objectives;

- Extraordinary professional preparation with an emphasis on intellectual exploration and rigor, the integration of theory and practice, leadership, and informed citizenship; and

- An outstanding location in the heart of Boston, a world-class center for education, medicine, and technology, with unlimited educational, career, and social opportunities.

In this spirit, the University fosters open exchange of ideas among students, faculty, and the general Simmons community.

Simmons faculty and leadership have reimagined the organization of the school's academic disciplines. With its new status as a university, in the fall of 2018 Simmons launched four new colleges structured differently from the traditional discipline silos of higher education. The new structure enhances students' exposure to interdisciplinary research and teaching; provides new pathways between undergraduate and graduate programs; and develops even stronger experiential learning opportunities. The organization reflects the school's history of integrating academic study with experience for lifelong professional development.

Over more than a century, Simmons has developed a distinct expertise in educating undergraduate women for their own empowerment. A commitment to student success is a hallmark of the University's culture. Self-directed inquiry coupled with mentoring builds confidence and leadership skills. Graduates are leaders in professions-- such as Social Work, Nursing, Library Science, Communications and Business, among others -- that have significant impact on families, communities, workplaces and professions.

SIMMONS UNIVERSITY'S COLLEGES AND DEGREE PROGRAMS

Gwen Ifill College of Media, Arts, and Humanities

- Department of Art and Music: Bachelor of Arts
- Department of Children's Literature
  - Master of Arts
  - Master of Fine Arts in Writing for Children
  - Dual Degree: Master of Arts in Children's Literature / Master of Fine Arts in Writing for Children
- Department of Communications: Bachelor of Arts
- Department of Critical Race, Gender, and Area Studies
  - Bachelor of Arts
  - Master of Arts
- Department of English: Bachelor of Arts
- Department of History

- Bachelor of Arts
- Master of Arts
- Department of Modern Languages and Literatures: Bachelor of Arts
- Department of Philosophy: Bachelor of Arts

College of Natural, Behavioral, and Health Sciences

- School of Nursing
  - Bachelor of Science
  - Master of Science
  - Doctor of Nursing Practice
- Department of Behavior Analysis
  - Master of Science / Education Specialist
  - Doctor of Philosophy
- Department of Biology: Bachelor of Science
- Department of Chemistry and Physics: Bachelor of Science
- Department of Health Professions Education
  - Certificate of Advanced Graduate Study in Health Professions Education
  - Doctor of Health Professions Education
- Department of Nutrition
  - Bachelor of Science
  - Master of Science
  - Certificate in the Didactic Program in Dietetics
  - Dietetic Internship Program
- Department of Physical Therapy: Doctor of Physical Therapy
- Department of Psychology:Bachelor of Science

College of Organizational, Computational, and Information Sciences

- School of Library and Information Science
  - Master of Science
  - Doctor of Philosophy

- School of Business: Bachelor of Science in Business Administration
- Division of Mathematics, Computing, and Statistics: Bachelor of Science

College of Social Sciences, Policy, and Practice

- School of Social Work
  - Bachelor of Social Work
  - Master of Social Work
  - Doctor of Philosophy
  - Doctor of Social Work
- Department of Economics: Bachelor of Arts
- Department of Education
  - Master of Arts
  - Master of Science / Education Specialist
- Department of Political Science and International Relations
  - Bachelor of Arts
  - Master of Public Policy
- Department of Public Health
  - Bachelor of Arts
  - Bachelor of Science
  - Master of Public Health

Department of Sociology:Bachelor of Arts

Cross-College Dual Degrees

Gwen Ifill College of Media, Arts, and Humanities and The College of Organizational, Computational, and Information Sciences

- Master of Arts in Children's Literature / Master of Science in Library and Information Science
- Master of Arts in History / Master of Science in Library and Information Science: Archives Concentration

Gwen Ifill College of Media, Arts, and Humanities and The College of Social Sciences, Policy, and Practice

- Master of Arts in Gender and Cultural Studies / Master of Public Policy
- Master of Arts in Children's Literature, Gender and Cultural Studies, or History / Master of Arts in Teaching

Additional Instructional Locations

Simmons' Graduate programs in Children's Literature are also offered at the Eric Carle Museum of Picturebook Art (125 West Bay Road, Amherst, MA 01002)
Simmons Graduate programs in Library and Information Science are also offered at the Mount Holyoke College Satellite Campus (50 College Street, South Hadley, MA 01075 USA)

Simmons University has agreements with the following organizations for degree offerings for their employees:

- Beth Israel Deaconess Medical Center (330 Brookline Ave, Boston, MA 02215)
- Martha's Vineyard Regional High School (4 Pine Street, Vineyard Haven, MA 02568)
- New England Center for Children (33 Turnpike Road, Southborough, MA 01772 and Abu Dhabi PO Box 112923 - 51st St, Abu Dhabi, United Arab Emirates)
- RCS Learning Center (6 Strathmore Rd., Natick, MA 01760)
- South Shore Hospital (55 Fogg Road, South Weymouth, MA 02190)
- VA Hospital (1400 VFW Pkwy, Boston, MA 02132)

Fall 2020 Academic Calendars

Academic Calendar for All Undergraduates** and for these Graduate Programs

Children's Literature
Education
Gender and Cultural Studies
History
Library and Information Science
Nutrition
Public Policy

September 2020

2   Classes Begin

2   Convocation, 2:30-4:30 p.m. Remote via Zoom/YouTube

7   University closed for Labor Day

11   Last day to Add or Drop a course in AARC

25   Last day to Add a course (signatures required)

25   Last day to Drop a course so that the course does not appear on transcript(signatures required)

October 2020

23   Last day to submit form and petition Ad Board to add a course.

23   Last day to Drop a course and receive a "W" on transcript

31   October degree conferral date

November 2020

10   Administrative Wednesday. Tuesday classes do not meet. Wednesday classes meet as do Wednesday p.m. faculty meetings.

11   University closed for Veteran's Day

25-27   University closed for Thanksgiving Break

December 2020

15   Final Day of undergraduate classes

16   Reading and Review

17-21   Final Exam Period

**Direct Entry and 4+1 Nursing Students should consult emails from the School of Nursing for specific calendar details.

Academic Calendar for the following Graduate Programs (FA1 Term)

Behavior Analysis
Nursing
Social Work

September 2020 (FA1 Term)

2   Convocation, 2:30-4:30 p.m. Remote via Zoom/YouTube

7   University closed for Labor Day

14   Classes Begin

27   (4:30 p.m.)   Last time to Add or Drop a course in AARC

November 2020

8   (4:30 p.m.)   Last time to Drop a course and receive a "W" on transcript

December 2020

20   Term Ends

Calendar for the @MBA and @MPH Programs

October 2020

5   Classes Begin

18   (4:30 p.m.) Last time to Add or Drop a course in AARC

November 2020

29   (4:30 p.m.)   Last time to Drop a course and receive a "W" on transcript

December 2020

12   Term ends

Calendar for the (FA3 Term) @MS Nursing and @MSW Programs

November 2020

2   Term Begins

15 (4:30 pm)   Last time to Add or Drop a course in AARC

January 2021

3 (4:30 p.m.)   Last time to Drop a course and receive a "W" on transcript

February 2021

21   Term Ends

Simmons University's Spring 2021 Academic Calendars are subject to change due to the COVID-19 pandemic. Please see the online academic calendar for updates.

ADMINISTRATION

Simmons College was chartered in 1899 in accordance with the will of John Simmons. In 2017, in recognition of the comprehensive nature of its programs - bachelors, masters, and doctoral - Simmons applied to and received approval from the Commonwealth of Massachusetts to become **Simmons University**. The overall governing body of the University is the Board of Trustees. The Board is entrusted with the management of the business, property, and affairs of the University, including setting overall policy for the University, appointing the president and officers of the University, approving the granting of degrees and other academic functions, and ensuring the responsible use of its assets for the long-term health of the institution.

Board of Trustees
Simmons Trustees are the ultimate fiduciaries of Simmons University. They oversee all of Simmons's institutional affairs in accordance with the University's charter, bylaws, evolving statements of mission and purpose, and strategic plan. The Board of Trustees is responsible for governance of the University and for monitoring the implementation of its policies, as distinguished from its day-to-day management or administration, which is the responsibility of the President and other administrative officers of the University.

The President is appointed by the Board of Trustees and is the chief executive officer of the University, responsible for academic and financial administration in accordance with policies established by the Board. Senior vice presidents and vice presidents report to the president. The president acts as a liaison between the Board of Trustees and the faculty, works with members of the Board and the Simmons community to plan and budget for future needs, and fosters an open, collegial environment for faculty, staff, and students. In addition, the president works closely with alumnae/i, business, government, foundations, educational associations, and other external constituencies and ensures that Simmons University plays an active role in Boston-area community relations and higher education on a national level.

On July 1, 2020, Lynn Perry Wooten became the ninth President of Simmons University. Since 2017, Dr. Wooten has been the David J. Nolan Dean and Professor of Management and Organizations at Cornell University's Charles H. Dyson School of Applied Economics and Management, where she was a member of the Cornell SC Johnson College of Business leadership team, encompassing the three schools -- the Dyson School of Applied Economics and Management, the Johnson Graduate School of Management, and School of Hotel Administration. President Wooten's research interests include crisis leadership, strategic human resources management, positive organizing routines, workforce diversity and competitive advantage, and development of emerging leaders. She is a prolific author of journal articles and has published two books: Positive Organizing in a Global Society: Understanding and Engaging Differences for Capacity Building and Inclusion and Leading Under Pressure: From Surviving to Thriving Before, During and After a Crisis. Dr. Wooten majored in accounting at North Carolina A&T State University, graduating as valedictorian of her class; she received her MBA from the Fuqua School of Business at Duke University and her Ph.D. in Business Administration from the Ross School of Business at the University of Michigan in 1995.

Interim Provost
Russell Pinizzotto, Ph.D., began serving as Simmons' Interim Provost in May 2020. He previously served as an Interim Provost for various institutions, most recently for Carlow University in Pittsburgh, where he established the College of Professional Studies for adult and nontraditional learners. He was also the Interim Provost at Merrimack College where he served as the Dean of the Faculty of Science and Engineering. During his tenure as Wentworth's Provost from 2010 until 2015, his accomplishments included boosting enrollment by 25%; increasing retention and graduation rates; developing nine new undergraduate and six new graduate programs; and increasing the revenue of the College of Professional and Continuing Education by over 50%. Dr. Pinizzotto received his BS in Physical Chemistry from the California Institute of Technology; his Engineer's degree in Materials Science from UCLA; his MS in Astronomy from Swinburne University of Technology in Melbourne, Australia; and his PhD in Engineering in Materials Science from UCLA.

Vice President and Chief People Officer
Suzanne Murphy, Vice President, Chief People Officer, was first appointed in 2010 to ensure the success of Strategy 2015 initiatives. Prior to coming to Simmons,

she was special assistant to the president at Emmanuel College and was an adjunct faculty member in their Graduate and Professional Programs. Ms. Murphy's experience spans multiple industries from financial services, to management consulting, to higher education. Previous companies and positions include Monitor, a Cambridge-based strategy consulting firm specializing in top management issues most critical to long-term competitiveness. At Monitor, Murphy was a member of the Global Human Assets Team, focused on talent management and leadership development. At Arthur Andersen, a former big 5 consulting firm, she was a Manager in their Change Management practice, focused primarily on the financial services industry. Murphy sits on the board of directors for a nonprofit, Delta Projects. She has done both volunteer work and fund raising for the American Red Cross and Best Buddies. Murphy holds a B.A. from the College of the Holy Cross and an MBA from the Carroll Graduate School of Management at Boston College.

Vice President of University Real Estate Development and Facilities Management
Laura Brink Pisinski is the Vice President of University Real Estate Development and Facilities Management. Ms Pisinski is overseeing the major renovation of the academic campus, including the transformation of Lefavour Hall into the University's science facilities; planning for "One Simmons," the creation of a modern living and learning campus for Simmons; and for ongoing facilities management. During nearly 13 years of service to Simmons, Pisinski has held positions of increasing responsibility and scope within the Advancement Department. She started as a front-line fundraiser for leadership annual gifts; she was promoted to Major Gifts Officer, to Director of Major Gifts and Campaigns, to Assistant Vice President and most recently to Associate Vice President. Before coming to Simmons, Pisinski worked in enrollment management, where she chaired the annual meeting for the New England Association of College Admission Counselors as well as a presidential task force on retention. She holds a B.A. from St. Lawrence University and a master's degree in communications management from Simmons University.

Senior Vice President and General Counsel
Kathy Rogers is Senior Vice President and General Counsel at Simmons. She joined Simmons in 2002 as General Counsel and was promoted to Vice President and Secretary to the Board of Trustees in 2007. Previously, she was a partner at the Boston law firm of Yurko & Perry, and served as a business litigator at Hutchins, Wheeler & Dittmar, and at Widett, Slater &

Goldman. Before joining Simmons, Rogers advised and represented numerous Boston-area colleges and universities in litigation and risk management, particularly in cases involving disability and employment law issues. She writes and speaks on disability and higher education issues and was named an In- House Leader in the Law in 2010 by Lawyers Weekly. She has a B.A. from Regis College and a J.D. from Northeastern University.

Dean of the College of Social Sciences, Policy, and Practice
Dr. Stephanie Berzin, prior to her arrival at Simmons, served as Assistant Dean for the Doctoral Program at the Boston College School of Social Work, where she co-led the curriculum redesign and the development of a strategic vision around social innovation, social entrepreneurship, leadership, and resource development. She also served as co-director of the BC Center for Social Innovation, which works to build the evidence-base for social innovation, prepare tomorrow's social sector leaders, and promote the capacity of existing agencies to respond to social issues. Dr. Berzin also works with social sector leaders to develop their innovation skills both locally and abroad. Her most recent book was published by Oxford University Press, Innovation From Within: Redefining How Nonprofits Solve Problems (2018). Dr. Berzin graduated cum laude from Cornell University with a Bachelor of Arts in psychology, earned her MSW from Columbia University, and a PhD from the School of Social Welfare at the University of California, Berkeley.

Dean of the College of Organizational, Computational, and Information Sciences
Dr. Marie desJardins leads collaboration among faculty and other stakeholders in pursuing the growth and development of College programs and initiatives, align an interdisciplinary collaboration that increases pathways from undergraduate to graduate study in growing fields, and promote a culture of research and scholarly productivity through innovative teaching and engaged learning. Prior to joining Simmons, Dr. desJardins served as Professor and Associate Dean for Academic Affairs at the University of Maryland, Baltimore County's College of Engineering and Information Technology, where she oversaw multiple assessment activities, including leading a successful re-accreditation of four undergraduate engineering and computing undergraduate curriculum. A career educator, Dr. desJardin has published over 100 scientific papers in journals, conferences, and workshops. Her research is in artificial intelligence, focusing on the areas of machine learning, multi-agent

systems, planning, interactive AI techniques, information management, reasoning with uncertainty, and decision theory. Dr. desJardins graduated magna cum laude from Harvard University with a Bachelor of Arts in engineering and computer science, and earned her PhD in computer science from the University of California, Berkeley.

Dean of the Gwen Ifill College of Media, Arts, and Humanities

Dr. Brian Norman is a scholar of American and African American literature, professor of English, and academic administrator who most recently served as Associate Vice President of Faculty Affairs and Diversity at Loyola University in Baltimore, MD. He has taught a wide range of courses in literature and culture, and he founded Loyola's program in African and African American Studies. His research projects engage with questions of identity, belonging, justice, and the relationship between literature and social change. Dr. Norman is a distinguished scholar who has written or edited several books; his most recent are Neo-Segregation Narratives: Jim Crow in Post-Civil Rights American Literature (University of Georgia Press 2010) and Dead Women Talking: Figures of Injustice in American Literature (Johns Hopkins University 2013). He recently spent his sabbatical as a research fellow at the Dresher Center for the Humanities at University of Maryland, Baltimore County. Dr. Norman earned a Bachelor of Arts degree in environments studies, women's studies, and French from Pacific Lutheran University, and an MA and PhD in English from Rutgers University.

Deputy Provost and Dean of the Undergraduate Program

Dr. Catherine Paden is an accomplished scholar and educator. In her role, she works closely with faculty to review and revise policies around the undergraduate academic experience. Dr. Paden's research and teaching interests focus on racial politics, social movements, interest groups, and how underrepresented groups gain political representation. She is the author of Civil Rights Advocacy on Behalf of the Poor (2011, pb 2013), which assesses whether, and how, low-income African Americans gain representation in anti-poverty legislative battles. Her current research examines the impact of local civil rights and economic justice organizing on national policy and interest group priorities. She has published her research in the DuBois Review and has contributed research on the Nation of Islam to a volume on religion and American politics (University of Virginia, 2012). At Simmons, Dr. Paden has previously served as the Faculty Assistant to the

Dean on Diversity Initiatives, on the Dean's Diversity Task Force, and on the President's Diversity and Inclusion Advisory Council (PDIAC). Deputy Provost Paden holds a Bachelor of Arts degree in political science and government from Vassar College and a PhD in political science and government from Northwestern University.

Dean of the College of Natural, Behavioral, and Health Sciences

Dr. Lepaine Sharp-McHenry joined Simmons in August 2019, leading the largest of Simmons' four Colleges, promoting and strengthening innovative teaching and engaged learning, continuing to build a culture of research and scholarly productivity and to enhance programs within and across disciplines both inside CNBHS and across the University. From 2013, Dr. Sharp-McHenry served as Dean of the College of Nursing at Oklahoma Baptist University in Shawnee, OK. Prior to that, she was at the University of Arkansas for 15 years, first as a faculty member and later as the Assistant Director of the Eleanor Mann School of Nursing. Nationally, she has served on the Board of Directors of the American Association of Colleges of Nursing (AACN) and as a site visitor on accreditation teams for the Commission on Collegiate Nursing Education (CCNE). She has also received official recognitions of her expertise at a state level, including several appointments by the Governor of the State of Arkansas. Dr. Sharp-McHenry holds an Associate of Science in Nursing, a Bachelor of Science in Nursing, a Master's of Science in Nursing (clinical nurse specialist in psychiatric mental health), and a Doctor of Nursing Practice in Executive Leadership.

PRINCIPLES AND POLICIES

Simmons has committed itself to the following principles and policies:

STUDENT PRINCIPLES

Individual responsibility is the foundation of the Simmons community. The student's enrollment at Simmons University carries with it the expectation that one will abide by the Student Code of Conduct, the Academic Integrity Policy, and the Honor Code of Responsibility:

- Each member of the Simmons community is responsible for maintaining a high level of integrity, honesty, and trust within the community.

- Each student is responsible for work of the student's own creation and for not representing as their own work that which is not theirs.

- Conduct in keeping with the policies outlined in the Student Handbook and all other official publications is expected of each member of the Simmons community.

The Honor Code of Responsibility is shared by the entire Simmons community. It implies that each segment has obligations based upon its specific function within the University.
Simmons University reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior as outlined in the Student Code of Conduct and other official publications.

Enrollment in a course implies an agreement between instructor and student. The instructor is obliged to teach, to evaluate student work, and to be available for conferences during designated office hours; the student is obliged to complete all work by the assigned deadlines, to attend all classes, and to devote sufficient out-of-class time to course material. Three hours spent out of class in preparation for every hour in class is a reasonable expectation. Attendance and punctuality are expected at all classes. While there are no established University-wide penalties for absences, the instructor may take attendance into account when evaluating the student's performance in the course. In accordance with Massachusetts state law, no student will be penalized for absence due to religious observances.

EDUCATIONAL RECORD PRIVACY POLICY

The University's practice in regard to student record-keeping is based on the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 and is intended to be a safeguard against the unauthorized release of information. This act applies to all enrolled students, former students, and alumni. It does not apply to applicants seeking admission into an institution.

Under the provisions of the act, it is the right of the student to view their official educational records. Educational records are defined as records regarding a student that are maintained by an educational institution. Such records are kept in the Office of the Dean for Student Life, the Office of the Registrar, faculty advisors' offices, and the Center for Student Support. Not included in this category of records are the following:

- Records containing confidential information written before January 1, 1975

- Financial Records submitted to the University by the parents of a student

- Medical and counseling records

- Records containing information on more than one student

- Private records intended for use of an individual

- Law enforcement records

- Student employment records

- Records to which a student has waived her right of access as required by a judicial order or a lawful subpoena

In order to view their record, a student must make a request in writing to the appropriate office. The office has 45 days in which to fulfill the request. If requested, copies of a student's record are available to the student for a slight charge to cover the cost of duplicating. Any information in a student's record found to be "inaccurate, misleading, or [that] violates the privacy or other rights of the student" may be challenged by the student. Only the accuracy of the information may be challenged. For example, a grade received may not be questioned, only the accuracy of its recording. In order to contest the information in their record, the student must submit a written statement to the person responsible for the content of the record and request that they receive a written response. If no written response is forthcoming or if an unsatisfactory response is received by a student, they may appeal to the chairperson or appropriate supervisory person. In the event that no resolution is made, it is the student's right to request a hearing, to be presided over by the Dean for Student Life or a designee.

The University has the right to publish a directory listing all enrolled students and containing the following information:

- Student's name
- Address
- Telephone number
- Place and date or birth
- Concentration
- Digital photo
- Year of graduation and dates of attendance
- Awards and degrees received
- Membership in organizations
- Educational institution most recently attended

A student who wishes to be omitted from the directory must so indicate by writing to the Office of the Registrar.

A student's record is not accessible to anyone outside the University without written authorization from the student. Exceptions to this regulation are as follows:

- Officials at an institution where the student is applying for admission
- Officials disbursing financial aid
- Parents of a dependent student (for tax purposes)
- Accrediting and educational testing organizations
- Federal officials
- Officials complying with a judicial order
- Appropriate officials in the event of an emergency (only if necessary to safeguard the health or well-being of the student or other individuals)
- The alleged victim of a crime of violence may receive results of any disciplinary proceedings conducted by the University against the alleged perpetrator of that crime in reference to that crime. Student records are available to the above with the stipulation that this information is only for the use of the above unless written consent is secured from the student.

Student records may not be distributed to other parties. It is the responsibility of each office maintaining records to keep a log that verifies the name and date of each person who has viewed the record and for what reason. Students have the right to see this log.

Further questions about FERPA should be directed to the Offices of the Dean for Student Life or Registrar.

EQUAL ACCESS POLICY

All students are given equal access to the University's programs and resources. As permitted by state and federal law, admission to the University's undergraduate baccalaureate program is reserved for individuals who identify as women. Simmons is committed to admitting qualified students of any race, color, age, religion, sexual orientation, gender identity, and national and ethnic origin, regardless of disability, to all the programs and activities generally made available to students, including scholarship and loan programs, athletic programs, and other University-administered social, educational, and recreational programs, and student services. Simmons University's graduate schools and programs are open to all individuals.

The Simmons Commitment to Diversity, Equity, and Inclusion

The Simmons Commitment to Diversity, Equity and Inclusion was developed with input from the Diversity, Equity and Inclusion Action Council, supported by the University leadership, and unanimously affirmed by our Board of Trustees.

Simmons is committed to inclusive excellence in all aspects of an individual's community experience. Our values, vision and mission mandate that we strive to create an environment that is free from bias, prejudice, discrimination and hurtful/hateful acts that can prevent each member from thriving in the Simmons community.

Our Diversity & Inclusion Mission

We seek to extend to the entire Simmons University community opportunities for learning, growth, success, and meaningful participation and to build a welcoming, diverse, and inclusive culture for our community. To that end, we will engage in ongoing work to combat racism, bias, and all forms of individual and institutional oppression.

We believe diversity is necessary in all aspects of an educational and residential environment to ensure inclusive excellence. As an academic community, rich with varied life experiences, perspectives, and values, we are uniquely positioned to facilitate the ongoing engagement and intellectual dialogue that honors the inherent and unique characteristics of each member of our community. This includes, but is not limited to, interrogating socially constructed concepts and addressing issues of power, phobia, isms, or any other detractors to building and sustaining an equitable community.

Simmons will affirm diversity and inclusion by moving beyond tolerance and civility to a respect and appreciation that recognizes the social positioning of underrepresented and marginalized segments of the population.

Simmons values academic excellence, intellectual freedom, critical thinking, leadership, innovation, respect for the dignity of all individuals, and continuous improvement. We adhere to policies and practices that promote and support diversity and inclusion.

We prepare students to be well informed, open-minded, and sensitive to the values and diversity of others. We strive to foster an atmosphere where students can become actively engaged leader in a changing, diverse society. We promote this goal through proactive and continual exchange of ideas among students, faculty and the general university community.

To ensure that these goals are attained, Simmons University commits to the following principles.

- We recognize, respect and honor the inherent individuality of all. We strive to ensure that all decisions concerning the educational progress of students are based on considerations appropriate to an academic institution and not on factors such as race, color, gender, gender identity and expression, sexual orientation, religion, age, national origin, ancestry, disability, or veteran status.

- All students are given equal access to the University's programs and resources. Admission to the University's undergraduate baccalaureate program considers people who self identify as women. The University is committed to admitting qualified students of any race, color, gender, gender identity and expression, sexual orientation, religion, age, national origin, ancestry, disability, or veteran status to all programs and activities made generally available to students at the University, including scholarship and loan programs, athletic programs, and other University-administered student services, and social, educational and recreational programs.

- We subscribe to the policies set forth in Section 504 of the Federal Rehabilitation Act of 1973, which mandates equal opportunity for qualified persons with disabilities in educational programs and activities.

- We are committed to creating an atmosphere where diversity is supported with understanding, respect, and encouragement. The University does not tolerate unlawful or other harassment of employees or students. Any discrimination or harassment by any member of the faculty, staff, or student body against any other member of the community will be handled according to the process articulated in the Bias Response Protocol, Title IX Policy, Faculty Policy Manual, Employee Handbook, and other relevant Simmons policies.

SIMMONS UNIVERSITY NOTICE OF NON-DISCRIMINATION AND GRIEVANCE PROCEDURE

Chartered in 1899 and opened in 1902, Simmons is first and foremost an academic community whose primary goals are to prepare individuals to be well informed, open-minded, and sensitive to values. To attain these goals, Simmons seeks to create an atmosphere within which students may learn to become actively engaged members of society and to develop the resources to lead rich personal lives. The active and continuing exchange of ideas among students, faculty, and the general university community is central to achieving these goals.

To ensure that these goals are attained, Simmons has committed itself to the following principles:

Simmons supports the principle and spirit of equal employment opportunity for all persons based on each individual's qualifications and fitness. In accordance with applicable law, Simmons administers its employment and personnel policies with-out regard to race, color, religion, disability, national origin, ancestry, age, sex, sexual orientation, gender identity, or veteran's status.

Simmons administers its educational programs and activities in accordance with the requirements and implementing regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Title III of the Americans with Disabilities Amendment Act of 2008.

Simmons strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, gender or gender identity, religion, age, national origin, ancestry, disability, or veteran's status. Complaints or inquiries concerning the University's policies and compliance with applicable laws, statutes, and regulations may be directed to the Office of the General Counsel, Room C-208, 617-521-2074. A complaint should contain your name and address and a brief description of the action you believe is in violation of state or federal law. Simmons is able to respond most effectively when a complaint is filed with the appropriate office as soon as a grievant is aware of an alleged violation. The University will take the appropriate steps to address alleged violations of that are brought to its attention.

Complaints or inquiries concerning the University's policies and compliance with applicable laws, statutes, and regulations may be directed to the Office of the General Counsel, Room C-208, 617-521-2074. A complaint should contain your name and address and a brief description of the action you believe is in violation of state or federal law. Simmons is able to respond most effectively when a complaint is filed with the appropriate office as soon as a grievant is aware of an alleged violation. The University will take the appropriate steps to address alleged violations of that are brought to its attention.

Reporting Sexual Misconduct

If you believe you have been subjected to gender-based misconduct (sexual harassment, sexual violence, gender discrimination, stalking, exploitation), please contact our Title IX Coordinator, at 617-521-2768. She is located in the Room E-200 in the Main Campus Building.

Reporting Discrimination or Retaliation

If you are a student and you believe you have been subjected to unlawful discrimination or retaliation, please contact the Dean of your College, the Director of your Program, or the Dean for Student Life. The Dean for Student Life can be found in C-115 of the Main Campus Building and at 617-521-2117.

Reporting a Web/online Accessibility Barrier

We are committed to making our programs and activities accessible to all individuals. Use this form.

For Advice on Whom to Contact about a Concern or Incident

If you are unsure of where to bring complaints or concerns about unlawful discrimination, harassment, or retaliation, please contact the Office of the General Counsel in E-200 in the Main Campus Building or call 617-521-2276.

Grievance Procedure

A written complaint alleging violation of the federal sex and disability discrimination laws and/or regulations (34 C.F.R. Part 106 and 45 C.F.R. Part 86, implementing Title IX; 34 C.F.R. Part 104 and 45 C.F.R. Part 84, implementing Section 504 of the Rehabilitation Act; and 45 C.F.R. Part 83, implementing Section 855 of the Public Health Service Act) may be filed with the University by any student, employee, or other aggrieved person and will be handled accordingly, under the corresponding policy. Complaints under this procedure will not be processed from applicants for employment or admission. A University employee's allegation that they have been subjected to discrimination prohibited by the regulations will be processed under the relevant employee grievance procedure.

Inquiries concerning the application of non-discrimination policies may also be directed to the Assistant Secretary for Civil Rights at the U. S. Department of Education, Office for Civil Rights, 330 C Street, Washington, DC 20202.

ACCESSIBILITY SERVICES

At Simmons University, we are committed to the full participation of all students in our programs and activities. Simmons University is mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide equal access to facilities, educational and co-curricular programs, campus activities and employment opportunities to qualified individuals with disabilities.

The Office of Accessibility Services at Simmons University is a strategy-based service that supports students in their academic endeavors both on the ground and online. Students registered with OAS must adhere to the same academic and community standards as all Simmons University students. A student's initial connection and ongoing interaction with OAS is self-propelled.

- All students with a documented diagnosis that substantially limits a major life activity, such as learning, hearing, seeing, reading, walking, and speaking are eligible to register with the OAS and request academic accommodations.

- Students who are exploring a diagnosis or who are considering use of services are also welcome to visit the OAS to review the offerings and services available as well as registration requirements.

- Documentation of a diagnosis/disability is not required when applying to the University and is submitted to OAS after the student accepts their place at the University.

- Accommodations are not intended to guarantee success; they are intended to provide equal access to the educational experience (classroom, field, clinical, field trips) to ensure that students may display their level of learning.

- Students are eligible to receive services/accommodations only after documentation is received, reviewed, and approved by OAS professional staff.

- Commonly requested academic accommodations include Extended Time for Testing, Use of the OAS Testing Center, Note Provision Assistance, Alternate/Electronic Texts and Materials, and Student/OAS Staff 1:1 meetings.

- Following a student's first meeting with an OAS staff member, the student may make their own appointments, which are recommended, but never required.

- Outreach by OAS staff to faculty and parents is generated ONLY by a student's written request.

- Diagnosis/disability-related information is confidential and is not shared without a student's permission.

OAS is not a comprehensive special education program. Students' coursework is not shared with or linked to the OAS. OAS does not offer special education tutors or life coaches for social skills and acclimation.

Office of Accessibility Services, Center for Student Success: Email: access@simmons.edu. Tel: (617)-521-2492.

JURY DUTY

During the course of the academic year, students may receive notification that they have been summoned for jury duty. Students who attend college in Massachusetts are required by law to fulfill their civic duty if summoned, even though their permanent or "official" residence may be in another state. If the date for which students have been summoned is inconvenient, they may request a postponement for up to one year.

Students who are required to miss classes because of jury duty may notify the Office of Student Affairs by calling 617-521-2124. Staff members in the Office of Student Affairs will notify the appropriate faculty members, who will work with the students to make up any missed assignments or exams. Upon completion of jury duty, students are expected to bring a copy of the documentation of their service to the Office of Student Affairs.

RELIGIOUS OBSERVANCE

Students who are unable, because of their religious beliefs, to attend classes or to participate in an examination, class, or work requirement on a particular day shall be excused from the class, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work they may have missed consistent with Massachusetts General Law Chapter 151C, Section 2B. That law states:

Any student in an educational or vocation- al training institution, other than a religious or a denominational educational or vocation- al training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work missed because of such absence on any particular day, provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effect shall result to any student because of his/her availing himself of the provisions of the sections.

Questions about absences for religious observance should be directed to the Office of Student Affairs or the Office of the Registrar.

HUMAN SUBJECTS

The University has established policies on the use of human subjects in all Simmons-initiated research and training projects. The Institutional Review Board (IRB) is charged with overseeing all research involving human subjects at Simmons University. Students undertaking research projects that propose to use humans must do the following prior to beginning their projects: 1) prepare and submit an application to the IRB for review and approval and 2) complete the Collaborative Institutional Training Initiative (CITI) Program, a web-based human subjects research investigator education program. A copy of the Simmons University human subjects research policy, IRB forms, and link to the CITI training program may be found on the Office of Sponsored Programs site. The contact for the IRB is the Office of Sponsored Programs, 617-521-2415. It is expected that all members of the Simmons community will fulfill their legal and ethical responsibilities to ensure that the rights and safety of human subjects are protected.

ACADEMIC POLICIES

Academic Standing

Graduate students are required to maintain a minimum semester GPA of 3.00 each semester in order to remain in good academic standing (2.67 for the MBA, Health Care MBA, and MPH programs). Graduate students must achieve a minimum cumulative, final GPA of 3.00 in order to graduate.

Academic Warning

When students complete a semester and earn a semester GPA of less than 3.00 (2.67 for MBA, HC MBA, and MPH), the student will be issued an academic warning. Warnings will be removed upon completion of a full semester's coursework at 3.00 GPA or better (2.67 for the MBA, Health Care MBA, and MPH programs), or upon completion of the degree program with a minimum 3.00 cumulative GPA.

Certain programs have additional standards leading to warnings; information is available in the program handbook and from the program director.

Academic Exclusion

Two consecutive semesters below a cumulative 3.0 (2.67) GPA is grounds for exclusion from the graduate program and University. Any student receiving more than 3 credits at a Failing grade will be subject to dismissal.

Certain programs have additional requirements; information is available in the program handbook and from the program director.

Repeating a Course

Courses may not be repeated more than once (i.e., courses may be taken twice and no more.) The grades of both courses are included in the student GPA.

Certain programs have additional requirements; information is available in the program handbook and from the program director.

Maximum Time to Complete Graduate Degrees

Candidates for a graduate degree must complete program requirements within six calendar years of matriculation. Some Simmons programs have timelines that supersede this general policy; consult program handbooks or program directors for additional information.

Transfer and Waiver of Credit Transferring credits earned prior to entering the program

Students may petition their program to transfer credits earned at another institution in accordance with their program handbook and the requirements below. Students must provide required documents (transcript, syllabi, course descriptions, or other documents), obtain the required signatures, and follow the process outlined in each program's Student Handbook or in consultation with the Program Director.

- Courses must be graduate level and from an accredited, degree granting institution.
- Simmons credit may be granted for no more than the face-value credit granted by the host institution.
- The course grade must a B (3.0) or higher.
- The course must have been completed within 5 years of matriculation. (The Nutrition Department may grant credit for courses completed within 10 years; see the Student Handbook).
- The request to transfer must be made during or prior to the end of the first semester in the program. Check program handbook for any exceptions.
- Only credits transfer; grades do not. Transferred courses do not affect student GPA.

Transferring credits earned during the program

Some programs allow students to petition in advance to take an elective course at another institution. Students should consult their program Student Handbook or Program Director for timeline, requirements, and process.

Waiver of course requirements and assessment of prior learning

Some Simmons programs allow students to petition to waive course requirements for general knowledge and experience or for coursework completed at another institution. A waiver, if awarded, waives a requirement and does not waive any credits. Students must take course(s) in place of the waived course(s). Proof of knowledge is required for a waiver. Students should consult their program Student Handbook or Program Director for information on waivers and if applicable, timelines, requirements, and process.

Class Attendance

Students are responsible for the entirety of the work in each of their registered courses. Instructors may consider individual class attendance when determining a student's final grade for a course. In addition to lowering a grade, absences may justify a failing grade for the entire course. Students should consult their program handbook and course instructors for specific consequences, policies, and procedures for absences and for makeup work.

Absence from Clinical/ Field Placement/Practicum

Students should consult their program handbook and clinical or field manual for specific consequences, policies, and procedures for absences and makeup work regarding absences from placements and practica.

Absence due to Military Obligations

Students who are required to participate in weekly or monthly meetings, weekend drills, annual trainings, military schooling or any other training or official military event as a member of the ROTC, National Guard, Reserves, or the Inactive Ready Reserve, will be excused from class. The student is required to contact their faculty regarding making up work prior to missing class. Students should consult their program handbook for specific procedures and documentation requirements.

Absence due to Military Obligations: Called to Active Duty

Students should consult the Leave of Absence Policy.

Absence due to Religious Observance

Students who are unable, because of their religious beliefs, to attend classes or to participate in an examination, class, or work requirement on a particular day shall be excused from the class, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work they may have missed consistent with Massachusetts General Law Chapter 151C, Section 2B. That law states:

Any student in an educational or vocation-al training institution, other than a religious or a denominational educational or vocation-al training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work missed because of such absence on any particular day, provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effect shall result to any student because of his/her availing himself of the provisions of the sections.

Questions about absences for religious observance should be directed to the Office of Student Life or the Registrar's Office.

Absence due to Jury Duty

During the course of the academic year, students may receive notification that they have been summoned for jury duty. Students who attend college in Massachusetts are required by law to fulfill their civic duty if summoned, even though their permanent or "official" residence may be in another state. If the date for which students have been summoned is inconvenient, they may request a postponement for up to one year.

Students who are required to miss classes because of jury duty may notify the Office of Student Life by calling 617-521-2124. Staff members in the Office of Student Life will notify the appropriate faculty members, who will work with the students to make up any missed assignments or exams. Upon completion of jury duty, students are expected to bring a copy of the documentation of their service to the Office of Student Life.

Course Registration

Registration for graduate courses takes place on AARC, accessible though Simmons Connection. Every student is assigned an individual registration start time for each semester based on program location and number of credits earned. Registration for each semester begins according to the Simmons University Academic Calendar and continues through the end of the first week of classes.

Graduate students should consult with their programs for advising, consultation and guidelines, and with their Financial Aid counselor to ensure there are no holds on their accounts prior to registration.

Policy on Adding Courses

Students may add a course **prior** to the third course meeting as long as they have not exceeded the maximum credits allowed for their program, have met the prerequisites for the course, capacity is available, and consent has been granted where required. (Consult program Student Handbooks for maximum credit loads. See below for procedures. Consult the Registration page for the specific add/drop calendar for your program, including for courses running outside of standard semesters.)

Students are responsible for informing the instructor and for all course work in an added class.

Students must meet program policies and requirements and if necessary, have the Add/Drop form signed by their program's designated official(s). See Program Handbook and the Registration Guidelines (https://www.simmons.edu/academics/registrar/registration) for detailed instructions. Students should consult an advisor, Program Director, or Department Chair whenever adding or withdrawing a course.

<u>Adding Courses</u>

During the Registration Priority Period (Add/Drop Period), students can add a course in AARC, based on the end date listed in AARC under "My Registration Priority."

After the Registration Priority Period:

- Online Nursing, Social Work, MBA/HCMBA and Public Health students: Before 9:00 a.m. on the Monday before the third course meeting, email the Registrar and your Academic Advisor. Specific dates for each semester are posted on the <u>Registration</u> web page
- All other Students: Either: Before the published deadline (see Registration web page), submit a completed Add/Drop Form (including Instructor or other signature required by our program) at the Registrar's Office OR Email the Registrar and have your Instructor (or other required signature) email Consent@simmons.edu

If Instructor Consent is Required by your program: submit a completed Add/Drop Form (including Instructor or other signature required by our program) at the Registrar's Office OR Email the Registrar and have your Instructor (or other required signature) email Consent@simmons.edu

<u>Adding Courses and Satisfactory Academic Progress</u>

Students who change their schedule by adding a course (or withdrawing from a course) should consult with their Academic Advisor or Program Director to ensure that they will continue to meet degree and graduation requirements. (See below for additional information on Satisfactory Academic Progress.)

Adding Courses and Tuition and Financial Aid Awards

Students should also consult with the Student Financial Services to be fully apprised of the impact of course changes on their tuition bill and on any financial aid. (See below.)

Policy on Withdrawal from a Course

Once enrolled in a course, a student is considered to be in that course until such time as they change their registration through the Office of the Registrar.

Each semester for each program, the Office of the Registrar posts the:

- Deadline to withdraw from a course with no notation on the student transcript.

- Deadline to withdraw from a course with a "W" (Withdrawn) noted on the student transcript. *After that date, the student transcript will note the earned grade.*

- A student who fails to attend a course or ceases attending a course and has not formally withdrawn by the deadline will receive a grade of "F" in the course and on the student transcript.

Students should consult an advisor, Program Director, or Department Chair whenever withdrawing from a course. Doctor of Physical Therapy students should consult the DPT Student Handbook for the withdrawal policy for their cohort-based program. All students enrolled in field placements or practica (including Physical Therapy, Nursing, Social Work, Education, and Nutrition) should consult their Student Handbook for specific withdrawal policies and procedures. Financial Aid and Immigration Status policies also apply to withdrawal from for-credit field experiences.

Please refer to the University Registrar's web page for detailed course withdrawal procedures and schedules and for the specific deadlines for each program each semester.
https://www.simmons.edu/academics/registrar/registration.

Course Withdrawal and Satisfactory Academic Progress

A course withdrawal does not constitute successful completion of a course and may affect a student's academic standing. Students who fail to successfully complete at least 50% of attempted coursework have not made satisfactory academic progress. See Satisfactory Academic Progress under Financial Information, below.

Course Withdrawal and Tuition

Registration reserves a student's place in a course. This registration is binding, both financially and academically. Should a student decide not to attend class, written notification to the Registrar's Office is required. Courses dropped after the beginning of the semester are subject to partial charges. Please visit the Student Financial Services website (and below) to review the tuition refund schedule for the current academic year.

Course Withdrawal and Financial Aid Awards

A course withdrawal may affect a student's financial aid (loans) and merit funds (scholarships and assistantships). U.S. students must be enrolled at least half time to receive federal loans and usually full time for scholarships and assistantships. Be sure to consult Student Financial Services (http://www.simmons.edu/admission-and-financial-aid/student-financial-services/student-accounts/course-refunds) to understand the financial implications of course withdrawal.

Auditing Courses

Students who wish to attend a class without working for or expecting to receive formal credit may register to audit the class in those programs where an audit is permitted (see program Student Handbook). Permission of the instructor is required to audit the class and students cannot register for an audit until the first day of the course.

Students may not attend any course without registering for either credit or audit. Students may not change an audit class to credit after the priority registration period.

Marks and Evaluations

The University uses a system of letter grades and numerical points to evaluate student performance in courses. The following grades, with corresponding grade points, are used to evaluate academic achievement.

Letter Grade	Grade Point
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	0.00

AU: Indicates that the student is or has audited the course. No credit is awarded for an audit.
F – FAIL: Indicates performance in a course for which specific grades are not given. No credits are granted
MP – MARGINAL PASS: used in the School of Social Work and indicates performance in a course for which specific grades are not given.
P – PASS: Indicates performance in a course for which specific grades are not given.
W – WITHDRAWAL: indicates an approved withdrawal.

Incomplete Evaluations

Required coursework must ordinarily be completed by the last day of final examinations. In extenuating circumstances, students may request an "incomplete." It is the student's responsibility to monitor their progress and complete all work so that the instructor can submit a final grade by an agreed deadline. Failure to submit work by the approved incomplete deadline may result in a grade of F.

Certain programs have specific standards and timelines. Please consult the program handbook or program director.

Grade Appeal

Grade appeals can occur for the following three reasons: computational error; arbitrariness or capriciousness; unlawful discrimination. If a student believes that they have the basis to appeal a final grade, they should follow the grade appeal procedures and deadlines outlined below.

A grade appeal must be initiated within ten instructional days of the semester following the term of the grade under appeal. A student cannot appeal a grade after they have graduated.

A.   Explanation of Grounds for Appeal
1.   Computational error.
The faculty member is alleged to have made a mistake in the mathematical computation of the course grade. If the faculty member discovers a computational error in calculating a student's grade, they should submit a "Change of Grade" form to the Dean's Office. The faculty member should notify the student of the error and resulting change; the student has the right to question or appeal this grade following the procedures outlined below. If a student believes that a mistake has been made in the computation of their grade, they should first speak with the faculty member. If the faculty member agrees, the faculty member should complete a "Change of Grade" form, have it signed by the Program Director and by the Dean's Office. If the faculty member does not agree, the student may then follow the procedures and deadlines outlined below
Deadline: "Change of Grade" forms must be received by the Dean's Office no later than one semester following the semester in which the computational error was made.

2.   Arbitrariness or capriciousness.
The student alleges that the grade was based on something other than performance in a course (i.e. non-academic criteria); or the grade reflects standards different from those applied to other students in the course; or the grade departs from the standards of evaluation set forth in the syllabi or other written document in a substantial, unreasonable, and unannounced way. In this case, the student should follow the procedures and deadlines outlined below.

3.   Discrimination.
The student alleges that the grade reflects a violation of the College's non-discrimination policy as stated in the College catalogs and student handbooks. In this case,
the student should follow the "grievance procedures" for bringing a claim of unlawful discrimination as outlined in the College catalogs and student handbooks.

B.   Grade Appeal Procedures and Deadlines
1.   First Step: Informal Resolution with Course Faculty Member.
If the student believes they have received an unfair course grade, they shall attempt to resolve the matter informally with the faculty member who assigned the grade. The faculty member shall meet with the student to consider their reasons for believing the final grade to be unfair. If the faculty member does not believe there is merit for a grade change, they notify the student. The student may then proceed to the second step below. If the faculty member believes there is reason to change the grade, they complete the "Change of Grade" form, including a clear explanation of the reason for the change that is consistent with the terms of this grade appeal policy. The faculty member submits the "Change of Grade" form to the Department Chair/Program Director for approval; the Department Chair/ Program Director submits it to the Dean's Office for approval. After Dean's Office approval is received, the faculty member notifies the student of the change.

Deadline: The student must make their appeal to the faculty member no later than the tenth day of instruction of the semester following the assignment of the grade under appeal. If the grade is not to be changed, the faculty member will notify the student of their decision within five days of instruction of their meeting. If the grade is to be changed, the faculty member submits the "Change of Grade" form to the Department Chair/Program Director within five days of instruction. The Dean's Office will notify the faculty member when the change has been processed so that the faculty member can notify the student.

2.   Second Step: Informal Resolution with Department Chair/ Program Director.
If, after the faculty member's notification of their consideration of the initial grade appeal, the student continues to believe that the grade is unfairly assigned, the student shall meet with the Director of the Program in which the course was taken and explain the grounds for the student's grade appeal. The student will provide all supporting course materials. The Program Director shall meet with the faculty member. If the faculty member, after discussion with the Program Director,

agrees that the grade should be changed, they completes a "Change of Grade" form, including a clear explanation of the reason for the change that is consistent with the terms of this grade appeal policy. The faculty member submits the "Change of Grade" form to the Program Director for approval; the Program Director submits it to the Dean's Office for approval. If the faculty member does not agree, the student may proceed to the third step below.

Deadlines: The student must submit an appeal with the Department Program Director within ten instructional days after notice of the decision in "first step" above. The Program Director informs the student of their decision within five instructional days of their meeting.

3.   Third Step: Dean's Review.
If, after seeking informal resolution with the Program Director, the student continues to believe that the assigned grade is unfair and wishes to pursue the appeal, the student may submit a written appeal to the Dean's Office. The written statement includes the student's reasons for appealing the grade and any supporting materials. The Dean or their designate shall meet, separately and/or together, with the student and the faculty member and may ask for a written statement from the faculty member. Additionally, the Dean or their designate shall meet with the Program Director. If the Dean's Review determines that there is no merit to the grade appeal, the Dean informs the student that the final grade stands. The grade appeal process ends here.

Deadlines: The student must submit a written statement and "Grade Appeal" form to the Dean within ten instructional days of the notice of the decision in the "second step" above. The Dean informs the student of their decision within ten instructional days of their final meeting.

4.   Fourth Step: Faculty Grade Appeal Committee.
If the Dean's Review determines that there is merit to the grade appeal, the Dean will refer the appeal to a Faculty Grade Appeal Committee.

Deadlines: The Faculty Grade Appeal Committee has twenty instructional days to convene and deliberate.

The Committee notifies the student, faculty member, and Dean's Office of its decision within five instructional days of its decision.

Please note that although individual assignments become part of a course grade appeal, only the final grade in a course is open to appeal under this process. As a result of the grade appeal process, the final grade may be raised, lowered, or stay the same. The grade appeal process will not attempt to grade or re-grade individual assignments or aspects of course work other than the final grade. Similarly, no new or revised course work can be requested by the student or accepted by the faculty member as part of a grade appeal process. Records of all graded material, including examinations, papers, homework, etc. shall be maintained by individual faculty members until the end of the grade appeal procedure period. Students are strongly encouraged to maintain copies of all work submitted to the faculty member as well as graded work returned to the student by the faculty member.

Leaves of Absence and Withdrawal from the University
Withdrawal from the University

Students who wish to withdraw from the university must complete the University Withdrawal Form, available online or in the Office of the Registrar. Students should consult with their program advisors and with Student Financial Services for information on the implications of withdrawal for tuition and student loans. A request for withdrawal is effective on the day it is received in the Registrar's office. Students who withdraw during the semester are assigned grades based on the Course Withdrawal policy. Withdrawal from the university will impact an international student's immigration status; international students should consult with the Center for Global Education before withdrawal.

If a student withdraws from all of their courses, fails to return from leave of absence after the date approved by the registrar, or fails to register for any courses by the end of the fourth week of classes, they are considered to have withdrawn from the University. No student will be permitted to register after the fourth week of the semester.

All University expenses incurred by a student before their withdrawal must be paid in full prior to the release of their official records.

Voluntary Leave of Absence

Students wishing to leave the University for a temporary period, with the intention of returning to complete their degree, may apply to take a leave of absence (LOA). Student considering a leave of absence should consult their advisor, program director, or the Dean of Student Affairs and Student Financial Services. International students should consult the Center for Global Education for the implications of withdrawal on their visa status.

If the student chooses to take a voluntary leave of absence in order to receive intensive clinical health care treatment, the staff in the Office of Student Affairs will assist with processing this request. In some instances the student maybe asked to complete the Process for Returning from an Involuntary Leave of Absence as a requirement of returning to the University. (See below.)

In order to take an official leave of absence, students must complete a Leave of Absence form, available online or in the Office of the Registrar. A student requesting a LOA must state the reason for the leave, and the semester in which they intend to return. Students who take a leave of absence during the semester are assigned grades based on the Course Withdrawal policy.

Leaves will not be ordinarily granted for periods longer than one academic year. The request for the extension of a leave (for a maximum of one year) is approved only in unusual circumstances. Extension requests must be made before the expiration of the original leave of absence. Leaves of absence for graduate students may not exceed a cumulative total of two years. Students who do not return at the end of an authorized Leave of Absence will be withdrawn from their academic program and must submit a subsequent readmission to the program.

Students on a leave of absence are considered active students and are able to register for classes in an upcoming term while on leave. Students are expected to register for classes upon returning from a leave of absence.

Involuntary Leave of Absence

Simmons University is committed to the safety and well-being of its community members and to the integrity of the living and learning environment. Our goals, therefore, are to maintain the health and safety of each individual in our community and to enable all enrolled students to participate fully in the life of the University.

In instances in which a student's mental, emotional, or medical health pose a threat to themselves and/or others, becomes a barrier to appropriate or prescribed levels of self care, or causes significant disruption to the activities of the University community, such students may be required to take an involuntary leave of absence from the University.

In instances when a student's mental, physical or emotional health may pose a direct, imminent, threat to the safety and well-being of the Simmons community, or the student has been admitted to a health care setting to undergo intensive medical or psychological treatment (hospitalization, intensive outpatient or inpatient program), the Dean of Students or designee, as an interim measure, can place the student on an involuntary leave of absence from the University. When applicable the student will be informed in writing of the actions that lead to her/him being placed on leave and direct the student to the process for return. The student's parent/guardian/emergency contact person may be notified that the student is in a potentially dangerous situation.

Any student placed on an involuntary leave of absence will not be allowed to remain on campus. This includes living in residence, attending classes, and participating in Simmons sponsored events.

In circumstances when the student has not met direct threat/inpatient criteria, the Dean for Student Affairs or designee may, based off of observable/recorded behavior, still require a student to undergo an individualized psychological and/or medical assessment in order to make an informed decision regarding the student's ability to meet the academic, social and emotional requirements of being a Simmons student. This evaluation can be conducted by a member of the University's clinical staff, or by a student's external health care provider who is treating the student. The student will be required to sign a release that gives permission to the University's designated clinical personnel to speak with her/his external evaluating health care provider and to allow for the release of any relevant medical reports as part of the assessment. If the student chooses not to engage in the process listed above, then she/he will be required to take an involuntary leave of absence and if applicable, immediate removal from the residence halls.

If following the evaluation, a leave is deemed unnecessary, the Dean for Student Affairs or designee may impose other conditions and/or requirements which the student would be required to comply with as a condition of continued enrollment at the University.

In any instance in which a leave is required, the Dean for Student Affairs or designee will provide written notice to the student, including the specific requirements that must be met as a condition of eligibility for re-enrollment, the timeline for initiating and completing the return process, as well as the procedure for appealing the decision. In most instances, the parent(s) or guardian(s) of the student will be included in this notice. Students are strongly encouraged to discuss the need for a voluntary or involuntary leave with their parent(s) or guardian(s) prior to and during the leave process.

The duration of the leave is typically no fewer than six full months, although the specific length of the leave will be based on the student's individualized assessment and determined by the Dean or designee on a case-by-case basis. When a student takes leave before the end of a semester, whether voluntary or involuntary, Simmons' usual tuition and residence hall refund schedule apply.

Process for Returning to Simmons after an Involuntary Leave

Simmons University students who have been placed on an Involuntary Leave of Absence will be required to undergo an individualized assessment to be cleared to return to Simmons, prior to their return to the University. They are also required to sign an authorization form that enables the hospital, treatment facility, and/or all pertinent external health care providers to release information necessary for the review process. The review process will involve an interview with the appropriately licensed Simmons clinical staff member as well as the Dean of Student Affairs or designee. Following the interview with an individual of the clinical staff, a recommendation that is based off the student's report, his/ her treatment history, information gathered from the external treatment facility, and/or a student's personal health care provider, will be shared with the Dean for Student Affairs or designee regarding the student's readiness to return. Then, on a case by case basis, the Dean of Student Affairs or designee will make a determination if the students are permitted to return to the Simmons community. If it is determined that the student can return, the student will meet with the Associate Dean for Student Affairs or designee to establish a plan to return to the University and identify community resources. As a condition of continued enrollment and, if applicable, as a condition of re-admittance to the residence halls, the following criteria must be met:

1. The consulting health care provider must find that the student has maintained a significant level of physical, mental, or emotional stability along with the skill set necessary to successfully engage in the student's academic program as well as the activities associated in being a Simmons student.

2. The student and the consulting Simmons clinical staff member in conjunction with all relevant external health care providers must establish and agree upon a plan for continued managed care after returning to the University.

3. The student must commit to following the recommended and established treatment plan.

If, after reviewing all pertinent information, the Dean of Student Affairs or designee denies a student's request to return from an involuntary leave of absence, or the student disagrees with the conditions established as part of the return process, the student can appeal the decision in writing to the Vice President of Student Affairs.

Withdrawal from University

Students who wish to withdraw from the university must complete the Withdrawal Form, available online, from the Program Director, or the Office of the Registrar. Students should consult with their program advisors and with Student Financial Services for information on the implications of withdrawal for tuition and student loans. A request for withdrawal is effective on the day it is received in the Registrar's office. Students who withdraw during the semester are assigned grades based on the Course Withdrawal policy. Withdrawal from the university will impact an international student's immigration status; international students should consult with the Center for Global Education before withdrawal.
All University expenses incurred by a student before their withdrawal must be paid in full prior to the release of their official records, including transcripts.

Administrative Withdrawal

If a student withdraws from all of their courses, fails to return from leave of absence after the date approved by the registrar, or fails to register for any courses by the end of the add/drop period, they are considered to have withdrawn from the University. No student will be permitted to register after the add/drop period for their program has ended.

FINANCIAL INFORMATION: TUITION AND FEES, STUDENT LOANS, SATISFACTORY ACADEMIC PROGRESS

Payment Methods and Policies

Charges for tuition, fees, residence, and any prior balance must be paid in full each semester before a student may attend classes. A student's registration is complete and official when the student has completed registration and has settled all charges with Student Financial Services.

Billing and Payment

Billing statements are emailed monthly if there has been any account activity or if there is a balance due.

Statements are posted online on a monthly basis via the online Student Account Center which can be accessed by logging into AARC.

Students are required to maintain an accurate address with the College. If you will be moving please update your address via AARC or contact the Registrar.

Failure to receive a student account statement is not an adequate reason for nonpayment.

Checks and Money Orders

Make all checks and money orders payable to Simmons University. You must include the student's account number on the check. Post-dated checks will not be accepted. Send payments using the enclosed remittance envelope, with the billing stub, to the following address:

Simmons University

P.O. Box 414104 Boston, MA 02241-4104

Payments without the billing stub must be brought or mailed directly to the Cashier Window at the University:

Simmons University, Cashier Window

300 The Fenway

Boston, MA 02115-5898

A fee of $20 will be charged for any dishonored check. Student Financial Services will wait 5 business days for an electronic check to clear and 10 business for a paper check to clear before lifting any financial obligation holds.

Monthly Payment Plan

Many students and families take advantage of the monthly payment plan through Nelnet (formerly TMS) to cover the cost of tuition or to supplement any remaining balance not covered by financial aid or loans. The monthly payment plan is an interest-free alternative to lump sum payments at bill time. Such arrangements must be made well in advance of the bill due date to avoid late fees.

For all on campus students (including LIS Online and Nutrition Online), please apply at https://simmons.afford.com/. The application fee for the academic year (Fall and Spring) is $55.00, and the application fee per term (Fall or Spring) is $35.00. The monthly payment plan is not a payment option during the summer semester for on campus students.

Please apply at https://simmonsonline.afford.com/if you are an online student enrolled in one of the following programs: Nursing@Simmons, SocialWork@Simmons, BehaviorAnalysis@Simmons, MPH@Simmons, MBA@Simmons, or HealthCareMBA@Simmons. Payment plans are generally available for enrollment one week prior to registration for the term. The application fee is $35.00 per term.

Nelnet Customer Service can be reached at 800-722-4867.

Online Payment - E-Check and Credit Card

Simmons provides the convenience of making a quick and easy online payment towards your student account. If you are a student, this is available to you through the Student Account Center which you can access through Simmons Connection. If you would like to make a payment on behalf of a student, please see the information below on becoming an "Authorized User". There is no fee for the electronic check payment option. Please note that a convenience fee of 2.85% will be charged by the provider for the credit card payment option. Simmons University does not charge nor collect the convenience fee. Credit cards currently accepted are: Visa, Mastercard, Discover and American Express

Authorized users

Authorized users are individuals such as parents, an employer, a spouse, etc. who can make payments on behalf of a Simmons student. In order to become an Authorized User, the student MUST first grant the access. After the access has been granted, the authorized user will automatically receive an email with instructions on how to log in and make payments. Authorized Users will only have access to the financial information the student has made available to them through the Student Account Center. They will NOT have access to anything on AARC, such as grades and registration information.

If you have already been granted access as an Authorized User, you may login using your username and password.

Wire Transfers

Instructions for payments via wire transfers will be mailed with the first billing statement sent each semester. You may also request instructions by calling the Office of Student Financial Services at (617) 521-2001 or (617) 521- 2009.

College Savings Plans (529 Plans) and Pre-paid Tuition Plans (UPlan)

Simmons University welcomes all college and university savings plans. Student Financial Services recommends that parents contact their individual plan provider for specific information regarding how to initiate payment. Most 529 plans send payment directly to the University based on an invoice supplied by the 529 holder. Some plans request that the University provide the invoice on behalf of the student. Please let Student Financial Services know if your plan provider requires documentation from University directly.

If you are using a pre-paid tuition plan to pay for tuition, such as the UPlan, please provide Student Financial Services with the provider name and the amount you will be using for the upcoming academic year. Once we receive this information, we will credit your account and ensure the timely receipt of payment from the plan provider.

Please Note:

Credit card payments and direct debits are not accepted at the Cashier's Window. These payment sites are for Tuition and Fees ONLY.

If you would like to make a deposit, please call the Admissions Office for instructions on how to make an online deposit payment. If you make your deposit here, your Admissions Office will NOT be notified of this payment.

Payment Deadlines

On-Campus Graduate Programs:
- Summer: May 5th
- Fall: August 1st*
- Spring: December 15th

The payment due date has been extended to August 24th, 2020 for the Fall 2020 semester only

Online Graduate Programs (Nursing@Simmons, SW@Simmons, MBA@Simmons, HCMBA@Simmons, MPH@Simmons & BehaviorAnalysis@Simmons)
- All Terms: Tuition payment is due 7 days prior to the start of each term

Late fees & penalties

Payments received at the University after the due date on the billing statement are subject to late payment fees. A

$100 late fee will be assessed if the balance is not paid in full by the tuition payment deadline. Another $100 late fee will be assessed if the balance has not been paid in full by the first day of classes for that semester.

Student accounts must be paid in full before a student may attend class. Students who do not settle their accounts prior to the first day of classes may have their schedules canceled and will have to select courses on a space- available basis.

Any account that is severely delinquent may be referred to a collection agency or lawyer for collection. Any expenses incurred by the University in doing so will be added to the due balance.

Simmons University reserves the right to suspend any or all of its privileges and services to students who have not met their financial obligations to the University. Such services include the release of academic transcripts, diplomas, references, and placement materials, as well as access to various campus offices and facilities. Please note that Simmons has no deferred-payment plans. All University charges are payable by the applicable due dates or the late payment fees will be applied.

Enrollment Requirements related to Loans, Financial Aid, and Scholarships/Fellowships

For federal loans, students must meet particular enrollment requirements. All students need to be enrolled at half- time status or more to receive financial aid. For graduate students, half-time status is registered in at least 5 credits.

For merit scholarships awarded at time of acceptance, the credit requirements vary and are dependent on your level of award. Please refer to your scholarship offer letter to ensure you are consistently registered for the minimum number of credits required to maintain the scholarship.

Graduate Tuition and Fees
Fall 2020 to Summer 2021

Please also refer to the Simmons University website for current tuition and fees.

Program	Tuition (per credit)	Activity Fee (per semester)
Behavior Analysis	$1,100	$116
Children's Literature	$1,100	$60
Nutrition + Dietetic Internship	$1,280	$116$125.50 – CORI checks $5,851 –Health insurance if needed
Dietetic Internship (non-degree)	$1,280	$116$125.50 – CORI checks $5,851 –Health insurance if needed
Education	$990	$60
English	$1,120	$60
Gender/Cultural Studies	$1,120	$60
Health Professions Education	$1,280	$116
History	$1,120	$60
Library and Information Science	$1,335	$60
Nursing (FN-MSN, MSN)	$1,210	$116
Nursing (DE, DNP)	$1,410	$116
Nutrition	$1,280	$116
Physical Therapy	$1,350	$116$815 – Human Anatomy Lab one-time fee
Public Policy	$1,100	$60
Social Work	$1,100	$60$60 – field education fee
Dual Degree: Children's Literature + English	$1,100	$60
Dual Degree: Education + English	$1,100	$60
Dual Degree: Education + Gender/Cultural Studies	$1,100	$60
Dual Degree: Education + History	$1,100	$60
Dual Degree: Gender/cultural studies + Public Policy	$1,100	$60
Dual Degree: Library and Information Science+ Children's Literature	$1,200	$60
Dual Degree: Library and Information Science+ History	$1,270	$60
Online: Behavior Analysis @ Simmons	$1,100	$116
Online: MBA@Simmons and HCMBA@Simmons	$1,445	$168
Online: MPH @ Simmons	$1,500	$60
Online: Nursing @ Simmons (RN-MSN, MSN)	$1,410	$168
Online: Nursing@Simmons (DNP)	$1,210	$168
Online: SocialWork @ Simmons	$1,080	$60$60 – field education fee

Student Lending Options

Graduate students who are registered for 5 or more credits per semester are eligible to apply for the following federal loans:

Federal Direct Unsubsidized Stafford Student Loan

The Federal Direct Unsubsidized Stafford Student Loan is for students who are US citizens/permanent residents and does not require a credit check. Details on this loan:

- The interest rate on an Unsubsidized Stafford Loan for the 2020-2021 academic year is fixed at 4.30%.
- For loans disbursed between before October 1, 2020, the origination fee* is 1.059%
- Interest begins to accrue after the first disbursement and can either be paid quarterly or can be capitalized meaning the interest would be added to the loan amount borrowed.
- Standard repayment begins six months after graduation (or dropping below half time enrollment) and continues for up to ten years, although there are extended repayment plays (up to 25 years) available.
- There are no penalties or fees if you prepay your loan in part or in full.

As with all Federal loan programs, this loan has an origination fee. This fee is charged by the government and is reduced from the loan before the funds are sent to Simmons.
To apply for this loan

- Recipients are required to sign a Master Promissory Note (MPN) prior to the Stafford Loan being disbursed each semester.
- In addition, you will need to complete Direct Subsidized/Unsubsidized Loan Entrance Counseling before loan funds can be credited to your account.

Failure to sign both the MPN and Entrance Counseling will result in cancelation of the loan.

Graduate Direct PLUS Loan

The Graduate PLUS Loan is a federally funded loan that enables graduate students to borrow up to the full cost of attendance less any other financial aid received. Here are details about this loan program:

- The interest rate on a PLUS loan for the 2020-2021 academic year is fixed at 5.30%
- For loans disbursed after October 1, 2020, the origination fee* is 4.236%
- Disbursements are made in equal installments over the semesters within an academic year
- Interest accrues after the first disbursement, but the first payment is not due until approximately 60 days after the loan fully disburses
- The standard repayment period is ten years, although there are extended and graduated plans available
- The principal payment may be deferred for up to 4 years while the student is enrolled on at least a half- time basis. Interest will accrue during deferment and can be paid quarterly or capitalized
- Loans will not be certified for a partial period of enrollment (i.e., a single semester) unless it is the student's final period of enrollment for that academic year
- The credit check used to approve the loan is valid for 180 days. Please do not apply for your loan more than 90 days before the start of your intended loan period

To apply for the PLUS Loan

- Please go to the Direct Loan website and follow the steps outlined there. If you need assistance determining the amount to request for the PLUS Loan that would incorporate the origination fee*, please contact your assigned financial aid counselor.

If you are denied a PLUS Loan you will have these options:

1. You can contest the credit decision on your PLUS Loan application by appealing directly to the Direct Loan program. More information is available by logging into the Direct Loan website or by calling Applicant Services at 800.557.7394 (8 AM- 8 PM ET, Mon-Fri).

2. You can choose to add an endorser to your PLUS Loan application in order to get credit approved. To add an endorser, you and your endorser should submit the additional information via the Direct Loan website. For assistance, please contact Applicant Services at 800.577.7394 (8 AM- 8 PM ET, Mon-Fri).

- *The origination fee is a processing fee assessed by the government and reduced from the loan before the funds are sent to Simmons. Please be sure to increase the amount you apply for by the origination fee so that the amount disbursed will account for the fee and still cover your costs.

Canceling Your Federal Student Loan

- Direct Loan funds that are returned within 120 days of the disbursement by the school or the borrower, for any reason, are treated as a partial or full cancellation, with the appropriate adjustment of the loan fee and interest.

- If the loan has not yet disbursed to your student account: fill out the Loan Adjustment Request form on our website

- If the loan has already disbursed to your student account and it is within 120 days since your loan disbursed:

- If you did not receive a refund from the disbursement, fill out the Loan Adjustment Request form on our website

- If you did receive a refund from the disbursement, then you are responsible for returning the money directly to your loan servicer

- Contact the Federal Direct Loan Servicing Center at 1-800-848-0979

- Always use the term "cancellation" or "cancel." to ensure that the interest and fees are removed as well

Private, Credit-Based Loans

This loan, called an alternative loan, is available through lending agencies such as banks or credit unions. Most of these loans carry a variable interest rate, but there are a few that offer fixed interest rates. While Simmons cannot recommend any particular lender or group of lenders to its students, we do strongly recommend that you compare rates carefully and know what their monthly repayment schedule will be. Elmselect.com is a resource available to begin your research.

When researching your options, contact the lender directly. They will be able to answer questions you may have on the terms and conditions of the loan(s). However, make sure that you do not apply for your loan until you are ready! Each time you apply for a loan, your credit is checked. If the lender is not able to provide an estimated interest rate without processing your credit, please make sure that you've narrowed down your loan options to as few as possible before allowing them to run your credit!

Once you have decided which loan you would like to use, please submit your application directly to your chosen lender. After you are approved, the lending agency will electronically notify Simmons of your approval and request the loan's certification. It generally takes about a week, but once Simmons has certified the loan you will be able to see it pending on your next award letter and bill.

Financial Aid and Credit Balance Refunds

Students will automatically receive a refund for any excess funds (credit balance) on their student account each semester. Simmons University will not hold credit balances to be applied to subsequent semesters. **Refunds are processed by Student Financial Services 7-10 business days after the completion of the add/drop period each semester, approximately four weeks into the semester, following verification of student enrollment.**

Since refunds are not immediately available at the beginning of each semester, students must ensure they have sufficient funds to meet living expenses, including rent for the first two months of each term (for students living off- campus), books, supplies, and personal expenses until refunds become available.

All refunds, regardless of the source, are first applied to any credit card payment(s) that were made toward the student's account during the current fiscal year (July 1—June 30). For instructions on how to set up direct deposit for your refund, please see the section on our website titled "Direct Deposit Student FAQ". If direct deposit is not setup, a refund check will be mailed to the student's home address on file in AARC. Please ensure that your address in AARC is current at all times.

Financial Aid and Withdrawals/Leaves

<u>Return of Title IV Aid</u>

When federal Title IV grant or loan assistance is disbursed, but the recipient does not complete the enrollment period, the law requires that Simmons University calculate the amount that must be returned by the school and/or student to Title IV program accounts.

The date the student initiates the withdrawal is used for calculating the percentage used in the formula for Return of Title IV funds. Students are required to initiate their withdrawal by completing the electronic wufoo form. The data from this form is sent to all of the appropriate offices on campus that play a part in processing a student's withdrawal. The date the student files the form is used as the date of the withdrawal as it serves as the date the student notified the institution of their intent to withdraw. In addition, the Registrar's Office sends a weekly report of all leaves and withdrawals and this report captures any withdrawals by a student who did not complete the wufoo form but was determined to no longer be enrolled (in these cases the withdrawal date is the date the institution became aware the student was no longer enrolled).The number of days from the 1st class day to the withdrawal date divided by the number of days in the payment period (semester) equals the percentage of Title IV funds earned. If the withdrawal date is after the 60% point of the semester, the student has earned 100% of the Title IV funds.

If the total amount of Title IV grant and/or loan assistance that the student earned is less than the amount disbursed to or on behalf of the student, the difference between these amounts must be returned to the Title IV programs in the following order of priority (not to exceed the amount originally disbursed):

1. Unsubsidized Stafford Loans
2. Subsidized Stafford Loans
3. Direct PLUS Loans
4. Federal Pell Grant
5. Federal SEOG Grant
6. Iraq Afghanistan Service Grant

The school and the student share the responsibility for returning Title IV aid. The school returns "unearned" Title IV funds that have been paid to the school to cover the student's institutional charges received from Title IV grant and/or loan programs.

The school must return Title IV funds due to the federal programs no later than 30 days after the date the school determines the student withdrew.

If the student owes funds back to the Title IV programs, the institution will advise the student within 45 days of determining that the student withdrew. The student has 45 days from the date of notification from the institution to take action on the over payment. If the student's portion of unearned Title IV funds included a federal grant, the student has to pay no more than 50% of the initial amount that the student is responsible for returning. Immediate repayment of the unearned loan amount is not required because the student repays the loan to the lender according to the terms or conditions in the promissory note. The institution will advise the lender of the student's withdrawal within 45 days of determining the student withdrew.

No additional disbursements may be made to the student for the enrollment period. If the student does not repay the amount owed to the Title IV programs or does not make satisfactory payment arrangements with the U.S. Department of Education, Simmons University will report to the National Student Loan Data System (NSLDS) that the student received an over payment. The student loses eligibility for further Title IV aid until resolved.

<u>Example</u>

NOTE: Dollar amounts are for example only and are not true current costs. Rachel has been awarded the following package for Fall 2020:

- Federal Unsubsidized Stafford Loan - $10,250

Rachel withdraws from all of her classes on October 5, 2020. The total amount of Title IV Aid that is subject to the Return of Title IV Calculation is $10,250. The percentage of Title IV aid Rachel has earned is 31.1%. The total amount of Title IV aid that was earned by the student is $3,177.5.

The total amount of Title IV aid to be returned is $10,250 - $3,177.5 = $7,072.5

Total charges for Fall 2020 semester is $17,088 tuition and fees. The amount of Title IV aid unearned is 68.9%. The charges times the amount of unearned aid is $17,088 X 68.9% = $11,773

The amount of Title IV aid to be returned by the school is the lesser of the two, or $7,072.5. Therefore, Simmons University would return $7,072.5 Federal Unsubsidized Stafford Loan. Simmons will also report the withdrawal effective October 5, 2020 to the National Student Clearinghouse.

The student in this example would not need to return any additional funds since the amount to be returned by the school was the same amount to be returned.

Post withdrawal disbursement

If a student's loans were originated but did not disburse and they were enrolled at least half time when they ceased to be enrolled, they may be eligible for a post withdrawal disbursement (PWD). (note: The student may need to resolve an issue that prevented loans from disbursing. For example, if they did not complete their loan documentation but the loan had originated, regulations state the student can complete them after last day of attending.)

We will communicate with the student, or parent in the case of a parent PLUS loan, and inform them that they can accept all, a portion or none of the PWD. The normal timeframe we allow them is 14 days to inform us of their wishes. If they do not meet our deadline, then the loan funding is cancelled. We can, on a case by case basis, extend that deadline as long as the overall length is within scope of the federal regulations.

If the student has completed their loan documents but does not respond to the offer of the PWD, the loan will need to be cancelled.

Student Health Insurance

All students taking 9 or more credits are required by Massachusetts State law to enroll in the Student Health Insurance Plan or be covered by a health insurance plan with comparable coverage. To ensure compliance with Massachusetts State law, Simmons students are automatically billed for the Student Health Plan, which is separate from the Health Center fee. Failure to submit a waiver form by the stated deadline will result in automatic enrollment. Students are not allowed to waive coverage with a foreign insurance carrier or Health Safety Net Plan. Only insurance companies within the United States will be accepted as substitutes for the Simmons Student Health Insurance Plan.

Simmons University does not offer Student Health Insurance to students enrolled in less than 9 credits OR to the dependent(s) of any Simmons student.

If you are covered under a comparable insurance plan you may be eligible to waive the Student Health Insurance Plan. Waivers must be completed online at the website of our insurance provider, www.universityhealthplans.com. The deadline to waive the Student Health Insurance Plan for the fall semester is August 1, 200 and the deadline to waive for the spring semester is December 15, 2020. Failure to waive by these dates will result in mandatory enrollment with no possibility of reversal or refund of the insurance costs.

Satisfactory Academic Progress and Student Aid
Satisfactory Academic Progress (SAP)

To be eligible and continue to receive Federal Student Aid (FSA), students must make satisfactory academic progress toward achieving and completing their program of study through measurement of qualitative (GPA) and quantitative (completed credits) standards.

Qualitative Standard:

Students enrolled in a graduate degree program must maintain a minimum cumulative GPA established by their program

- 3.0 - Required by all on-campus programs, online library science, Nursing@Simmons, SocialWork@Simmons, and BehaviorAnalysis@Simmons

- 2.67 - Required by MBA@Simmons, HCMBA@Simmons, and MPH@Simmons

How courses count when determining GPA:

Count Toward GPA	Do Not Count Toward GPA
Completed courses	Withdrawals
Failed courses	Incompletes
Repeated courses	Transfer credits

Quantitative Standard:

All graduate students must complete at least 50% of all credits attempted. This is calculated by dividing the total credits earned by the total credits attempted.

How courses count when measuring pace

Count as Completed	Do Not Count as Completed
Completed courses	Withdrawals (after add/drop)
Transfer credit	Incompletes
One repeat after a failed course	Failed courses

Additionally, all graduate students are required to complete their degree within a reasonable timeframe. As the number of credits required to complete Simmons degree varies, students should consult with their program to determine the maximum allowed for their degree. All credits attempted will count toward this timeframe.

Frequency of Review:

Academic progress will be determined by Student Financial Services based upon the information contained on the student's academic record as of the date of the review. Students must meet both the qualitative and quantitative standards in order to be eligible and continue to receive financial aid. Reviews will include all terms of the student's attendance (including summer terms).

SAP is reviewed at the end of each term for graduate students

Please note: Financial aid may not be disbursed to your student account until SAP has been evaluated.

The office of Student Financial Services will complete the SAP evaluation after the prior semester grades have been officially posted by the Office of the Registrar. If grades are not made official before the beginning of the next term, an otherwise eligible student may have their financial aid disbursement delayed.

No exceptions can be made to this process.

Review Results:

Satisfactory academic progress reviews result in a status for Title IV and Institutional eligibility. One of the following results will occur upon review for satisfactory academic progress:

- **Satisfactory**: Students are placed in this status when the SAP review determines the student is achieving the qualitative and quantitative standards required for satisfactory academic progress and can continue to receive both federal and institutional aid.

- **Financial Aid Warning**: Graduate students who fail to meet the qualitative and/or quantitative standards for satisfactory academic progress are placed on financial aid warning for the subsequent term of enrollment. Notification is provided when the student is placed in this status and the student's eligibility for aid is considered to be reinstated for the subsequent term of enrollment only. Students must meet SAP standards by the end of the next term.

- **Financial Aid Suspension**: Graduate students who fail to meet either the qualitative or quantitative standards for satisfactory academic progress will be placed in an unsatisfactory status that suspends financial aid eligibility until the next evaluation period. Notification is provided when placed on this status and the student is not allowed to continue to receive financial aid **unless they complete an appeal**, as described below, and it is approved.

SAP Appeal:
Students who are on financial aid suspension and have extenuating circumstances that may warrant an exception can:

- Continue to enroll in coursework toward their degree without using financial aid to assist with the cost. Students will have their Title IV eligibility reinstated upon successful achievement of the SAP standards. OR

- Appeal the SAP suspension by submitting a completed "SAP Appeal Form".

<u>SAP Appeal Decisions</u>

Students will be notified of the appeal decision via email from Student Financial Services. Students who have an appeal approved will have their status updated to financial aid probation.

- Financial Aid Probation: Students who have their financial aid suspension appeal approved are placed on financial aid probation and will have their financial aid eligibility reinstated for the following semester.
  - Graduate students on probation must meet with their academic advisor to determine their Academic Plan
  - Progress toward SAP will be evaluated at the end of each probationary semester and may require submission of additional documentation to show the student has adhered to the terms of their plan

Tuition Refund Policies

The tuition refund policy applies to all Simmons University students. Students are responsible for abiding by the published tuition refund deadlines. Tuition is not refundable when students drop or withdraw from courses after published deadlines. Should a student completely withdraw from all coursework after classes have begun, he/she may still be accountable for a portion of tuition, room & board as well as other fees.

The percentage of tuition to be refunded is calculated using the official drop date of the course as determined by the Registrar. Non-attendance does not constitute a drop or withdrawal from a course.

In all cases, students should be aware that any reduction in the number of registered credit hours and subsequent charges may affect their financial aid. Students considering a withdrawal or reduction in credit hours are strongly encouraged to contact their Financial Aid Officer, prior to course withdrawal, to determine the impact on financial aid eligibility. Simmons University is responsible for adhering to rules established by the federal government that determine the amount of federal financial aid a student is allowed to keep toward university charges. Please refer to the "Return of Title IV Aid" section of this webpage for more detailed information.

Tuition Refund Schedule – Fall & Spring: All Graduate Students*

Course Dropped on or Before	% of Tuition Charges Canceled
By 11:59 p.m. on the day before the 2nd class meeting	100%
On or after day of 2nd class meeting	80%
On or after day of 3rd class meeting	60%
On or after day of 4th class meeting	40%
On or after day of 5th class meeting	20%
Day of 6th class meeting or after	0%

This refund schedule applies to ALL on-campus and online graduate students (except as noted below)

The refund schedule below applies to the following Nursing@Simmons courses effective for terms starting in September 2020 or after:

- NURP 424 - Adv Pharm Across Life Span
- NURP 501 - Pri Care Nurs Chldbrng Fam
- NURP 530 - Adv. Hlth Assessment Life Span
- NURP 531 - FNP I PrimCare Nurs Child Fam
- NURP 532 - FNP II Primary Care Nursing

Course Dropped on or Before	% of Tuition Charges Canceled
7 days after first class	100%
8-14 days after first class	80%
15-21 days after first class	60%
22-28 days after first class	40%
29-35 days after first class	20%
36 days after first class	0%

Tuition Refund Schedule – Summer: All Graduate Students

This summer refund schedule applies to the following programs:

- BehaviorAnalysis@Simmons
- HCMBA@Simmons
- MBA@Simmons
- Nursing@Simmons
- Social Work@Simmons
- Public Health@Simmons

Course Dropped on or Before	% of Tuition Charges Canceled
By 11:59 p.m. on the day before the 2nd class meeting	100%
On or after day of 2nd class meeting	80%
On or after day of 3rd class meeting	60%
On or after day of 4th class meeting	40%
On or after day of 5th class meeting	20%
Day of 6th class meeting or after	0%

This summer refund schedule applies to the following programs:

- ALL On-Campus Graduate Students
- SLIS Online Programs
- Health Professions Education (PhD)
- Nursing Practice (DNP)
- Off-Site Programs

Course Dropped on or Before	% of Tuition Charges Canceled
On or before the first day of class	100%
On or before the second day of class	80%
After the second day of class	0%

The refund schedule below applies to the following Nursing@Simmons courses effective for terms starting in September 2020 or after:

- NURP 424 - Adv Pharm Across Life Span
- NURP 501 - Pri Care Nurs Chldbrng Fam
- NURP 530 - Adv. Hlth Assessment Life Span
- NURP 531 - FNP I PrimCare Nurs Child Fam

- NURP 532 - FNP II Primary Care Nursing

Course Dropped on or Before	% of Tuition Charges Canceled
7 days after first class	100%
8-14 days after first class	80%
15-21 days after first class	60%
22-28 days after first class	40%
29-35 days after first class	20%
36 days after first class	0%

Appeal for Exception to Tuition Refund Policy

Students are responsible for abiding by the published deadlines on the Academic Calendar and the Tuition Refund Schedule. Tuition is not refundable when students drop or withdraw from courses after the published

deadlines. If circumstances beyond the student's control have made the late drop or withdrawal necessary, the student may appeal the tuition charge. Before a student can appeal the tuition charges, they must be officially withdrawn or dropped from the courses for which they are appealing the tuition. In all cases, students should be aware that any reduction in the number of registered credit hours and subsequent charges may affect their financial aid. It is highly recommended that all students discuss their individual situation with Student Financial Services.

Petition Refund Exceptions:
- Death of an immediate family member
- Medical condition requiring extended medical care where continuing school is impractical or impossible
- Military deployment or military commitments
- Other documented extraordinary extenuating circumstances may be considered

These circumstances are NOT sufficient to support a Tuition Refund Appeal:
- Not being aware of the Registration Deadline (add/drop deadline) or forgetting you were registered
- Insufficient financial aid or financial hardship
- Dropping courses to avoid bad grades
- Deciding that school/life/schedule is overwhelming
- Academic or disciplinary dismissal
- Dissatisfaction with an instructor or course content or determining that courses you took do not your academic or personal goals

Please be aware that:
- You must have OFFICIALLY dropped your course(s) during the semester for which you are petitioning. Simmons does not drop courses for non-payment or non-attendance
- Refunds cannot be given for courses in which students have recorded grades
- Petitions must be submitted within six months of the start of the term
- Please submit the petition form with all supporting documentation. Incomplete petitions and petitions lacking supporting documentation will not be considered

Supporting Documentation

The burden of proof rests with the students to submit documentation of the circumstances that prevent the student from adhering to the Simmons policies. All statements in the petition MUST be documented.

Documentation may include, but is not limited to:

Death of an immediate family member:
1. Certificate of death or obituaries listing relationship to deceased individual
2. Immediate family is defined as spouse, sibling, children, and/or parents

Medical condition requiring extended medical care where continuing school is impractical or impossible. (This provision specifically excludes conditions or chronic illnesses that remain static and are known to the student at the time of enrollment. Please do not submit medical bills or insurance claims. Statement from the physician or hospital on official letterhead that provides:
1. Date the medical condition was diagnosed
2. Dates of treatment
3. Dates of hospitalization or confinement, recuperation period, release from treatment
4. How this condition affected your university attendance

Military deployment or military commitments:
1. Military orders if the student's military unit was activated and deployed during the semester

2. Other official legal documents that substantiate the inability to participate in courses during the semester due to the deployment or military commitments

Submit the Appeal for Exception to Tuition Refund Policy Form and all supporting documentation to Student Financial Services, Bursar.

Download the [Appeal for Exception to Tuition Refund Policy Form](#) on the Student Financial Services website.

PROGRAMS OF STUDY

DEPARTMENT OF BEHAVIOR ANALYSIS

Faculty

Russell Maguire, *Associate Professor, Chair, Grad Program Director, Behavior Analysis*
Ronald Allen, *Associate Professor of Practice*
Judah Axe, *Associate Professor, Program Director, Special Ecucation*
Phillip Chase, *Associate Professor of Practice*
Gretchen Dittrich, *Associate Professor of Practice, Director of Mentoring (On ground)*
Stephanie Keesey Phelan, *Associate Professor of Practice, Director of Mentoring (On line)*
Noelle Neault, *Associate Professor of Practice, Director of Online Program*
Kylan Turner, *Associate Professor of Practice (Online)*

Behavior Analysis (MS or EdS)

Description

Simmons's Behavior Analysis program prepares students for leadership roles in the implementation, evaluation, and administration of applied behavioral analytic principles and methods. Our innovative curriculum emphasizes contemporary research that results in the implementation of best applied practices. While many students in our Applied Behavior Analysis programs are drawn from the fields of education and special education, the potential applications for this degree vary widely and include behavioral medicine, organizational behavior management, instructional design, and animal training.

Students have two degree options – the Educational Specialist (Ed.S.) and the Master of Science (M.S.). The Ed.S. degree program is an advanced graduate degree that provides a student who currently holds a master's degree with an area of educational specialization. The M.S. meets the educational needs of an individual who holds a bachelor's degree and is seeking a master's degree. Until September 2019, the program of study is 40 credits. In January 2020, the program of study is 42 credits.

Learning Outcomes

Students acquire and demonstrate complex and sophisticated behavior analytic content that prepares them for the Behavior Analysis Certification Board's certification examination.

The curriculum is a Verified Course Sequence by the Behavior Analysis Certification Board.

The curriculum includes all mentoring and supervision experiential hours, as required by the Behavior Analysis Certification Board.

The curriculum also satisfies the requirements of licensure in Massachusetts as an Applied Behavior Analyst.

Requirements for entry into program

Applicants must hold a bachelor's degree from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

It is desirable that applicants have a balanced liberal arts education on the undergraduate level with evidence of successful completion of natural science courses. Additionally, the Admission Committee looks for relevant experience and a commitment to the science and profession of behavior analysis and its values.

Delivery Modes Available

The Behavior Analysis Master's degree is offered at the Simmons campus and online.

Degree requirements

Credits

The Masters / Ed Specialist degree in Behavior Analysis is 40 credits.
(Note: For students entering in January 2020 and after, the credit requirement increases to 42 to align with new Behavior Analysis Certification Board requirements. Students will complete 2000 hours of practicum spread out over 6 terms.)

Program Requirements

Please note that courses are labelled BEHV for on the ground and BEHVO for online courses.

BEHV 424	Introduction to Behavior Analysis	4.00
BEHV 415	Introduction to Single Subject Research Designs	4.00
BEHV 426	Behavioral Assessment	4.00
BEHV 427	Methods for Changing Behavior I	4.00
BEHV 434	Methods for Changing Behavior II	4.00
BEHV 430	Legal and Ethical Issues	4.00
BEHV 445	Advanced Topic Applied Behavior Analysis	4.00
BEHV 461	Mentoring Supervision I *	4.00
BEHV 462	Mentoring Supervision II *	4.00
BEHV 465	Theoretical & Applied Issues in Skinner's Writings	4.00

For students entering in January 2020 and after, the practicum course sequence is changed as follows:

BEHV 451	Mentoring Supervision I	2
BEHV 452	Mentoring Supervision II	2
BEHV 453	Mentoring Supervision III	2
BEHV 454	Mentoring Supervision IV	2
BEHV 455	Mentoring Supervision V	2

Optional Elective

BEHVO 466	Autism Spectrum Disorders	3

Mentoring and Supervision

Prior to January 2020, two mentoring courses are taken in consecutive terms. These courses provide individualized and group supervision to students using the basic principles of behavior analysis in the classroom or work setting. They fulfill the Behavior Analyst Certification Board's requirements for completion of supervision under the Intensive Practicum category. (Classes entering from January 2020 will complete five 2-credit practicum courses.)

Students will meet individually with an appointed Individual BCBA Supervisor for one 90-minute meeting per week, and will meet as a small group with a Simmons College Group BCBA Supervisor for a second 90-minute weekly meeting.

Students must work at an approved site throughout the mentoring program. Students must work a minimum of 10 hours per week every week of the mentoring term to meet BACB® Eligibility Standards for supervision. However, Simmons College recommends students work 30 hours per week to ensure they accrue sufficient hours. Students must complete a total of 750 work hours in the approved settings over the course of the supervision experience (2 terms). A minimum of 10% of these work hours must be supervised. More than one setting may be combined to fulfill these requirements.

Responsibilities include direct and clinical service provision to human clients for whom behavior analytic services are appropriate. Per BACB standards, no more than 50% of the hours worked may be direct services. Clinical responsibilities include designing and/or monitoring behavior analytic programs, overseeing implementation of programs by others, conducting behavior analytic assessments and analyses, training other service providers to implement behavior analytic programming, and data analysis.

For students entering in January 2020, the practicum course requirements also apply, however, students must attend individual and group supervision sessions across five semesters while maintaining employment at an approved fieldwork placement. Each term, students must complete a total of 400 experience hours, which includes at least 60% of the experience dedicated to unrestricted clinical work as defined in the BACB supervised fieldwork standards. Students also attend individual and group BCBA supervisor sessions for a total of 21 supervised hours per term.

Licensure, certification, etc.

Simmons University course sequence in Behavior Analysis is approved by the Behavior Analyst Certification Board™ and meets the coursework requirements for the Board Certified Behavior Analyst™ (BCBA) examination. The curriculum also satisfies the requirements of licensure in Massachusetts as an Applied Behavior Analyst.

The on-campus Master of Science in Behavior Analysis program is one of only 20 master's programs accredited by the Association for Behavior Analysis International (ABAI). Graduates of our on-campus programs boast an average Board Certified Behavior Analyst® (BCBA®) examination pass rate of 80%, compared to the national average of 60%.

The Behavior@Simmons program leads to a Master of Science in Behavior Analysis. This program is intended to lead to exam eligibility for the Board Certified Behavior Analyst (BCBA) examination, and not an individual certificate or license. Some, but not all, states license Behavioral Analysts, with name of license and requirements varying by state. Generally granting of the degree, fulfilling the Behavior Analyst Certification Board (BACB) requirements to become a Board Certified Behavior Analyst (BCBA), and passage of a background check is sufficient for licensure in most states.

This table provides a state by state breakdown of comparable requirements, including a determination of eligibility for the national certifying exam. This information provided is designed as a baseline determination of whether the program meets national exam eligibility requirements and not individual state specific requirements. Specific state licenses may be more applicable and/or require additional standards. Exam eligibility, licensure requirements, and appropriate pathways are subject to change and may differ based on individual student backgrounds, including coursework taken outside the scope of the program. Students should do their own due diligence and determine the appropriate pathway and license type for themselves.

Behavior Analysis (PhD)

Description

The PhD program in Behavior Analysis is a 68-credit doctoral program designed to train and position qualified behavior analysts to make significant contributions to the science and to the community. Coursework includes topics such as behavioral assessment, descriptive analysis, demonstration of functional relations, measurement and intervention tactics, data display and interpretation, selection of target behaviors and goals, family issues, legal and ethical issues and crisis management.

Requirements for Entry into Program

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. Additional requirements include official transcripts from all coursework completed since high school, three letters of recommendation, a résumé, a statement of purpose, an analytical writing sample, an interview, and official GRE general test scores.

Degree Requirements

This program requires 68 semester hours, the equivalent of 17 courses. Students may enroll on either a full- or part-time basis beginning in the fall, spring, or summer semesters.

Core Courses

DEDU 651	Applied Statistical Analysis I	4.00
DEDU 652	Applied Statistical Analysis II	4.00
DEDU 653	Qualitative Research	3.00
DEDU 654	Quantitative Research	4.00
DEDU 655	Diversity in Education	4.00
DEDU 670	Dissertation Seminar	2.00
DEDU 690	Dissertation	Variable
DEDU 699	Dissertation Extension	0

Cognate Courses

DABA 601	History of Behaviorism	4.00
DABA 610	Verbal Behavior	4.00

DABA 615	Behavioral Research in Education	4.00
DABA 616	Behavioral Consultations in Schools	4.00
DABA 620	Organizational Behavior Management	4.00
DABA 625	Advanced Functional Assessment & Analysis	4.00
DABA 630	Experimental Analysis of Behavior	4.00
DABA 635	Behavioral Medicine	4.00
DABA 640	Scholarly & Professional Activity	4.00

DEPARTMENT OF CHILDREN'S LITERATURE

Faculty

Cathryn M. Mercier, Professor, Children's Literature and Director of the Graduate Degree Programs in Children's Literature, and Director of the Center for the Study of Children's Literature

Kelly Hager, Professor of English

Abbye Meyer, Assistant Professor NTT, Children's Literature

Amy Pattee, Associate Professor of Library and Information Science and Children's Literature

Degree Programs

- The Department of Children's Literature offers the Master of Arts in Children's Literature (MA)

- In addition, the department offers the Master of Fine Arts in Writing for Children (MFA)

Dual Degree Programs

- The Department of Children's Literature offers the Master of Arts in Children's Literature (MA) and the Master of Fine Arts in Writing for Children (MFA)

- The Department of Children's Literature offers the following dual graduate degree program: Children's Literature (MA)/ Writing for Children (MFA)

- In collaboration with the School of Library and Information Science, the following dual graduate degree program are offered: Children's Literature (MA) / MS Library and Information Science

Study in Boston or in Amherst

In collaboration with The Eric Carle Museum of Picture Book Art, Simmons offers the MA in Children's Literature, MFA in Writing for Children, and MA in Children's Literature/MFA dual degree. In the MA in Children's Literature/MS in Library Science dual degree, student take their Children's Literature courses at the Carle and their LIS courses in the SLIS-West program on the Mount Holyoke campus in South Hadley.

Internships and Experiential Learning

Children's Literature students take advantage of internships in Boston and beyond to build their skills and resumes. Learning in the field proves invaluable to one's choice of profession. Students have interned at publishing houses such as Delacorte, Houghton Mifflin Harcourt, Charlesbridge, Candlewick, Scholastic, Penguin, David Godine, and St. Martin's in addition to interning at a variety of literary agencies in Boston and New York. The Horn Book, Inc. guarantees two internships per year to Simmons students and students report that this engagement in children's book reviewing fortifies their coursework in criticism and assessment. Students also find experiential opportunities at advocacy groups, such as Reach Out and Read and the Boston Book Festival. Some students also seek professional internships with local schools and libraries. Internships often carry a stipend or hourly wage; they do not earn academic credit.

The MFA in Writing for Children features two opportunities to work closely with publishing professionals on original creative work through the mentorship course sequence.

General Electives for Children's Literature programs

The Children's Literature graduate degree programs offers four-credit and two-credit courses.

Below, please find the list of electives for all graduate degree programs in Children's Literature and Writing for Children.   For a list of Core Courses, please see the individual degree programs. In some cases, a core course in one program (e.g., CHL 430-Writing for Children I is a requirement in the MFA program) counts as an elective in another program (e.g., ChL 430-Writing for Children I counts as an elective in the MA program).

Course	Title	Credits
CHL 404A	Poetry for Young Readers: You be the Judge (h) (g)	2
CHL 411	Victorian Children's Literature (h)	4
CHL 413	Contemporary Realistic Fiction for Young Adults (g) for MFA only; required MA)	4
CHL 414	Fantasy and Science Fiction (g for MFA only; required MA)	4
CHL 415	The Whole Book Approach	2
CHL 419B	Humor (g)	2
CHL 420	Thesis	4
CHL 421	History of Children's Book Publishing (h for MFA only)	4
CHL 422	Editing the Children's Book Manuscript	2
CHL 423	19th Century American Children's Literature (h)	4
CHL 424B	Nonsense and Subversive Rhymes (h)(g)	2
CHL 424C	Series Fiction (h) (g)	2
CHL 427	Special Topics: Folk & Fairy Tales (h) (g)	2
CHL 427B	The Americanization of Fairy Tales (h) (g)	2
CHL 428A	A Single Text: The Graphic Novel and *The Wizard of Oz (h) (g)*	2
CHL 429A	Re-Reading Race in Classic Children's Literature (h)	2
CHL 429B	The Girl Reader 1868 – 1908	2
CHL 429C	Culture Matters (h)	4
	The Girl Reader 1908-1934 (h)	2
CHL 430	Writing for Children I	4
CHL 434	The Child and the Book	4

CHL 435A	Creators and Aesthetics: Focus on an Artist	2
CHL 435B	Creators and Aesthetics: Focus on a Writer	2
CHL 436A	Nonfiction-Narrative (g)	2
CHL 436B	Nonfiction-Expository (g)	2
CHL 436C	Metafiction and Self-Reflexivity (h) (g)	2
CHL 437	Special Topics : Positionality	4
CHL 450	Independent Study	1 - 4
CHL 451	The Reviewer	2
CHL 50X	Summer Symposium and Institute	4

(h) indicates that the course counts toward the required four credits of history for the MA degree
(g)　　indicates that the course counts toward the required four credits of genre elective for the MFA degree. A course can count toward one category only. For example, ChL 427 can count two credits toward the MFA student's history elective or genre elective; however, it cannot count in both categories.
(h)　　Please note that not every course is offered every semester, or even every year.

Weekend and Intensive Courses

Two (2) credit courses may be scheduled to occur during a weekend, during which students may meet up to eight hours daily to engage in coursework. Similarly, some four (4) credit courses in summers, weekends, or other times of year may follow an intensive, immersive format.

Children's Literature (MA)

Description

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, and/or further research and scholarship in the field.

Learning Outcomes

Students leave Master of Arts (MA) in Children's Literature with an extensive theoretical context and a broad knowledge of contemporary literature for children and young adults. In graduating, they have:

- Developed a critical voice and demonstrated the capacity for original argument;
- Analyzed literature for children and young adults;
- Assessed and interpreted scholarship in the field of children's and young adult literature;
- Applied critical perspectives across genres in children's and young adult literature;
- Understood historical works, contexts, and influences in the field;
- Valued the diversities of human experiences (re)presented in literature for children and young adults and in the scholarship in the field; and
- Demonstrated individual and collaborative leadership.

Requirements for entry into program

Admission requires a baccalaureate degree, often with a major in English and American and/or comparative literature from an accredited institution. The program also welcomes applicants with majors in elementary or secondary education, fine arts, social sciences, or sciences who have done work in English, art, or children's /young adult literature. Applicants must submit official transcripts of all degree work, two letters of recommendation, a statement of purpose, a resume, and, for international students, the Test of English as a Foreign Language (TOEFL). An interview, though not required, is strongly recommended. Admission deadlines are rolling for all three semesters. A maximum of four semester hours of transfer credit will be allowed toward the degree; the petition for transfer credit is due at the time of application.

Degree Requirements

(36 credits)

Graduate students in the MA degree program typically carry between eight and ten (8 - 10) credits in the fall, spring, and summer semesters after their first semester. Students considering registering for more than 10 credits per term must consult with the graduate program director.

CHL 401	Criticism of Literature for Children	4.00
CHL 403	The Picturebook	4.00
CHL 413	Contemporary Realistic Fiction	4.00
CHL 414	Fantasy and Science Fiction	4.00

Plus 4 credits of courses designated as (h) in the list of elective courses above.

Elective courses:
The remaining 16 credits are completed by drawing from a variety of two- and four-credit electives. Electives cover a range of academic and professional interests. See the list of general electives above.   A student's academic advisor will be an invaluable partner in determining which electives to take to meet the student's immediate interest and to build their professional portfolio.

Writing for Children (MFA)

Description

The unique feature of the M.F.A. program stems from its combination of creative work and the engaged critical study and analysis of literature for children and young adults. Students examine transformative works from folklore, fantasy, nonfiction, poetry, and realism as rich contexts to developing their individual artistic visions and voices. Small group critiques, individualized mentorships, and grounding in the publishing industry the student's career development as writers.

Students will experiment with new audiences and forms of creative work for young people

Because M.F.A. students join in some core courses with M.A. and dual degree students, they learn from colleagues from across professions. Core classes will include teachers, librarians, editors, illustrators, academics.

Learning Outcomes

Students leave Master of Fine Arts in Writing for Children with an extensive theoretical context and a broad knowledge of contemporary literature for children and young adults. In graduating, they have

- Developed a critical voice and demonstrated the capacity for original argument;

- Analyzed literature for children and young adults;

- Assessed and interpreted scholarship in the field of children's and young adult literature;

- Applied critical perspectives across genres in children's and young adult literature;

- Understood historical works, contexts, and influences in the field;

- Valued the diversities of human experiences (re)presented in literature for children and young adults and in the scholarship in the field;

- Demonstrated individual and collaborative leadership;

- Experimented with writing across genres;

- Evaluated and provided meaningful feedback on manuscripts-in-development; and

- Completed two original creative projects.

Requirements for entry into program

Admission to the MFA program requires a baccalaureate degree preferably with academic work in literature and 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 study in creative writing and literature for children and young adults. The application should include official transcripts of all degree work, two letters of recommendation, and, for international students, the Test of English as a Foreign Language (TOEFL). Applicants must submit a writing portfolio not to exceed 20 pages as well as a statement of purpose that reflects on their writing process. This statement should address the applicant's goals as a writer, his/her publishing history and/or any works in progress. An interview, though not required, is strongly recommended.

Degree Requirements

MFA (Writing for Children) students must complete 32 credits of graduate coursework to qualify for the MFA degree.

Graduate students in the Master of Fine Arts in Writing for Children degree program typically carry between eight and ten (8 - 10) credits in the fall, spring, and summer semesters. Students considering registering for more than 10 credits per term must consult with the graduate program director.

Weekend and Intensive Courses: Two (2) credit courses may be scheduled to occur during a weekend, during which students may meet up to eight hours daily to engage in coursework. Similarly, some four (4) credit courses in summers, weekends, or other times of year may follow an intensive, immersive format.

Required and Elective Courses (32 credits)

CHL 401	Criticism of Literature for Children	4.00
CHL 403	The Picturebook	4.00
CHL 430	Writing for Children I	4.00
CHL 431	Writing for Children II	4.00
CHL 441	MFA Mentorship I	4.00
CHL 442	MFA Mentorship II	4.00
	Coursework in the history of children's literature, selected from courses with a chronological focus.	4.00
	Coursework in children's literary genres	4.00

Children's Literature (MA) / Writing for Children (MFA)

Description

Cultivate a unique place in the landscape of children's and young adult literature. Synthesize contemporary literary theory and your creative practice. Highlight critical analysis – including gender studies, ideology, narrative theory – to position your own voice as a writer for today's young readers. Draw on an interdisciplinary curriculum that integrates art, history, education, sociology, psychology and media studies as illuminating perspectives. Test your creative mettle across genre – from picturebooks and beginning readers for the youngest audience to contemporary realistic fiction and fantasy for young adults.

Learning Outcomes

Please refer to the learning outcomes for the MA and MFA Children's Literature above.

Requirements for entry into program

Please refer to the admission requirements for the MA and MFA Children's Literature above.

Degree requirements

MA/MFA students must complete 56 credits of graduate coursework to qualify for the degrees.

Graduate students in the MA/MFA dual degree program typically carry between eight and ten (8 - 10) credits in the fall, spring, and summer semesters after their first semester. Students considering registering for more than 10 credits per term must consult with the graduate program director.

Core, Pre-requisite, and elective course requirements and progression, etc.

This 56 credit program requires the following courses:

CHL 401	Criticism of Literature for Children	4.00
CHL 403	The Picturebook	4.00
CHL 413	Contemporary Realistic Fiction	4.00
CHL 414	Fantasy and Science Fiction	4.00
CHL 421	Children's Book Publishing	4.00
CHL 430	Writing for Children I	4.00
CHL 431	Writing for Children II	4.00
CHL 441	MFA Mentorship I	4.00
CHL 442	MFA Mentorship II	4.00

Electives:

4 credits of courses designated as (h) in the above list of elective courses

16 additional elective credits.

Children's Literature (MA) / Library and Information Science (MS)

Faculty

Please see Children's Literature and School of Library Science programs in this Catalog for faculty lists.

Description

The Master of Arts in Children's Literature and the Master of Science in Library and Information Science dual degree program integrates theory and practice. Students work with an advisor from each program to tailor their studies with an eye toward professional goals. The program examines literary history and considers children's literature collection development. Students will consider far-ranging critical frameworks and assess young adult texts to bring to readers. MA/MS students contextualize their own research in contemporary nonfiction for young people as nonfiction intersects with an educational common core to create tomorrow's scientists, activists, humanists, readers, and writers.

Learning Outcomes

Please refer to the learning outcomes for the MA in Children's Literature and the MS in Library and Information Science in this Catalog.

Requirements for entry into program

Please refer to the admission requirements for the MA in Children's Literature and the MS in Library and Information Science in this Catalog.

Applying for Entry to the MA/MS Dual Degree Program as a Single Degree Student:

Students currently matriculated in the MA or MS degree program may apply for entry to the MA/MS (Children's Literature and Library Science) dual degree program. To be admitted to a dual degree program, students must apply for admission to both degree programs. Those students who have been admitted to and matriculated in one degree program must apply for admission and be admitted to the second degree program to be considered a dual degree student.

Applications for the dual degree program from students who have completed more than 12 credit hours of coursework in a single degree program may not be considered.

To apply for acceptance to the dual degree program, students who are currently matriculated in a single degree program must meet with the relevant dual degree Program Directors to discuss their entry into the dual degree program and then complete the relevant application form for the program for which they are requesting entry. The application fee will be waived for these students. Applications will be considered on a rolling basis by the Admissions staff and the degree program directors

Degree requirements

Fifty-eight to sixty credits (depending on electives chosen) are required for the degrees.

Graduate students in the MAMS dual degree program typically carry between 10-12 credits in the fall, spring, and summer semesters after their first semester. Students considering registering for more than 12 credits per term must consult with the graduate program director.

Unless otherwise noted, all Library/Information Science courses are three credits and all Children's Literature courses are four credits.

The program consists of: seven courses in Library and Information Science (21 credit hours) in the following categories

Program Requirements

Three core courses in Library and Information Science (totaling 9 credits):

LIS 415	Information Organization	3.00
LIS 407	Information Sources & Services	3.00
LIS 488	Technology for Information Professionals	3.00

Two core courses describing children's library collections (6 credits)

LIS 481	Library Collections & Materials for Children	3.00
LIS 483	Library Collections and Materials for Young Adults	3.00

One of the following courses related to programs and services (totaling 3 credits):

LIS 412	Library Programs &	3.00

Services for Young Adults

LIS 482	Library Programs and Service for Children	3.00

One of the following courses related to professional practices (totaling 3 credits):

LIS 422	Literacy & Services to Underserved Populations: Issues & Responses	3.00
LIS 423	Storytelling	3.00
LIS 450	Public Libraries	3.00

Six courses, including four core courses, in Children's Literature (16 credits)

CHL 401	Criticism of Literature for Children	4.00
CHL 403	The Picturebook	4.00
CHL 413	Contemporary Realistic Fiction	4.00
CHL 414	Fantasy and Science Fiction	4.00

Four credits in the history of children's literature, selected from courses with a chronological focus

Four credits to be selected from general electives

Dual Degree Program Capstone Course (4 credits):

CHL 437	Special Topics in Children's Literature	4.00

MA/MS Dual Degree Program Electives

Elective courses from either CHL or LIS totaling 9 – 12 credits

Licensure, certification, etc.

Simmons University's School of Library and Information Science is accredited by the American Library Association Committee on Accreditation.

Children's Literature (MA) / Teaching (MAT)

Faculty

Please see Children's Literature and Teaching programs for faculty lists.

Description

This dual degree program combines a love of literature with the calling to teach. Students can become certified at the elementary level.By studying the art and illustration of a children's book, students are introduced to some of today's great works to build tomorrow's readers. As they examine the roots of fantasy for young readers and consider touchstones of young adult realistic fiction in the Children's Literature MA, in the MAT program they use these texts in shaping their own curriculum. As nonfiction continues to integrate common core standards, students find ways to share these books with young readers through their own inventive teaching.

Whether in a public school classroom, an experimental charter school, or on a private school campus, the MA/MAT dual degree positions candidates to bring together the child and the book in deeply engaging ways and to release the power of literature to change lives.

Learning Outcomes

Students leave Master of Arts (MA) in Children's Literature with an extensive theoretical context and a broad knowledge of contemporary literature for children and young adults. In graduating, they have:

- Developed a critical voice and demonstrated the capacity for original argument;

- Analyzed literature for children and young adults;

- Assessed and interpreted scholarship in the field of children's and young adult literature;

- Applied critical perspectives across genres in children's and young adult literature;

- Understood historical works, contexts, and influences in the field;

- Valued the diversities of human experiences (re)presented in literature for children and young adults and in the scholarship in the field; and

- Demonstrated individual and collaborative leadership.

Requirements for entry into program

Please refer to the admission requirements for the MA in Children's Literature and the MA in Teaching in this catalog.

Delivery Mode or Modes Available (full-time, part-time, locations, technologies, etc.)

Simmons offers the M.A. in Children's Literature on campus and at The Eric Carle Museum of Picture Book Art in Amherst, MA.

Graduate students in the M.A./M.AT. dual degree program typically carry 12 credits in the fall and spring and a range of credits in summer semesters. Students considering registering for more than 12 credits per term must consult with the graduate program directors. Dual degree students must take a course in each program during each semester of enrollment. Most typically, students begin with one Children's Literature course and two Graduate Education courses.

Weekend and Intensive Courses: Two (2) credit Children's Literature course may be scheduled to occur during a weekend, during which students may meet up to eight hours daily to engage in coursework. Similarly, some four (4) credit courses in summers, weekends, or other times of year may follow an intensive, immersive format.

Degree requirements

60- to 68-credits (depending on the length of student teaching)

Masters of Arts in Children's Literature course requirements (28 credits total):

CHL 401	Criticism of Literature for Children	4.00
CHL 403	The Picturebook	4.00
CHL 413	Contemporary Realistic Fiction	4.00
CHL 414	Fantasy and Science Fiction	4.00

Four credits in the history of children's literature, selected from courses with a chronological focus

Four credits to be selected from general electives

Master of Arts in Teaching course requirements (32-40 credits):

GEDUC 460	Teaching Strategies for the Inclusive Classroom	4.00
GEDUC 445	Educational Psychology	4.00
GEDUC 461	Social Studies, Science & the Arts For the Elementary Classroom	4.00
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4.00
GEDUC 467	Math for the Elementary Classroom	4.00
TESL 417	Sheltered English Instruction	4.00
GEDUC 400	Pre-Practicum Seminar	4.00
GEDUC 488	Pre-Practicum	4.00
GEDUC 401	Seminar in Teaching and Learning at the Elementary Level	4.00
GEDUC 480	Practicum: Elementary Education (1-6)	4.00

GEDUC 400, GEDUC 488: Fall
GEDUC 401, GEDUC 480: Spring

The pre-practicum and practicum provide students with a year-long teaching experience. The MAT program has developed relationships with a variety of communities in Massachusetts in order to provide our students with the best practicum experiences possible.

Please note that acceptance into the MAT program does not guarantee automatic acceptance into the prepracticum/ practicum. Students must be recommended by the department before moving into the practical portion of the program.

Licensure, certification, etc.

The Simmons College Master of Arts in Teaching (MAT) program is approved by the Massachusetts Department of Elementary & Secondary Education (DESE) to lead to initial teaching licensure in Massachusetts.

Dual (and other) degree options

For related dual degree programs:
Children's Literature (MA)/Library Services To Children (MS)
Children's Literature (MA)/ Writing for Children (MFA)

PROGRAM IN EDUCATION

Faculty

Amy Ballin, Assistant Professor, Special Education Coordinator
Janet Chumley, Associate Professor of Practice, Education Program Director
Christine Evans, Associate Professor of Practice, Director of the New England Center for Children Program
Heather Fortin, Assistant Professor of Practice

Affiliated Faculty

Daren Graves, Associate Professor, School of Social Work
Janie Ward, Professor, Department of Africana Studies

Master of Science in Education: Special Education, Moderate and Severe Disabilities

Description

The Simmons graduate program for Massachusetts state licensure in moderate disabilities (PreK-8 or 5-12) is designed to prepare teachers to provide direct service to learners in inclusive classrooms. Traditionally, learners with moderate disabilities have received educational services within resource rooms or substantially separate classes in 603 CMR approved public or private schools. The philosophy of all Simmons graduate programs in special education is grounded in the principles of inclusion – that all individuals can learn and that they have the right to do so in a classroom within their own community and with learners their own age. This program provides the skills and strategies to work with learners with moderate disabilities in a variety of settings.
The severe disabilities program provides preparation for initial licensure in teaching learners with severe disabilities (PreK-12). Coursework and related practicum experiences prepare teachers to work in a variety of settings, including special education classes in public schools, as well as private residential or day schools. Students are prepared to teach in all core general education curriculum areas, as well as communication, social behavior, job competency, and life skills.

Learning Outcomes

Simmons's Master of Science in Education addresses the Massachusetts Department of Education's standards for *Subject Matter Knowledge and Professional Standards for Teachers*.

Requirements for entry into program

Must have a Bachelors of Art or a Bachelor's of Science and MTEL score report or confirmation of registration for upcoming MTEL (Communication & Literacy or General Curriculum exam).
Applicants must hold a bachelor's degree from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

Delivery Modes Available

The program offers both full-time and part-time attendance options.

Degree Requirements

- M.S.Ed in Moderate Disabilities: 48 credits
- M.S.Ed in Severe Disabilities: 46 credits
- Non-licensure program: 40 credits

Moderate Special Needs (Pre K-8 or 5-12)

SPND 446	Learners with Special Needs	4.00
GEDUC 467	Math for the Elementary Classroom	4.00
TESL 417	Sheltered English Instruction	4.00
GEDUC 430	Inclusive Lesson Planning	2
GEDUC 445	Educational Psychology	4.00
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4.00
GEDUC 461	Social Studies, Science & the Arts For the Elementary Classroom	4.00
SPND 441	Classroom Management for Learners With Needs in Inclusive Settings	4.00
SPND 436	Formal & Informal Assessment	4.00
SPND 420	Introduction to Assistive	2.00

	Technology	
SPND 444	Special Education Laws & Regulations For Teachers & Administrators OR	2.00
SPND 445	Individualized Education Program: Strategies for Development, Interpretation & Implementation	2.00
SPND 487	Seminar	2.00
SPND 438	Practicum: Moderate Disabilities (PreK-8) OR	2.00
SPND 439	Practicum: Moderate Disabilities (5-12)	2.00
SPND 488	Seminar & Fieldwork in Education	8.00

Severe Special Needs (All Levels)

RDG 410	Multisensory Structured Language Strategies for Reading	4.00
SPND 467	Practicum: Severe	4.00
SPND 415	Applied Research I	4.00
SPND 420	Introduction to Assistive Technology	2.00
SPND 442	Analysis of Behavior: Principles and Classroom Applications	4.00
SPND 444	Special Education Laws & Regulations For Teachers & Administrators	2.00
SPND 445	Individualized Education Program: Strategies for Development, Interpretation & Implementation	2.00
SPND 446	Learners with Special Needs	4.00
SPND 447	Assessment and Curriculum Modification And Development for Learners With Severe Disabilities	4.00
SPND 448	Foundations of Transition Education & Services	4.00
GEDUC 430	Inclusive Lesson Planning	2
TESL 417	Sheltered English Instruction	4.00
SPND 467	Practicum: Severe	4.00
SPND 487	Seminar	2.00
SPND 468	Practicum: Severe Disabilities (Levels: All)	4.00

SPND 488	Seminar & Fieldwork in Education	8.00

Practicum

All students are assigned to a yearlong, full-time teaching practicum in a school setting. This extensive classroom experience allows students to develop the skills, competencies, and confidence for successful teaching, including strategies for inclusion, behavior management, social skill instruction, and modifying classroom instruction. Students also benefit from the supervision and mentorship of experienced practitioners and field supervisors — many of whom are Simmons alumni. In many cases, we have been able to assist student interns in securing paid internships or paraprofessional positions in the school or district where they complete their practicum hours.

We place students in a wide variety of schools and communities, including public school districts, charter schools, private institutions, and educational collaboratives.

Licensure

Our MSEd programs in Special Education are approved by the Massachusetts Department of Elementary and Secondary Education and lead to initial teaching licensure in the following fields and grade levels:

- Teacher of Students with Moderate Disabilities (Grades PreK-8 OR 5-12)

- Teacher of Students with Severe Disabilities (All grade levels)

Teacher candidates prepared at Simmons may take advantage of the NASDTEC Interstate Agreement, which allows teachers prepared through a Massachusetts approved program to earn an equivalent license in another state or the District of Columbia, pending completion of any state-specific prerequisites for the license.

Other program information

Simmons-trained teachers achieve exceptional job placement rates, and the demand for licensed special educators continues to grow. As reported in the annual U.S. Department of Education's Teacher Shortage Area list, Special Education is now identified as a high need area in every New England state and throughout much of the country.

Master of Arts in Teaching, Elementary and Special Education Licensure

Description

This dual-focus program is grounded in the principles of inclusion — that all individuals can learn and have the right to do so in a classroom within their own community and with learners their own age.

With a focus on cultivating teachers who will serve as powerful advocates for their future students, we employ recent scholarship to ensure that our students become expert in the philosophy and bases of inclusive practice and that they are able to recognize and implement excellent programming in their own classrooms. We emphasize teaching practice, and students obtain pre-practicum experiences in a variety of settings throughout the program.
We offer coursework that strengthens fluency in elementary-level subject matter knowledge to ensure that our teacher candidates will be able to confidently offer access to curricular content for all learners. Students take methods courses that incorporate instruction in a variety of learning styles in reading and language arts, math, social studies and science. Our students also study the cultural and historical foundation of the American school, special education laws & regulations and developmental psychology as it applies to learning and teaching strategies. With special education now considered a high need teaching area in nearly every U.S. state, our dual licensure graduates possess a highly sought set of skills and the flexibility to pursue jobs in a variety of classroom settings in both public and private schools.

Upon successful completion of the program, the Education Department will endorse students for their Elementary Education 1-6 license and students will apply for the Moderate Disabilities PreK-8 license on their own.

Learning Outcomes

Simmons's Master of Arts in Teaching Elementary and Special Education Licensure program addresses the Massachusetts Department of Education's standards for *Subject Matter Knowledge and Professional Standards for Teachers*.

Licensure

The Simmons University Master of Arts in Teaching Elementary and Special Education Licensure program is approved by the Massachusetts Department of Elementary & Secondary Education (DESE) for endorsement in Elementary License for grades 1-6 and as preparation for Add-On licensure in Moderate Special needs for grades PreK-8.

Degree Requirements

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Secondary and Moderate Special Needs

50 credits of coursework and a full school year internship.

GEDUC 445	Educational Psychology	4.00
GEDUC 445	Educational Psychology	4.00
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4.00
TESL 417	Sheltered English Instruction	4.00
SPND 420	Introduction to Assistive Technology	2.00
SPND 446	Learners with Special Needs	4.00
SPND 444	Special Education Laws & Regulations For Teachers & Administrators	2.00
SPND 445	Individualized Education Program: Strategies for Development, Interpretation & Implementation	2.00
SPND 436	Formal & Informal Assessment	4.00
SPND 439	Practicum: Moderate Disabilities (5-12)	2.00
SPND 488	Seminar & Fieldwork in Education	8.00

Elementary and Special Education

52 credits of coursework and a full school year internship.

SPND 446	Learners with Special Needs	4.00
GEDUC 467	Math for the Elementary Classroom	4.00
TESL 417	Sheltered English Instruction	4.00
GEDUC 430	Inclusive Lesson Planning	2
GEDUC 445	Educational Psychology	4.00
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4.00
GEDUC 461	Social Studies, Science & the Arts For the Elementary Classroom	4.00
SPND 441	Classroom Management for Learners With Needs in Inclusive Settings	4.00
SPND 436	Formal & Informal Assessment	4.00
SPND 420	Introduction to Assistive Technology	2.00
SPND 444	Special Education Laws & Regulations For Teachers & Administrators	2.00
SPND 445	Individualized Education Program: Strategies for Development, Interpretation & Implementation	2.00
GEDUC 480	Practicum: Elementary Education (1-6)	4.00
GEDUC 401	Seminar in Teaching and Learning at the Elementary Level	4.00
SPND 438	Practicum: Moderate Disabilities (PreK-8)	2.00
SPND 439	Practicum: Moderate Disabilities (5-12)	2.00
SPND 488	Seminar & Fieldwork in Education	8.00

Licensure

The Simmons College Master of Arts in Teaching Dual General and Special Education Licensure program is approved by the Massachusetts Department of Elementary & Secondary Education (DESE) to lead to both a general education initial license and a moderate disabilities add-on license in Massachusetts.

The Master of Arts in Teaching Dual General and Special Education Licensure program at Simmons is approved by DESE to lead to initial teaching licensure for the following general education fields and grade levels: Elementary Education (1-6)

Additionally, this program is approved by DESE to lead to add-on licensure in Moderate Disabilities for grades PreK-8 or grades 5-12.

Master of Arts in Teaching, Elementary Education

Description

Simmons's Master of Arts in Teaching (MAT) program provides a strong academic and pedagogical foundation, with extensive field experience for men and women seeking their first teaching license as elementary teachers (grades 1-6).

At Simmons, we provide a highly collaborative environment, individualized programs of study, supportive faculty mentors, and plenty of hands-on experience. Many of our program supervisors and supervising practitioners are Simmons alumni; experienced classroom teachers and all are committed mentors. Although our program includes a one-semester teaching practicum option that meets the state minimum, many students opt to pursue our unique full-year internship, which allows them to gain more classroom experience than most teaching programs provide and is an ideal choices for career changers.

Elementary Teaching (MAT): The Simmons University Master of Arts in Teaching (MAT) program is approved by the Massachusetts Department of Elementary & Secondary Education (DESE) to lead to initial teaching licensure for Elementary Education (grades 1-6) in Massachusetts.

Learning Outcomes

Simmons's Master of Arts in Teaching program addresses the Massachusetts Department of Education's standards for *Subject Matter Knowledge and Professional Standards for Teachers*.

Degree Requirements

Master of Arts in Teaching and Initial Licensure — 36-credit program

The 36-credit program leads to the Master of Arts in Teaching (MAT) and initial licensure in Elementary, grades 1-6, in Massachusetts. The program can be completed in as few as 12 months of full-time study. It requires one full semester of practicum. Individuals may design part-time program sequences in consultation with a member of the department.

SPND 446	Learners with Special Needs	4.00
GEDUC 467	Math for the Elementary Classroom	4.00
TESL 417	Sheltered English Instruction	4.00
GEDUC 430	Inclusive Lesson Planning	2
GEDUC 445	Educational Psychology	4.00
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4.00
GEDUC 461	Social Studies, Science & the Arts For the Elementary Classroom	4.00
SPND 441	Classroom Management for Learners With Needs in Inclusive Settings	4.00
GEDUC 401	Seminar in Teaching and Learning at the Elementary Level	4.00
GEDUC 480	Practicum: Elementary Education (1-6)	4.00

Master of Arts in Teaching and Initial Licensure — 42-credit program

The 42-credit program leads to the Master of Arts in Teaching (MAT) and initial licensure in Massachusetts. The program can be completed in as few as 16 months of full-time study. Individuals may design part-time program sequences in consultation with a member of the department.

SPND 446	Learners with Special Needs	4.00
GEDUC 467	Math for the Elementary Classroom	4.00
TESL 417	Sheltered English Instruction	4.00
GEDUC 430	Inclusive Lesson Planning	2
GEDUC 445	Educational Psychology	4.00
GEDUC 464	Reading & Language Arts	4.00

	for the Elementary Classroom	
GEDUC 461	Social Studies, Science & the Arts For the Elementary Classroom	4.00
SPND 441	Classroom Management for Learners With Needs in Inclusive Settings	4.00
GEDUC 400	Pre-Practicum Seminar	4.00
GEDUC 488	Pre-Practicum	4.00
GEDUC 401	Seminar in Teaching and Learning at the Elementary Level	4.00
GEDUC 480	Practicum: Elementary Education (1-6)	4.00

Practicum

- Students may pursue a 36-credit program with a 14-week full-time practicum, or a 42-credit program with a full-year internship. Some partnering schools and districts provide a stipend for Simmons teaching interns.

- Please note that acceptance into the MAT program does not guarantee automatic acceptance into the pre-practicum/practicum. Student must be recommended by the program before moving into the practical portion of the degree.

Licensure

- Initial license as elementary teachers (grades 1-6).

Dual (and other) degree options

Simmons also offers Teaching/Liberal Arts dual-degree programs leading to a Master of Arts in Teaching, plus a Master of Arts in Children's Literature, Gender/Cultural Studies, or History.

Master of Science in Education: Severe Disabilities Autism Specialization

Off-site Program at The New England Center for Children (NECC) Faculty

Christine Evans, Associate Professor of Practice, Director of the New England Center for Children Program
Heather Fortin, Assistant Professor of Practice

Description

The Autism Specialization Program is an employee-based program offered on-site to The New England Center for Children's (NECC) employees in Southborough, Massachusetts. Employees work full time at NECC while attending Simmons courses on site.

The severe disabilities program provides preparation for initial licensure in teaching learners with severe disabilities (PreK-12). The Autism Specialization Program offers specific coursework with a concentration in autism and evidence-based related practices based on the principles of applied behavior analysis. Successful program graduates will receive an autism designation on their transcripts. The program is a three-year sequence with courses that include fieldwork in diverse settings and grade levels. Teacher candidates participate in a full year practicum at NECC or one of their partner programs. In addition, inclusive placements in a urban and suburban public school settings provide diverse experiences with English Language Learners and learners with a wide range of learning abilities.

In addition to the Autism Specialization Program, there is also a post master's licensure certificate program for teacher candidates who already hold a master's degree in behavior analysis and wish to add a Massachusetts license. These candidates takes specific courses that are required by state regulation and are not eligible for the autism specialization.

Learning Outcomes

Simmons's Master of Science in Education addresses the Massachusetts Department of Education's standards for Subject Matter Knowledge and Professional Standards for Teachers.

Requirements for Entry into the Program

Applicants must hold a bachelor's degree from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

Degree Requirements

Severe Disabilities Autism Specialization

SPND 400DL	Digital Literacy Modules	0
SPND 490	Introduction to Exceptionalities	4
SPND 412	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum	4.00
SPND 443	Special Education Laws, Regulations, and Process for Teachers	4.00
SPND 491	Analysis of Behavior	4
SPND 492	Assessment and Curriculum Modification for Learners With Autism	4
SPND 493	Methods of Behavior Assessment	4
RDG 410	Multisensory Structured Language Strategies for Reading	4.00
SPND 494	Applied Autism Research I & Lab	4
SPND 495	Applied Autism Research Ii/Lab	4
SPND 448	Foundations of Transition Education & Services	4.00
TESL 417	Sheltered English Instruction	4.00
SPND 496	Practicum: Severe Disabilities / Autism I	2
SPND 498	Seminar / Autism I	2
SPND 497	Practicum: Severe	2

	Disabilities/Autism II	
SPND 499	Seminar/Autism II	2

Post Master's Licensure Program Certificate - 30 Credit program

SPND 400DL	Digital Literacy Modules	0
SPND 490	Introduction to Exceptionalities	4
SPND 443	Special Education Laws, Regulations, and Process for Teachers	4.00
SPND 492	Assessment and Curriculum Modification for Learners With Autism	4
RDG 410	Multisensory Structured Language Strategies for Reading	4.00
SPND 498	Seminar / Autism I	2
SPND 495	Applied Autism Research Ii/Lab	4
SPND 498	Seminar / Autism I	2
TESL 417	Sheltered English Instruction	4.00
SPND 496	Practicum: Severe Disabilities / Autism I	2
SPND 497	Practicum: Severe Disabilities/Autism II	2
SPND 499	Seminar/Autism II	2

Certificate: Moderate Special Needs

Description

Developed for general education teachers with initial or professional licensure in elementary, middle, or high school education, this innovative program consists of the coursework necessary for an add-on license in Moderate Special Education. This program for Massachusetts state licensure in moderate disabilities (PreK-8 or 5-12) is designed to prepare teachers to provide direct service to learners in inclusive classrooms. The philosophy of all Simmons graduate programs in special education is grounded in the principles of inclusion — that all individuals can learn and that they have the right to do so in a classroom within their own community and with learners their own age. This program provides the skills and strategies to work with learners with moderate disabilities in a variety of settings. Upon successful completion of the program, students will apply for their special education add-on license on their own.

Learning Outcomes

The Certificate in Education: Moderate Special Needs program addresses the Massachusetts Department of Education's standards for Subject Matter Knowledge and Professional Standards for Teachers.

Requirements for entry into program

Candidates for this program must have a current license in an area of general education. This program is approved by the Massachusetts Department of Elementary & Secondary Education (DESE) to lead a moderate disabilities add-on license in Massachusetts

Degree Requirements

Requirements List

20 credits of coursework including an internship.

SPND 436	Formal & Informal Assessment	4.00
SPND 444	Special Education Laws & Regulations For Teachers & Administrators	2.00
SPND 445	Individualized Education Program: Strategies for Development, Interpretation & Implementation	2.00
SPND 446	Learners with Special Needs	4.00
SPND 420	Introduction to Assistive Technology	2.00
SPND 438	Practicum: Moderate Disabilities (PreK-8)	2.00
SPND 439	Practicum: Moderate Disabilities (5-12)	2.00
SPND 488	Seminar & Fieldwork in Education	8.00

DEPARTMENT OF CRITICAL RACE, GENDER, AND CULTURAL STUDIES

Faculty

Sarah Leonard, Acting Chair
Janie Ward, Program Director of Africana Studies
Alister Inglis, Program Director of East Asian Studies
Frances Sullivan, Program Director of Migration Studies
Diane Grossman, Program Director of Women's and Gender Studies
Jyoti Puri, Program Co-Director of Gender and Cultural Studies (Fall 2020)
Suzanne Leonard, Program Co-Director of Gender and Cultural Studies (Spring 2021)

Overview

The Department of Critical Race, Gender, and Cultural Studies houses four undergraduate programs - in Africana Studies, East Asian Studies, Migration Studies, Women's and Gender Studies - and the Master of Arts in Gender and Cultural Studies.

Master of Arts in Gender and Cultural Studies

Faculty

Suzanne Leonard, Program Director and Professor of English
Renee Bergland, Professor of English
Carole Biewener, Professor of Economics and Women's and Gender Studies
Kris Erikson, Assistant Professor of Communications
Sheldon George, Professor of English
Audrey Golden, Assistant Professor of English
Diane Grossman, Professor of Philosophy and Women's and Gender Studies; Mockler Chair in Principled Leadership
Denise Horn, Associate Professor of Political Science and International Relations and Women's and Gender Studies
Valerie Leiter, Professor of Sociology and Director of the Public Health Program
Sarah Leonard, Associate Professor of History
Stephen Ortega, Associate Professor of History, Co-Director of Dual Degree Graduate Program in Archives Management and History
Briana Martino, Assistant Professor of Communications
Laura Prieto, Professor of History and Women's and Gender Studies
Jyoti Puri, Professor of Sociology; Hazel Dick Leonard Chair
Saher Selod, Associate Professor of Sociology
Franny Sullivan, Assistant Professor of History
Becky Thompson, Professor of Sociology
Dawna Thomas, Professor of Sociology
Lena Zuckerwise, Assistant Professor of Political Science and International Relations

Description

The GCS program examines intersecting systems of power and privilege and the ways in which race, ethnicity, nationality, class, ability, gender, sexuality, and sexual orientation are constructed within the United States and in international contexts. 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, Public Policy, Social Work, Sociology, and Women's and Gender Studies.

Learning Outcomes

1.   Intellectual Engagement

Students will be able to clearly articulate the core concepts, main themes, relevant literatures, and central figures in the fields of intersectional feminist studies and critical race studies. They will evaluate, compare, and critique theories and methodologies of gender, race, sexuality, class, ability, and culture. They will situate current realities of gender, sexuality, race, ability, class, and culture within broader, intersectional, historical and geopolitical contexts. Finally, they will do graduate-level research, including articulating the main methodologies in their chosen fields and then applying those practices in their own work.

2.   Public Engagement

Students will be able to locate themselves in key debates within the fields of feminist studies and critical race studies, taking a stand on issues and problems and offering solutions. They will effectively communicate and publicize research-based, action-oriented inquiry, and engage in respectful, informed dialogue in public settings.

3.   Professional Engagement
Students will evidence in-depth understandings of a specific topic aligned with their future professional endeavors. They will creatively problem solve, and communicate those solutions to wider publics using various mediums (writing, speaking, podcasts, videos, performances, workshops, etc.). They will produce convincing and directed articulations that illustrate the relationship between their master's work and their desired professional outcomes.

Requirements for entry into program

Applicants must hold a bachelor's degree from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

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 four semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree. Candidates for the Gender and Cultural Studies degree must satisfactorily complete 32 semester hours as follows.

GCS required courses

GCS 403	Gender/Cultural Studies: Theory Into Practice	4.00
GCS 420	Race, Gender, and Empire	4

GCS electives

GCS Electives (20 Credits)

AST 529	Race, Culture, Identity and Acheivement	4.00
AST 565	Intimate Family Violence	4
AST 588	Black Popular Culture & Education Of Black Youth	4.00
ENGL 508	Postcolonial Novel	4
ENGL 517	Toni Morrison and American Literature	4
ENGL 527	Race and Gender Psychoanalytical_Discourse	4
ENGL 354	Cliffhangers and Tears: Studies in Film Melodrama	4
ENGL 598	Feminist Media Studies	4
GCS 406	Feminism and Literature	4.00
GCS 410	Issues in International Studies	4.00
GCS 415	Feminisim and Economic Difference	4.00
HIST 560	Seminar in the History of Women and Gender: 1790-1920	4.00
HIST 561	Seminar in Latin American History	4.00
HIST 565	Seminar: 911 Narratives	4.00
HIST 567	Memory and the Holocaust	4.00
HIST 573	Seminar in Nineteenth-Century American History	4.00
HIST 574	Modern US History: Digital Humanities	4.00

MPP 501	Policy Analysis & Theory	3.00
MPP 502	Social Policy	3.00
POLS 556	Feminist International Relations	4.00
POLS 590	Senior Seminar	4.00
SOCI 521	Sociology of Food	4.00
SOCI 530	Transnational Studies	4
SOCI 539	Qualitative Research Workshop	4.00
SOCI 547	Antiracism and Justice Work	4.00
SW 409	Dynamics of Racism & Oppression	3.00
SW 523	Advocacy and Social Action	3.00
WGST 554	Feminist Theories	4.00
WGST 580	Gender and Queer Theory	4.00

Capstone

All students must complete at least 4 capstone credit hours and present their work at the GCS colloquium. The capstone options are listed below:

GCS 455	Thesis	4.00
GCS 460	Project	4.00
GCS 470	Internship	4.00
GCS 480	Gender/Cultural Fieldwork	4.00

Fieldwork (4 credits)

Eighth course plus completing a 30-page paper revision.

Graduate Consortium for Studies in Gender, Culture, Women, and Sexuality (GCWS)

The Graduate Consortium for Studies in Gender, Culture, Women, and Sexuality is housed at MIT and offers interdisciplinary, team-taught seminars to students 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.

Gender and Cultural Studies (MA) / Public Policy (MPP)

Description

The dual degree program in Gender/Cultural Studies (GCS) and Public Policy (MPP) is designed for students who would like to combine the pragmatic approach of Public Policy with the broader, creative insight of theory. This program is ideal preparation for those with a particular interest in issues of diversity, race, gender, class, ethnicity and sexual orientation in public policy. Students must apply and be admitted to both programs. Students will be enrolled in both programs simultaneously and work with an advisor from each program to tailor their studies to meet their needs and interests.

Requirements for entry into program

Please refer to the entry requirements for the Gender/Cultural Studies (MA) and MPP in this catalog.

Degree Requirements

Candidates for the dual degree must complete a total of 13 or 14 courses (depending on whether the MPP internship requirement is waived). Six courses will be completed in the GCS program (two required courses, one core elective course, and at least three GCS electives), six or seven will be completed in the MPP program, and the student will complete a combined capstone project that integrates the two fields of study.

Six/Seven required MPP courses (18 / 21 credits)

MPP 501	Policy Analysis & Theory	3.00
MPP 502	Social Policy	3.00
MPP 503	Economic Policy	3.00
MPP 504	Quantitative Analysis	3.00
	TWO MPP electives	
	3 Credit Internship (if applicable)	

Six required GCS courses (18 credits)

GCS 403	Gender/Cultural Studies: Theory Into Practice	4.00
GCS 420	Race, Gender, and Empire	4
GCS 430	Cultural Theory	4.00
	Four elective courses	

Combined Capstone (3 credits)

All dual degree candidates must complete one of the capstone options listed below. Students will consult with their advisor and/or program director about which option is better suited for their career path.

MPP 505   Students will work with a specific organization on a policy problem. Ideally the policy problem will focus on an issue related to race, gender, ethnicity, and/or sexual orientation, etc.

GCS 460 Thesis Capstone: Students will write a 60-80 page thesis that focuses on a policy issue. Dual-degree students present their capstone work at the GCS colloquium with other graduating GCS students

Graduate Consortium for Studies in Gender, Culture, Women, and Sexuality (GCWS)

The Graduate Consortium for Studies in Gender, Culture, Women, and Sexuality is housed at MIT and offers interdisciplinary, team-taught seminars to students 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.

DEPARTMENT OF HEALTH PROFESSIONS EDUCATION

Faculty

Anne-Marie Barron, Program Director and Associate Dean for Health Sciences
Dolores Wolongevicz, Associate Professor of Practice
Jennifer Herman, Associate Professor of Practice and Director, Center for Excellence in Teaching

Ph.D. in Health Professions Education

Description

The Ph.D. in Health Professions Education (HPED) prepares transformative educators who inspire, design, lead and evaluate evidence-based instructional and curriculum innovation within a variety of health professions learning contexts, ensuring that clinicians and faculty are prepared to meet the evolving healthcare needs of individuals, families, and communities. In addition, the PhD program prepares students to conduct original research to inform best practices in teaching and learning across the continuum of healthcare.

Doctoral experience is essential for the advancement of academic and professional educators. Full-time PhD coursework (two courses per semester) is typically completed in three, years followed by a rigorous research study preparing for work in higher education and in professional education programs in health care. Our graduates work in a wide range of health disciplines, serving as academic, clinical, and policy leaders in the education of healthcare professionals and in the design, assessment, and management of teaching, training, and research.

Learning Outcomes

After completing this program, students will be able to:

1. Analyze social, political, economic, and scientific trends in healthcare including policies and structures that require meaningful transformations in health professions education.

2. Navigate health professions educational systems and organizations in order to implement successful innovation.

3. Apply educational theories and principles of cognitive and learning science to enhance student learning in health professions education.

4. Design and deliver creative and impactful lessons, courses, curricula, and programs in health professions education.

5. Identify, evaluate, and apply evidence-based teaching strategies.

6. Design learning environments and organizational structures to intentionally and equitably support and engage all learners, particularly those from historically marginalized groups.

7. Develop and implement processes and tools to assess learning outcomes and evaluate programs in order to inform and improve practice.

8. Critically analyze and evaluate research in health professions education, marshaling evidence in support of arguments and using data to support educational practice.

9. Design and conduct ethical and scientifically rigorous original research that informs best practices in health professions education

10. Apply principles of ethical and inclusive educational leadership and management practices aligned with current research and theories of leadership in organizations

11. Demonstrate proficiency in the range of research methods relevant to health professions education and in the collection, analysis, interpretation, and communication of data and evidence

12. Critically analyze existing published research and theoretical underpinnings in order to identify areas amenable to further research

13. Disseminate results of scholarly work in peer-reviewed journals, books, conferences, and other professional venues

Requirements for entry into program

All applicants will have previously completed a Master's degree in public health or in a clinical discipline from an accredited U.S. institution. If relevant to that discipline, the applicant should be licensed in that field. Applicants will submit:

- transcripts from previous educational programs

- a curriculum vitae
- a writing sample that has not previously been published or professionally edited
- a personal statement in response to a writing prompt
- results of the GRE exam
- three letters of recommendation
- An applicant for whom English is not their native language must submit a satisfactory score on the Test of English as a Foreign Language (TOEFL).

Program Details

The Doctor of Philosophy (PhD) in Health Professions Education is a 48-credit sequence of courses (including prerequisite CAGS credits) that prepares expert scholars for careers as health profession educators, researchers, and leaders. Building on the CAGS-level focus on educational practice, the core curriculum of the PhD program goes on to provide students with extensive research training and experience in health professions education. The program culminates in the successful completion of a dissertation..

Degree requirements

Credits

48 Credits
6-credits/semester sequence

Fall Year 1

HPED 520	Trends in Health Profession Education	3
HPED 521	Learning Theory and Practice	3

Spring Year 1

HPED 530	Principles of Inquiry & Evidence in Education	3
HPED 531	Teaching Methods, Course Design, and Assessment	3

Summer Year 1

HPED 540	Curriculum Development, Program Design, and	3

	Evaluation	
CNBH 661	Applied Statistics I	3
	OR	
SW 651	Intro to Stat & Data Analysis	3.00

Fall Year 2

HPED 541	Education Application and Immersion Experience	3
CNBH 666	Quantitative Research Methods	3

Spring Year 2

CNBH 663	Design of Qualitative Research Methods	3
	OR	
SW 654	Qualitative Research Methods	3.00
CNBH 665	Leadership and Organizational Change in Health Professions Education	3

Summer Year 2

CNBH 664	Qualitative Research Analysis	3.00
	OR	
SW 635	Qualitative Data Analysis	3.00

Fall Year 3

CNBH 662	Applied Statistical Analysis II	3
	OR	
SW 652	Introduction to Multivariate Statistics	3.00
CNBH 660	Perspectives in Research and Theory in Health Profession Education	3

Winter Intersession

	Written Comprehensive Exam (P/F)	

Spring Year 3

CNBH 670	Proposal Development	3

Summer Year 3

	May begin dissertation if proposal defended successfully in spring	

Year 4

CNBH 690	Dissertation	6

Certificate of Advanced Graduate Studies in Health Professions Education

Requirements for entry into program

All applicants will have previously completed a Master's degree in public health or in a clinical discipline from an accredited U.S. institution. If relevant to that discipline, the applicant should be licensed in that field.

Applicants will submit:

- transcripts from previous educational programs
- a curriculum vitae
- a writing sample that has not previously been published or professionally edited
- a personal statement in response to a writing prompt
- results of the GRE exam
- three letters of recommendation

An applicant for whom English is not their native language must submit a satisfactory score on the Test of English as a Foreign Language (TOEFL).

Degree Requirements

The core curriculum consists of six courses taught online. Courses address the theory and practice of education, the analysis and assessment of learning and learning outcomes, and the study of trends affecting healthcare practice and professional preparation for practice. The final course is a practicum, a hands-on educational experience in which students apply their learning in an educational setting.

Credits

The program consists of six courses, totaling 18 credit hours. The curriculum includes six didactic courses and one practicum. All courses are taught online.

Capstone, placement, internship, practicum, etc.

HPED 541 is a 100 hour immersion experience in the field of higher education individualized to help you achieve your career aspirations. You will work with faculty to identify a PhD prepared educator to work with for a full semester who will provide advice and mentorship to help you apply the theories, concepts, principles, and research learned throughout the educational courses.

Fall Year 1

HPED 520	Trends in Health Profession Education	3
HPED 521	Learning Theory and Practice	3

Fall Year 2

HPED 530	Principles of Inquiry & Evidence in Education	3
HPED 531	Teaching Methods, Course Design, and Assessment	3

Summer Year 1

HPED 540	Curriculum Development, Program Design, and Evaluation	3

Spring Year 1

HPED 541	Education Application and Immersion Experience	3

On satisfactory completion of the HPED CAGS, those who wish to continue to the doctoral level may apply to the PhD portion of the program.

DEPARTMENT OF HISTORY

Faculty

Stephen Ortega, Program Director and Associate
Professor of History
Stephen Berry, Chair and Associate Professor of History
Sarah Leonard, Associate Professor of History
Jessica Parr, Assistant Professor of History
Laura Prieto, Professor
Frances Sullivan, Assistant Professor of History

History (MA)

Description

The 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 these 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. The program emphasizes
historical research, which trains students in identifying
and interpreting sources and in the critical evaluation
of different methodologies. The department in tandem
with the Simmons School of Library and Information
Science offers a dual-degree program in history and
archives .

Learning Outcomes

1. Students will understand the most prominent
   methodologies that historians have used over
   time, including their advantages and
   disadvantages.

2. Students will master a broad body of historical
   knowledge, including various geographic
   contexts, topics, and time periods and will gain
   knowledge of primary and secondary sources
   that apply to these areas of study.

3. Students will be able to identify and apply
   different types of historical inquiry, such as
   cultural, gender, political and social analysis.

4. Students will be able to conduct independent
   historical research, applying the conventions of
   academic writing and integrating different
   source material as evident in seminar papers, a
   thesis, and/or a capstone.

5. Students will gain experience in participating in
   classroom discussions and in presenting history
   in a public forum.

Requirements for entry into program

Applicants must hold a bachelor's degree from an
accredited college or university. All grade point
averages are considered, but a B (3.0) average or higher
is preferred.

Degree requirements

This program requires 36 semester hours. All students
should take one course in historical methodology,
(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).

Graduate Seminar Electives

Students select 16 semester hours from the following:

HIST 450	Independent Study	4.00
HIST 527	Archives, History, and Collective Memory	4.00
HIST 529	Film & Historical Representation	4.00
HIST 560	Seminar in the History of Women and Gender: 1790-1920	4.00
HIST 561	Seminar in Latin American History	4.00
HIST 562	Reform and Revolutions in Asia	4.00
HIST 564	Rape of Nanjing	4.00
HIST 565	Seminar: 911 Narratives	4.00
HIST 567	Memory and the Holocaust	4.00
HIST 568	Seminar in Public History: Sites of History	4.00
HIST 571	Seminar in Early American History	4.00
HIST 572	Race and Gender in the Atlantic World	4
HIST 573	Seminar in Nineteenth-Century American History	4.00
HIST 574	Modern US History: Digital Humanities	4.00
HIST 575	Cold War Culture	4.00
HIST 576	American Revolution	4.00
HIST 577	Topics in Modern Europe	4.00
HIST 578	Pilgrims, Prophets, &	4.00

	Profaners Biography & Autobiography	
HIST 597	Historical Methods	4.00

History MA students are well prepared for careers in education, research, archives management, librarianship, curation and various other forms of public history.

History (MA) / Library and Information Science in Archives (MS)

Description

The program is designed for students pursuing archival positions. Students gain the knowledge efficiently through a dual-degree program in history and archives management. You'll master skills in library and information science, archives management, historical methods, and research and history.

Students do internships at Boston institutions such as the Massachusetts State Archives, the Massachusetts Historical Society, the John F. Kennedy Library, the U.S.S. Constitution Museum, and Harvard University. You'll also complete a thesis project based on original research.

Requirements for entry into program

See the MS, LIS and MA History sections in this catalog for entry requirements

Degree Requirements

The Dual Degree program in History and Archives Management consists of a total of 57 credit hours. Students take 9 credit hours of required library and information science courses, 15 credit hours of required core archives courses, and 9 credit hours of electives. In the History department, students complete 8 credit hours of required courses, 12 credit hours of History seminar electives at the 400 level or above and a 4 credit thesis. Only one application is necessary to apply to both programs. Applicants to this dual-degree option must be admitted to both programs.

Full-time students may complete the program in approximately two years. Part-time students must complete the program within six years of enrollment.

Program Requirements

The core courses in library and information science:

LIS 407	Information Sources & Services	3.00
LIS 415	Information Organization	3.00
LIS 488	Technology for Information Professionals	3.00

Five courses in archives management (15 credit hours)

LIS 438	Introduction to Archival Theory and Practice	3.00
LIS 440	Archival Access and Use	3.00
LIS 442	Establishing Archives and Manuscript Programs	3.00
LIS 456	Records Management Environments OR	3.00
LIS 476	Archives & Cultural Heritage Outreach OR	3.00
LIS 441	Appraisal of Archives and Manuscripts OR	3.00
LIS 433	Oral History	3.00
LIS 439	Preservation Management OR	3.00
LIS 448	Digital Stewardship	3.00
	Three elective courses (9 credit hours) from either archives/preservation or the general LIS curriculum	

24 credit hours in the History Department

HIST 597	Historical Methods	4.00
HIST 527	Archives, History, and Collective Memory OR	4.00
HIST 568	Seminar in Public History: Sites of History	4.00
	12 credit hours of history electives at the 400 level or above	
	4 credit hours of final thesis	

All dual-degree students must take Collective Memory or Sites of History. Students may take these classes as either an LIS elective for three credits (LIS 443 or LIS 532I) or a history elective for four credits (HIST 527 or HIST 568).

MS (LIS) Students in the Archives Management Concentration.

Students currently enrolled in the MS (LIS) program and in the Archives Management concentration can apply for admission to the dual degree (MA/MS) program in Archives and History by submitting an application and the required materials with the Ifill College admissions office. Once these materials have been received, an interview with the history program director is also required.

SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Faculty

Sanda Erdelez, Professor and Director of the School of Library and Information Science
Naresh Agarwal, Associate Professor
Sumayya Ahmed, Assistant Professor
Rhiannon Bettivia, Assistant Professor
Peter Botticelli, Associate Professor
Michele Cloonan, Professor and Dean Emerita
Donia Conn, Assistant Professor of Practice
Rebecca Davis, Assistant Professor Catherine Dumas, Assistant Professor Ann Graf, Assistant Professor
Lisa Hussey, Associate Professor
Daniel Joudrey, Professor
Melanie Kimball, Associate Professor and Director of School Library Teacher Concentration
Arianna Lechan, Assistant Professor of Practice
Kyong Eun Oh, Associate Professor and Co-Director of SLIS PhD Program
Amy Pattee, Associate Professor Danielle Pollock, Assistant Professor
Jeffrey Pomerantz, Associate Professor of Practice and Online Coordinator
Eric Poulin, Assistant Professor NTT and SLIS West Site Coordinator
Colin Rhinesmith, Associate Professor
Sarah Pratt, Assistant Professor NTT and Manager of Field Experiences
Laura Saunders, Associate Professor
Rong Tang, Associate Professor and Co-Director of SLIS PhD Program
Rachel Williams, Assistant Professor
Katherine Wisser, Associate Professor, Director of Archives Concentration and Co-Director of the Archives/History Dual Degree Program

Library and Information Science (MS)

Description

The SLIS Master of Science, Library and Information Science degree integrates theory with practice to help our graduates play dynamic roles in shaping the future of libraries, archives and museums. Our students learn to organize information, to preserve collections, and to support users as they seek reliable and rich information resources. Above all, SLIS is committed to helping libraries, archives and museums engage diverse audiences and address society's critical information needs.

Our faculty bring real world experience to classrooms and take pride in being personal mentors. The interests and expertise of our faculty cover a wide range of areas, including access to information for all users, organization of information, big data, technology, ethics, and how this applies to archives, school libraries, public libraries, academic, and special libraries.

Through internships, site visits and pre-professional work opportunities throughout Massachusetts, across New England and all over the country, our students gain experience in their fields. Take advantage of what Boston has to offer while taking on a flexible schedule, with classes held on days, nights, weekends, part-time, full-time, or online. Achieve a successful career, a meaningful life and a powerful return on your educational investment.

Our students go on to a variety of successful careers as digital librarians, web developers, social media managers, school media specialists and much more. The skills and knowledge you gain in this program prepare you for libraries, museums, archives, management of information systems and also for data-rich business and research settings.

Concentrations

LIS students may choose to focus their studies by following a degree concentration curriculum designed to prepare students to work in a variety of information institutions with a diversity of materials and tools. Students who choose to concentrate their studies must complete the LIS core courses required of all MS students as well as a sequence of courses required to earn the degree concentration. The following concentrations are available. (See below for additional information)

- Archives Management

- Cultural Heritage Informatics
- Information Science and Technology
- School Library Teacher Program

In consultation with their academic advisor students can also design their own program of study under Design Your Own (DYO) LIS program option.

Tracks

The LIS faculty has developed topical "tracks" that serve as guides for course selection and professional development in specific areas of the library and information science field. Students may customize their LIS degree program by working with their faculty advisor to select recommended "key courses" in a track of interest as well as elective courses that can broaden and deepen a student's knowledge in the subject area. Please refer to the description of the tracks on the web site to explore the key courses and electives in each curricular track:

- Information Organization
- Management and Leadership
- Preservation Management
- User Services
- Youth Services

Learning Outcomes

1. Apply professional standards, tools, and best practices in the information field and across specialized areas.

2. Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media.

3. Develop appropriate technology strategies across a range of information settings.

4. Critically analyze and apply research.

5. Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.

6. Demonstrate individual and collaborative leadership ability.

7. Be guided by professional ethics and values.

Requirements for entry into program

Applicants to the MS (LIS) program must have a Bachelor's degree from an accredited college or university. Applicants must also submit official transcripts from all institutions attended (including transfer credits), three letters of recommendation, a statement of purpose, a resume, a completed application form, and application fee. International applicants must also submit a minimum TOEFL score of 79 (internet-based) or IELTS score of 6.5 in each part. Graduate Record Examination (GRE) tests are required only when an applicant's Grade Point Average (GPA), when averaged and reflective of any and all degrees earned prior to application for admission to SLIS, measures less than 3.0. Applicants with less than a 3.0 GPA for all degrees will be considered after they submit the GREs.

Delivery Modes Available

Flexible schedule, with classes held on days, nights, weekends, part-time, full-time, or online.

Attend the master's program part-time at SLIS West in South Hadley, Massachusetts. The small classes and cohesive community help our working students succeed in the classroom and in their careers.

Students may complete the Master of Science degree program in library and information science fully online.

Experiential Learning

SLIS students develop hands-on skills and experience through internships, practicums, and pre-professional jobs in a wide variety of settings, including schools, libraries, corporations, hospitals, government agencies, NGOs, and media organizations. We strongly encourage all students to gain experience in the field, and we help students connect with the best sites for their career goals.

Every SLIS student is offered the opportunity to gain experience via coursework or pre-professional positions within our ever-growing network of partner institutions, including not only those in Massachusetts and New England, but also institutions all over the country. Archives Management and School Library Teacher concentration students have experiential learning opportunities built into their programs, whereas students in the Design Your Own (DYO) LIS program can take an internship elective for credit. SLIS has a long history with internship sites, thereby providing matches for students rather than requiring students to find their own sites.

Degree requirements

Students in the MS (LIS) degree program must complete 36 credits of graduate coursework to be qualified to earn the MS (LIS) degree.

MS (LIS) students must maintain a cumulative Grade Point Average (GPA) of 3.0 to continue in the program.

Students in the School Library Teacher Program (SLTP) must receive a "B" (3.0) or better in every course. Any course in which the student has received a grade lower than a B must be repeated before the candidate may enroll in a practicum or be recommended for licensure. See "Degree Progress and Academic Sanctions" for further information.

Concentrations and specializations

LIS students may choose to focus their studies by following a degree concentration curriculum designed to prepare students to work in a variety of information institutions with a diversity of materials and tools. Students who choose to concentrate their studies must complete the LIS core courses required of all MS students as well as a sequence of courses required to earn the degree concentration.

Program Requirements

MS (LIS) students are required to complete three courses equaling nine (9) credits of core coursework in library and information science.

LIS 407	Information Sources & Services	3.00
LIS 415	Information Organization	3.00
LIS 488	Technology for Information Professionals or, if a student is in the School Library Teacher Program (SLTP)	3.00

LIS 460	Technology and the School Library Teacher	3.00

These core courses must be completed within a student's first twelve (12) hours of coursework. SLT students must complete LIS 407 and LIS 415 within their first twelve (12) hours of coursework and may complete LIS 460 any time during the course of their degree program.

The School has initiated a program to provide a common base of knowledge of the technologies and tools students will encounter during the course of their studies, as well as resources available to them as a Simmons LIS student. All students entering the program are required to register for the 0-credit LIS 400 – Virtual Orientation, which introduces students to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. Intended for both online and on campus students, this course describes program requirements; university, school, and program policy; and offers information about the full range of resources available to the students in support of their programs. It also offers basic tutorial and instruction related to the use of Moodle (the learning management system used in online and on campus courses), library resources, and other key tools used to support student learning.

Concentrations and specializations

LIS students may choose to focus their studies by following a degree concentration curriculum designed to prepare students to work in a variety of information institutions with a diversity of materials and tools. Students who choose to concentrate their studies must complete the LIS core courses required of all MS students as well as a sequence of courses required to earn the degree concentration.

Archives Concentration Course Requirements

LIS core courses (9 credits):

LIS 407	Information Sources & Services	3.00
LIS 415	Information Organization	3.00
LIS 488	Technology for Information Professionals	3.00

Take the following:

LIS 438	Introduction to Archival Theory and Practice	3.00

LIS 440	Archival Access and Use	3.00
LIS 442	Establishing Archives and Manuscript Programs	3.00

One of the following:

LIS 456	Records Management Environments	3.00
LIS 476	Archives & Cultural Heritage Outreach	3.00
LIS 441	Appraisal of Archives and Manuscripts	3.00
LIS 433	Oral History	3.00

One of the following

LIS 439	Preservation Management	3.00
LIS 448	Digital Stewardship	3.00
	Four elective courses	

Information Science and Technology Concentration Course Requirements

LIS core courses (9 credits):

LIS 407	Information Sources & Services	3.00
LIS 415	Information Organization	3.00
LIS 488	Technology for Information Professionals	3.00

Take the following:

LIS 484	Theories of Information Science	3.00
LIS 485	Introduction to Programming	3.00
LIS 458	Database Management	3.00

Two of the following:

LIS 421	Social Informatics	3.00
LIS 455	Usability & User Experience Research	3.00
LIS 462	Digital Libraries	3.00
LIS 465	Knowledge Management	3.00
LIS 467	Web Development and Information Architecture	3.00
LIS 473	Information Visualization	3.00
LIS 487	Data Interoperability	3.00
	Four elective courses	

Cultural Heritage Informatics Concentration Course Requirements

LIS core courses (9 credits):

LIS 407	Information Sources & Services	3.00
LIS 415	Information Organization	3.00
LIS 488	Technology for Information	3.00

	Professionals	

Take the following:

LIS 432	Concepts in Cultural Heritage Informatics	3.00
LIS 438	Introduction to Archival Theory and Practice	3.00
LIS 439	Preservation Management	3.00
LIS 477	Digital Asset Management	3.00

Five elective courses

LIS 445	Metadata	3.00
LIS 458	Database Management	3.00
LIS 449	Rare Book and Special Collections Librarianship	3.00
LIS 425	History of the Book	3.00
LIS 462	Digital Libraries	3.00
LIS 447	Collection Maintenance	3.00
LIS 446	Art Documentation	3.00
LIS 471	Photographic Archives	3.00
ART 547	Art of the Gardner	3.00

Two Elective courses

School Library Teacher Program Course Requirements

LIS core courses (6 credits)

LIS 407	Information Sources & Services	3.00
LIS 415	Information Organization	3.00

Take the following:

LIS 406	Management & Evaluation of School Library Programs	3.00
LIS 459	School Library Teacher Pre-Practicum	3.00
LIS 460	Technology and the School Library Teacher	3.00
LIS 461	Curriculum & Instructional Strategies	3.00
LIS 481	Library Collections & Materials for Children	3.00
LIS 483	Library Collections and Materials for Young Adults	3.00
LIS 498	Practicum (PreK-8)	3.00
LIS 499	Practicum (7-12)	3.00
	Two elective courses	

Changing to or from a Concentration

Students who have begun their program of study within a concentration may decide to leave the concentration or switch to an alternate concentration. Students who wish to leave a concentration or switch to an alternate concentration must complete the Change of Advisor/Change of Program form and submit this form to the Student Services Center.

Students electing to leave a concentration or change from one concentration to another may request a new advisor to guide their progress through the degree program. To request a new advisor, students must first contact the advisor with whom they wish to work and then complete the Change of Advisor/Change of Program form, which requires the signature of the student and their new advisor, and submit this form to the Student Services Center.

MS (LIS) Students in the Archives Management Concentration. Students currently enrolled in the MS (LIS) program and in the Archives Management concentration can apply for admission to the dual degree (MA/MS) program in Archives and History by submitting an application and the required materials with the Ifill College admissions office. Once these materials have been received, an interview with the history program director is also required.

Children's Literature (MA) / Library and Information Science (MS)

Faculty

Please see Children's Literature and School of Library Science programs in this Catalog for faculty lists.

Description

The Master of Arts in Children's Literature and the Master of Science in Library and Information Science dual degree program integrates theory and practice. Students work with an advisor from each program to tailor their studies with an eye toward professional goals. The program examines literary history and considers children's literature collection development. Students will consider far-ranging critical frameworks and assess young adult texts to bring to readers. MA/MS students contextualize their own research in contemporary nonfiction for young people as nonfiction intersects with an educational common core to create tomorrow's scientists, activists, humanists, readers, and writers.

Learning Outcomes

Please refer to the learning outcomes for the MA in Children's Literature and the MS in Library and Information Science in this Catalog.

Requirements for entry into program

Please refer to the admission requirements for the MA in Children's Literature and the MS in Library and Information Science in this Catalog.

Applying for Entry to the MA/MS Dual Degree Program as a Single Degree Student:

Students currently matriculated in the MA or MS degree program may apply for entry to the MA/MS (Children's Literature and Library Science) dual degree program. To be admitted to a dual degree program, students must apply for admission to both degree programs. Those students who have been admitted to and matriculated in one degree program must apply for admission and be admitted to the second degree program to be considered a dual degree student.

Applications for the dual degree program from students who have completed more than 12 credit hours of coursework in a single degree program may not be considered.
To apply for acceptance to the dual degree program, students who are currently matriculated in a single degree program must meet with the relevant dual degree Program Directors to discuss their entry into the dual degree program and then complete the relevant application form for the program for which they are requesting entry. The application fee will be waived for these students. Applications will be considered on a rolling basis by the Admissions staff and the degree program directors

Degree requirements

Fifty-eight to sixty credits (depending on electives chosen) are required for the degrees.

Graduate students in the MAMS dual degree program typically carry between 10-12 credits in the fall, spring, and summer semesters after their first semester. Students considering registering for more than 12 credits per term must consult with the graduate program director.
Unless otherwise noted, all Library/Information Science courses are three credits and all Children's Literature courses are four credits.

The program consists of: seven courses in Library and Information Science (21 credit hours) in the following categories

Program Requirements

Three core courses in Library and Information Science (totaling 9 credits):

LIS 415	Information Organization	3.00
LIS 407	Information Sources & Services	3.00
LIS 488	Technology for Information Professionals	3.00

Two core courses describing children's library collections (6 credits)

LIS 481	Library Collections & Materials for Children	3.00
LIS 483	Library Collections and Materials for Young Adults	3.00

One of the following courses related to programs and services (totaling 3 credits):

LIS 412	Library Programs & Services for Young Adults	3.00
LIS 482	Library Programs and Service for Children	3.00

One of the following courses related to professional practices (totaling 3 credits):

LIS 422	Literacy & Services to Underserved Populations: Issues & Responses	3.00
LIS 423	Storytelling	3.00
LIS 450	Public Libraries	3.00

Six courses, including four core courses, in Children's Literature (16 credits)

CHL 401	Criticism of Literature for Children	4.00
CHL 403	The Picturebook	4.00
CHL 413	Contemporary Realistic Fiction	4.00
CHL 414	Fantasy and Science Fiction	4.00

Four credits in the history of children's literature, selected from courses with a chronological focus

Four credits to be selected from general electives

Dual Degree Program Capstone Course (4 credits):

CHL 437	Special Topics in Children's Literature	4.00

MA/MS Dual Degree Program Electives

Elective courses from either CHL or LIS totaling 9 – 12 credits

Seven courses in Library and Information Science (21

credit hours) in the following categories:

Three core courses in Library and Information Science (totaling 9 credits):

LIS 415	Information Organization	3.00
LIS 407	Information Sources & Services	3.00
LIS 488	Technology for Information Professionals	3.00

Two core courses describing children's library collections (6 credits)

LIS 481	Library Collections & Materials for Children	3.00
LIS 483	Library Collections and Materials for Young Adults	3.00

One of the following courses related to programs and services (totaling 3 credits):

LIS 482	Library Programs and Service for Children	3.00
LIS 412	Library Programs & Services for Young Adults	3.00

One of the following courses related to professional practices (totaling 3 credits):

LIS 422	Literacy & Services to Underserved Populations: Issues & Responses	3.00
LIS 423	Storytelling	3.00
LIS 450	Public Libraries	3.00

Six courses in Children's Literature (24 credit hours)

Four core courses in Children's Literature (16 credits)

CHL 401	Criticism of Literature for Children	4.00
CHL 403	The Picturebook	4.00
CHL 413	Contemporary Realistic Fiction	4.00
CHL 414	Fantasy and Science Fiction	4.00

Four credits in the history of children's literature, selected from courses with a chronological focus, including, but not limited to:

CHL 404A	Children's Poetry on Trial : You'll Be Judge, You'll Be Jury	2.00
CHL 411	Victorian Children's Literature	4.00
CHL 418	Australian Children's Literature	4.00
CHL 423	19th Century American Childrens' Literature	4.00
CHL 424	Nonsense Literature for Children: Structured Absurdity, Subversion, & Certain Creatures of the Sea	2.00
CHL 424B	Verse Novels, Narrative Poetry	2.00
CHL 424C	Series Fiction	2.00
CHL 427	Special Topics: Folk & Fairy Tales	2.00
CHL 427B	The Americanization of Fairy Tales	2.00
CHL 428A	The Graphic Novel	4.00
CHL 429A	Rereading Race in Classic Children's Literature	2.00
CHL 429B	The Girl Reader, 1868-1908	2.00
CHL 436A	Nonfiction: Narrative	2.00
CHL 436B	Nonfiction: Expository	2.00

General Electives in Children's Literature (totaling 4 credits)

Note: courses listed in the "history" category above could be taken as general electives

CHL 415	A Whole Book Approach to Picturebook Art & Design	2.00
CHL 419B	Genre Study: Humor	2.00
CHL 420	Project Thesis/Tutorial	4.00
CHL 421	Children's Book Publishing	4.00
CHL 422	Editing the Children's Book Manuscript	2.00
CHL 430	Writing for Children I	4.00
CHL 434	The Child & The Book	4.00
CHL 435A	Creators & Ideologies: Illustrator	2.00
CHL 435B	Creators & Ideologies: Author	2.00
CHL 450	Independent Study	4.00
CHL 451	The Reviewer	2.00
CHL 506	Summer Symposium: (im)possible dreams	4

Dual Degree Program Capstone Course (4 credits):

CHL 437	Special Topics in Children's Literature	4.00

MA/MS Dual Degree Program Electives

(elective courses from either CHL or LIS totaling 9 – 11 credits)

Capstone, placement, internship, practicum, etc.

CHL 437	Special Topics in Children's Literature	4.00

History (MA) / Library and Information Science in Archives (MS)

Description

The program is designed for students pursuing archival positions. Students gain the knowledge efficiently through a dual-degree program in history and archives management. You'll master skills in library and information science, archives management, historical methods, and research and history.

Students do internships at Boston institutions such as the Massachusetts State Archives, the Massachusetts Historical Society, the John F. Kennedy Library, the U.S.S. Constitution Museum, and Harvard University. You'll also complete a thesis project based on original research.

Requirements for entry into program

See the MS, LIS and MA History sections in this catalog for entry requirements

Degree Requirements

The Dual Degree program in History and Archives Management consists of a total of 57 credit hours. Students take 9 credit hours of required library and information science courses, 15 credit hours of required core archives courses, and 9 credit hours of electives. In the History department, students complete 8 credit hours of required courses, 12 credit hours of History seminar electives at the 400 level or above and a 4 credit thesis. Only one application is necessary to apply to both programs. Applicants to this dual-degree option must be admitted to both programs.

Full-time students may complete the program in approximately two years. Part-time students must complete the program within six years of enrollment.

Program Requirements

The core courses in library and information science:

LIS 407	Information Sources & Services	3.00
LIS 415	Information Organization	3.00

LIS 488	Technology for Information Professionals	3.00

Five courses in archives management (15 credit hours)

LIS 438	Introduction to Archival Theory and Practice	3.00
LIS 440	Archival Access and Use	3.00
LIS 442	Establishing Archives and Manuscript Programs	3.00
LIS 456	Records Management Environments OR	3.00
LIS 476	Archives & Cultural Heritage Outreach OR	3.00
LIS 441	Appraisal of Archives and Manuscripts OR	3.00
LIS 433	Oral History	3.00
LIS 439	Preservation Management OR	3.00
LIS 448	Digital Stewardship	3.00
	Three elective courses (9 credit hours) from either archives/preservation or the general LIS curriculum	

24 credit hours in the History Department

HIST 597	Historical Methods	4.00
HIST 527	Archives, History, and Collective Memory OR	4.00
HIST 568	Seminar in Public History: Sites of History	4.00
	12 credit hours of history electives at the 400 level or above	
	4 credit hours of final thesis	

All dual-degree students must take Collective Memory or Sites of History. Students may take these classes as either an LIS elective for three credits (LIS 443 or LIS 532I) or a history elective for four credits (HIST 527 or HIST 568).

MS (LIS) Students in the Archives Management Concentration.

Students currently enrolled in the MS (LIS) program and in the Archives Management concentration can apply for admission to the dual degree (MA/MS) program in Archives and History by submitting an application and the required materials with the Ifill College admissions office. Once these materials have been received, an interview with the history program director is also required.

Library and Information Science (PhD)

Description

Through a combination of required and elective courses, independent study, workshops, and guided experiences, the Ph.D. in Library and Information Science prepares students for lifelong activity in research, scholarship, teaching, and service. Students work closely with faculty and academic advisors as they progress through their degree program. Reviews of progress as evidenced by coursework taken, research outputs, teaching and service activities, are conducted annually. The SLIS doctoral program is an outstanding program consisted of students who form a cohesive and collaborative cohort, and who are nurtured from start of their course enrollment through the completion of their dissertation.

Program Attributes

- The program provides guided preparation in areas of scholarship, teaching, and service.
- Students emerge from the degree with a record of publications, teaching experience, a professional activity record, and a portfolio.
- Simmons has excellent bibliographical and technological resources and can draw on a robust local library and information community.
- There are rich opportunities for synergy between the doctoral and master's students. Collaborative research and group work enrich the learning experience and fosters a stimulating learning environment.

- SLIS has an established reputation for producing leaders in professional service at local, national, and international levels. Interaction with the SLIS alumni community (and the New England LIS community) enriches the doctoral student experience.

Areas of Study

Doctoral studies can be conducted at various intersections of setting, audience, and activity. Some examples of study areas which build on strengths among SLIS faculty include information, user and data services, social informatics and social justice, archives and preservation, scholarly communication, information literacy frameworks, health information seeking behavior, mis- and dis-information, collaborative learning, usability and user experience research, and more.

Learning Outcomes

A graduate of the Simmons SLIS Ph.D. program:

- Demonstrates in-depth familiarity with scholarship in the field of library, archival, and information science;
- Articulates prominent theories in the field of library, archival, and information science;
- Identifies researchable problems and applies relevant research studies, research designs, and methodologies to tasks requiring problem solving and critical thinking;
- Analyzes and presents information, including research proposals and findings, clearly and accurately in a variety of formats;
- Conducts qualitative, quantitative or mixed method research studies by engaging in reflective inquiry, performing data collection and analysis, composing research reports, and producing publications and a dissertation;
- Engages in teaching activities, develops appropriate unit- or course-level student learning outcomes, and plans and implements learning experiences that assist students to achieve those outcomes; and
- Leads service activities for local, national, or international professional associations and communities.

Admission Requirements

All applicants for admission to the doctoral program must hold a master's degree from an ALA-accredited program in library and information science or a master's degree from a recognized institution in a related area.

Applicants are expected to submit a completed application file that includes the following:
Completed online application
Non-refundable application fee of $65
Comprehensive and updated curriculum vitae
Statement of purpose (1,500-2,000 words)
Writing sample of prior research work is strongly recommended (not to exceed 20 pages)
Official transcript(s) of all academic work
Three professional and/or academic references
Current results of the Graduate Record Examination (GRE) - The Simmons GRE code is 3761, and the Area of Interest code for Library Science is 4701
Current (within the past 2 years) results of the Test of English as a Foreign Language (TOEFL), if English is not the native language of the applicant
After all admissions materials have been received, exceptional candidates will be selected for interviews with the Committee on Doctoral Studies and/or program faculty and staff. Committee reflections on the interview will be added to the application file. For further information on the interview process please see the application form. Admissions decisions are based on a composite of all documentation in the application file.

Degree requirements

 Students are required to complete 36 credit hours to achieve the Ph.D. degree. Of these 36 credit hours, 15 are devoted to required coursework and three are devoted to the dissertation. The remaining 18 credits are elective courses. Students often take independent study courses for their research projects or research-related courses at the masters' level or at the doctoral level of other disciplines.

Below is a listing of the required courses:

LIS 620	History, Concepts, and Research Opportunities	3.00
LIS 621	Conducting Research	3.00
LIS 642	Applied Statistics for Library & Information Science	3.00
	One of the following:	
DEDU 652	Applied Statistical Analysis II	4.00
DEDU 653	Qualitative Research	3.00
SW 654	Qualitative Research Methods	3.00
HPED 531	Teaching Methods, Course Design, and Assessment	3
LIS 699	Supervised Field Research	3.00

Other program information

Doctoral studies can be conducted at various intersections of setting, audience, and activity. Some examples of study areas which build on strengths among our faculty include archives and preservation, reference, metadata, scholarly communication, information retrieval, and visual information systems.

SCHOOL OF NURSING

Faculty

Heather Shlosser, Associate Dean of Nursing
Patricia Rissmiller, Associate Professor and Graduate Chair
Charlene Berube, Associate Professor of Practice and Chair of Undergrad Nursing
NIckie Burney, Director of Campus Based Family Nurse Practitioner Program
Kim Boothby-Downing, Professor of Practice
Tanya Cohn, Associate Professor (NTT)
Stephanie Cassone, Assistant Professor of Practice
Margaret Costello, Assistant Professor
Tina Delouchry, Professor of Practice
Sarah Desmond, Associate Professor of Practice
Carmen Harrison, Associate Professor (NTT)
Jennifer Howard, Professor of Practice
Rebecca Koeniger-Donohue, Professor of Practice
Caitlin Levesque, Associate Professor of Practice
Norma Mann, Professor of Practice
Eileen McGee, Associate Professor of Practice
Naila Russell, Assistant Professor (NTT)
Karen Teeley, Professor of Practice
Sarah Volkman, Professor

Master of Science in Nursing

Description

The Family Nurse Practitioner MSN degree is offered at Simmons' Boston campus in the following pathways: BS to MSN, RN to MSN, and Direct Entry for BA/BS holders.

The Family Nurse Practitioner MSN degree is offered online (Nursing@Simmons) in the following pathways: BS to MSN and RN to MSN.

Learning Outcomes

- Critique, evaluate, synthesize and utilize theoretical, scientific and clinical knowledge as applied to the assessment and management of both primary and acute health and illness states.

- Demonstrate a personal, collegial, and collaborative approach as an advanced practice Nurse while emphasizing health promotion, disease prevention and identification of environmental factors that impact health status across the lifespan.

- Develop an understanding and appreciation of human diversity as an advanced practice professional to assure the delivery of appropriate and individualized health care across the curriculum.

- Demonstrate sound critical thinking and clinical decision making reflected in effective written and verbal communications skills, utilized by the advanced practice Nurse in a complex delivery system.

- Demonstrate personal qualities and professional behaviors which are assertive and engage in advanced practice activities that advocate for on-going change and leadership within Nursing and in the health care system.

- Apply critical thinking skills within a multidisciplinary approach to care which fosters strategies and assembles multifaceted resources to empower patients, families and communities to attain and maintain maximal functional wellness.

- Demonstrate Nursing judgments and interventions which provide culturally sensitive care for diverse populations.

- Demonstrate Nursing practices which address human differences.

- Design and implement evidence-based primary health care practices in varied health care systems

- Assume a leadership role in the management of patients, communities and larger systems.

- Initiate changes in patient care and in the health care system through negotiations with other health care professionals.

- Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions through the application of knowledge of health care systems, economics, policy, ethics and polities.

- Conduct clinical Nursing research designed to advance the science of Nursing.

- Advance professional growth through continued acquisition of theoretical knowledge and clinical experience, and through participation and/or leadership in professional and community

Course Sequences & Course Descriptions

- Students who entered the online BS to MSN or RN to MSN program prior to May 2020 can find the program sequence here and prerequsites and corequisites here.

- Students who entered the DE program prior to September 2020 can find the program sequence here. Students that entered the campus BS to MSN program prior to May 2020 can find the program sequence here.

Students who entered the program May 2020 or later OR students who entered prior to May 2020 and transitioned to a new plan of study to accommodate the new curriculum sequence please see below:

- MSN Course Descriptions
  - MSN Online Sequence
  - MSN Campus Sequence
- RN to MSN Course Descriptions
  - RN to MSN Online Sequence
  - RN to MSN Campus Sequence
- Direct Entry MSN Course Descriptions (also: see below in Graduate Course Listing section of Course Catalog)
  - DE Sequence

MSN Course Prerequisite and Corequisite Rules

(Direct Entry and RN to MSN students should consult additional pre- and co-requisite rules noted in those sections, below.)

- Advanced Pathophysiology (NURP 404), Advanced Pharmacology (NURP 422/423, or NURP 424) & Advanced Health Assessment (NURP 500 or 530): Students must pass the 3Ps (courses outlined above), prior to entering their didactic, immersion weekend and clinical courses.

- NURP 423 Advanced Pharmacology Across the Life Span II: Students must pass NURP 422 before taking NURP 423

- NURP 531: FNP I Primary Care Nursing of the Child Bearing Family & NURP 532: FNP II Primary Care Nursing: Students can take these courses as corequisites; Students must successfully complete their 3Ps prior to taking these courses

- NURP 533 FNP III Primary Care Nursing: Students must successfully complete their 3Ps prior to taking this course; Students must successfully complete NURP 532 prior to taking NURP 533

- NURP 534: Immersion Weekend: Students must successfully complete their 3Ps, NURP 531, NURP 532 and NURP 533 prior to attending NURP 534: Immersion Weekend

- NURP 535: FNP Clinical Decision Making I: Students must successfully complete their 3Ps, NURP 531, NURP 532 and NURP 533 and NURP 534 prior to taking NURP 535

- NURP 536: FNP Clinical Decision Making II: Students must successfully complete their 3Ps, NURP 531, NURP 532 and NURP 533 and NURP 534 and NURP 535 prior to taking NURP 536

- NURP 507 Scholarly Inquiry I: Students must pass NURP 410 before taking NURP 507

- NURP 508 Scholarly Inquiry II: Students must pass NURP 507 before taking NURP 508; Students must register for the same section/instructor as they did in 507

MSN for BSN or Related Bachelor's

Description

The program is designed for registered nurses with degrees in nursing or a related field who wish to advance their careers with a graduate degree in nursing. The MSN consists of three components – foundational courses, primary care, and research. We prepare students to deliver primary health care to diverse populations across the lifespan. You will focus on health promotion and education, disease prevention, and learn to assess and manage patients with acute and chronic illnesses.

Graduates of this program are prepared to take the family nurse practitioner certification exam, and find success in positions in primary health care and community care settings, private practice, and in Doctor of Nursing Practice (DNP) programs.

The MSN for Bachelor's nurses is offered on campus in Boston and online via Nursing@Simmons.

Admissions Requirements

Applicants to the BS-MSN program must have a current United States RN license in good standing and a BSN or BS/BA in a related field from a regionally accredited U.S. college or university.

Statistics Prerequisite: Applicants must have taken an undergraduate statistics course at a regionally accredited U.S. post-secondary institution within 7 years prior to the application deadline. The course must be equal to a semester in length and a grade of B or better is required. The course may be in progress at the time of application and must be completed before the start of the program.

Health Assessment Prerequisite: Applicants must have taken an undergraduate health assessment course at a regionally accredited U.S. post-secondary institution within 7 years prior to the application deadline. The course must be equal to a semester in length and a grade of B or better is required. The course may be in progress at the time of application and must be completed before the start of the program.

Credits

Students complete 48 course credits.

MSN for BA or BS Holders Direct Entry

Description

This on campus program is designed for students from all academic backgrounds. Whether your degree is in psychology, chemical engineering or English, once you have completed the prerequisite courses for admission, you will be on your way to an MS in Nursing. Students complete the pre-licensure nursing curriculum for the first four semesters of the program. You will learn from leaders in Nursing and Health Care and be prepared for the registered nurse (NCLEX) exam. Upon passing, you will move into the graduate portion of the program, which consists of three components – foundational courses, primary care, and research. We prepare students to deliver primary health care to diverse populations across the lifespan. Graduates of this program are prepared to take the family nurse practitioner (FNP) certification exam. Our students find success in positions in primary health care and community care settings, private practice, and in Doctor of Nursing Practice (DNP) programs.

Admissions Requirements

Applicants must have a BS or BA from a regionally accredited US college or university or a post-secondary institution abroad which is recognized by the Ministry of Education in the home country in a discipline other than nursing to apply.

Prerequisites:
All prerequisite courses must have been completed within ten years prior to the application deadline; all must have grades (pass/fail or audit courses, AP (Advanced Placement), IB or CLEP scores do not fulfill prerequisites) and all must have been taken at a regionally accredited institution or at a post-secondary institution abroad recognized by the Ministry of Education in the home country.

A cumulative GPA (of all institutions attended) of 3.0 and a 3.0 in all prerequisites. Prerequisite courses (based on semester systems) required for admission:

- Statistics: One semester of statistics, can be taken in a math, psychology or science department. Course content must include principles of probability, binomial and normal distributions, sample statistics, estimation and testing of hypotheses and linear regression and correlation.

- Developmental Psychology: One semester of developmental psychology. Course content must span birth to death; general psychology does not meet this requirement. A series of appropriate courses in combination could fulfill the prerequisite, such as prenatal to adolescence, young-middle adulthood, aging and dying.

- Microbiology: One semester of microbiology with a lab.

- Human Anatomy and Physiology: Two semesters of human anatomy and physiology with lab. Animal physiology will not meet this requirement.

- Inorganic Chemistry: One semester of inorganic chemistry with lab. (Usually General Chemistry I and II will fulfill the inorganic and organic chemistry prerequisites)

- Organic Chemistry: One semester of organic chemistry with lab. (Usually General Chemistry I and II will fulfill the inorganic and organic chemistry prerequisites

Credits

The Direct Entry MSN program for BA/BS Holders is 96 credits

Direct Entry Prerequisite and Corequisite Rules

DE Pre-licensure Courses: DE students must take pre-licensure courses in the sequence in which they are listed. No variation is allowed.

NURS 438: Students must pass NURS 426 before they can take NURS 438.
NURS 426: Students must pass NURS 404 and NURS 435 before they can take NURS 426.

MSN for RN Holders

Description

Our accelerated RN to MSN program allows Registered Nurses (RNs) without a bachelor's degree to earn their graduate degree in just 3 years. We prepare students to deliver primary health care to diverse populations across the lifespan. You'll focus on health promotion and education, disease prevention and learn to assess and manage patients with acute and chronic illnesses.

Admissions Requirements

This RN-MSN program is for individuals who have diplomas or certificates from the former hospital system, or an associate's degree and a current United States RN license in good standing. At Simmons, a 3.0 G.P.A. in nursing courses and the overall G.P.A. are required; work experience and relevant references are very important.

Credits

Students in this sequence will complete 68 credits

RN to MSN Prerequisite and Corequisite Course Rules

MATH 418 Statistics: Students must pass MATH 418 (or transferred equivalent) before they can take NURP 410.
NURP 345 Professional Issues in Nursing: Students must pass NURP 345 before they can take NURP 387.
NURP 492 Health Assessment: Students must pass NURP 492 (or transferred equivalent) before they can take NURP 500.
NURP 387 Nursing Care of Communities: Students must pass NURP 387 before they can take NURP 454.
NURP 454 Leadership and Management: Students must pass NURP 454 before they can progress into the FNP didactic and clinical courses.

Immersion Weekend

Immersion Weekend is an on-campus course requirement for @Simmons students. Students must successfully pass the 3Ps (404, 422 & 423 or 424, and 530) and all didactic courses (531, 532, 533) in order to be eligible to attend Immersion Weekend (534).

- Students who do not pass NURP 533 will not be permitted to attend Immersion Weekend at the end of the term. Students receive a "W" for NURP 534 and will need to re-register for both NURP 533 and NURP 534 in their next term.

- Students who drop or withdraw from NURP 533 prior to the withdrawal deadline, will also need to withdraw from NURP 534.

- Students who fail Immersion Weekend must retake NURP 534 prior to beginning NURP 535: FNP Clinical Decision Making I. Once students have successfully completed NURP 534: Immersion Weekend, they will proceed to NURP 535: FNP Clinical Decision Making I and began their clinical rotations.

Clinical Placements

Direct Entry Pre-licensure Clinical Placement

- Placements occur during NURS 448, NURS 419, NURS 426, NURS 438, NURS 449, NURS 447

RN to MSN Clinical Placement:

- Placements occur during NURP 387 and NURP 454.

- NURP 387: 80 hours required: approximately 6 hours per week.

- NURP 454: 84 hours required: approximately 40 hours of direct contact with a mentor and 40 hours of working independently on the leadership project.

MSN Clinical Placement

- Placements occur during the final two terms of the program, NURP 535 & NURP 536).

- Clinical education covers related content in two settings: mastery of didactic knowledge in the academic setting and application of didactic knowledge to practice in clinical settings

- Students will attend their clinical placement approximately 24 hours per week for the entire 14-week term for a total of 336 hours per term.

- Clinical education carries a total of 12 credits.

Concentrations, specializations, etc.

Family Nurse Practitioner

Licensure, certification, etc.

All Direct Entry students are required to take the Simmons-sponsored NCLEX review course following the pre-licensure curriculum. DE students are required to complete and pass the NCLEX exam after pre-licensure coursework has been completed and prior to beginning the post-licensure course work.

Upon completion of the MSN program, students will be eligible to sit for the Family Nurse Practitioner national board-certifying exam.

Other program information

Please consult your program's Student Handbook for additional information about Health Clearance, Cardiopulmonary Resuscitation, Mandatory Clinical Orientation, Agency-Specific Requirements, Criminal Offender Record Inquiry, and other related policies.

Master of Science in Nursing Administration

Description

The program is designed for registered nurses with a baccalaureate degree in nursing who wish to advance their careers in various aspects of nursing leadership and administration. This program consists of three components – foundational courses, practicum experiences in nursing leadership, and practice improvement. We prepare nurses to develop and expand develop competencies in nursing administration and leadership. Guided by the competencies developed by the American Organization for Nurse Executives (AONE), students develop skills in the following areas:
1.   Communication and relationship building
2.   Knowledge of the healthcare environment
3.   Leadership
4.   Professionalism
5.   Business skills

Graduates of this program are prepared to engage in both formal and informal leadership and administrative roles within organizations.

Program enrollment is limited to nurses from hospitals with whom Simmons University has existing contracts.

Learning Outcomes

1.   Demonstrate leadership in organizations and health care systems to promote safe and efficient care delivery to both individuals and populations.
2.   Influence health care design using evidence based strategies to effectively meet patient health needs.
3.   Analyze economic, policy, environmental and social forces to impact health care delivery, quality of care, and safety.
4.   Demonstrate cultural competence and advocacy in the delivery of care within organizations.
5.   Assume and/or expand a leadership role within an organization.
6.   Conduct a practice improvement project.

Requirements for entry into program

Applicants must have a Baccalaureate of Science in Nursing from a regionally accredited US college or university.

Delivery Mode

All students are required to attend full-time. Most courses are taught in a hybrid fashion, meeting both on-line and in-person.

Degree Requirements

Credits: 41

Prerequisite course required for admission:

Statistics: One semester of a three credit statistic course, can be taken in a math, psychology or science department. Course content must include principles of probability, binomial and normal distributions, sample statistics, estimation and testing of hypotheses and linear regression and correlation. Statistics must have been taken with seven years prior to admission.

Progression

All students are required to follow a prescribed course of study. Students are required to take two courses per semester throughout the calendar year.

Course Sequence

NURS 545	Advanced Concepts in Leadership	3.00
NURS 520	Quality & Safety in Nursing	3.00
NURS 514L	Leadership & Mgmt. Practicum	4
NURS 515	Advanced Leadership	3.00
NURS 512	Nursing Leadership & Theory	3
NURS 660	Evidence-Based Practice: Informatics	3.00
SNHS 410	Research Methods	3.00
NURS 513	Nurse Manager Role	4.00

HCA 509	Health Care Finance I	3.00
NURS 516	Advanced Leadership Practicum	2.00
NURS 508	Scholarly Inquiry II	2.00
NURS 509	Research Practicum	3.00
HCA 504	Health Economics	3.00
HCA 470	Negotiations & Problem Solving	3.00

Practicum

Student complete two semesters of a practicum experience. Students are paired with nurse executives both within their organizations, and with a nurse executive from the community. These practicum experiences are a part of the courses NUR 514 and NUR 516.

Students complete a practice change project during the final two semesters of the program.

Certification

There are no requirements for licensure. Students with an MSN in Nursing Administration are not eligible for further accreditation.

Graduates from this program may opt to pursue one or more of several professional certifications offered by two organizations: the American Nurses Credentialing Center (ANCC) and the American Organization of Nurse Executives (AONE).

Doctor of Nursing Practice

Description

The online Doctor of Nursing Practice (DNP) program is carefully designed for experienced, advanced practice nurses and nurse leaders. With a strong focus on Professional Practice Leadership, our program develops nursing leaders who improve health care outcomes in clinical practice, research and management. We offer a blended learning format, allowing our students to fit course requirements around their schedules.

We have close relationships with world-renowned teaching hospitals and research facilities -- such as Brigham and Women's Hospital, Boston Children's Hospital and the Dana-Farber Cancer Institute as well as community-based and international settings. Our experienced professors-of-practice are experts in the field and work to ensure that our students stay current on contemporary practices and procedures.

Learning Outcomes

Our DNP program will prepare students to:

- Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences.

- Demonstrate leadership in organizations and health care systems to promote safe and efficient care delivery to both individuals and populations.

- Conduct practice-based research.

- Utilize technology and informatics to improve health care and to implement change in health care systems.

- Design, influence and implement health care policies that affect health care financing, practice regulation, access to care, safety, quality, and efficacy of care.

- Collaborate with interdisciplinary professionals and teams to improve patient and population health outcomes.

- Assume a leadership role in the design of evidence-based interventions that enhance clinical prevention and population health.

(Adapted from the AACN Doctoral Essentials (2006))

Admission Requirements

MS in nursing or a related Master's degree (3.5 graduate GPA) from a regionally accredited U.S. post-secondary institution.
Evidence of RN licensure in good standing and board certification in the U.S. (notarized copies of certification/license) in an advanced practice specialty (NP, CNS, CNM, CRNA) or experience (at least two years post-Master's) as a nurse manager/nurse executive. Board certification in management (CENP, CNML) is preferred but not required for nurse managers.
Applicants must have taken an undergraduate statistics course at a regionally accredited U.S. post-secondary institution within 7 years prior to the application deadline. The course must be equal to a semester in length and a grade of B or better is required. The course may be in progress at the time of application but cannot be completed after acceptance or enrollment in the DNP program, as it is an admission requirement.

Prerequisites and Corequisite Rules

- NURP 640 Advanced Research Methods: Must be completed prior to DNP Project Seminar Sequence

- NURP 750A DNP Project Seminar I: Must be completed prior to NURP 750B & C

- NURP 750B DNP Project Seminar II: Must be completed prior to NURP 750C

- NURP 690 Capstone Advisement: DNP students must enroll in NURP 690: Capstone Advisement (one credit tuition; no credit is earned), in order to continue work on the Capstone Project, should they not complete their project within the 3-term DNP project sequence.

Degree requirements

Credits

The DNP will prepare doctoral-level nursing clinicians for expert practice and leadership in clinical settings. All DNP students will enroll in core courses (24 credits) and complete a Capstone Project (6 credits).

Term 1

NURP 640	Advanced Research Methods	3
NURP 660	Evidence-BasedPrac: Informatics	3

Term 2

NURP 620	Ethical/Legal Issues	3
NURP 630	Prof. Leadership & Prac Change	3

Term 3

NURP 675	Quality Improve in Health Care	3
NURP 670	Health Policy	3

Term 4

NURP 650	Epidemiology	3
NURP 655	Biostatistics	3

Term 5

NURP 750A	DNP Project Seminar I	2

Term 6

NURP 750B	DNP Project Seminar II	2

Term 7

NURP 750C	DNP Project Seminar III	2

DNP Symposium

The DNP Symposium for Emerging Nurse Leaders is an on-campus (non-credit) course requirement. After the final term of the Post-MSN to DNP program, students participate in the Doctoral Symposium for Emerging Nurse Leaders. The symposium gives students the opportunity to present their DNP Projects to their peers and faculty as a final requirement to complete their degrees. Designed to offer professional development and career guidance, the symposium also includes skills workshops, networking opportunities and social events, and a featured speaker and/or panel of experts.

DNP Clinical Placement

Post-Masters DNP students are required to complete a minimum of 1,000 clinical hours. Clinical hours completed during the student's Master of Science in Nursing degree program count towards the total minimum 1,000 clinical hours required.

The Post Masters DNP policy for clinical hours offers guidance to document one thousand clinical hours (1000) required for completion of the DNP. Clinical hours in the DNP program are defined as hours spent related to the development and implementation of the DNP Project. These hours are done through the capstone courses with the advisement and supervision of DNP faculty and community collaborators.

1. Students will present the hours documented in their advanced practice masters preparation upon admission.

2. Students will continue to document the hours spent in their capstone courses. Hours spent during the capstone courses and in any phase of implementing the capstone project will be documented every semester.

3. Documentation of hours will entered each semester in the portfolio along with examples of the essentials met during the completion of the capstone course and capstone activities.

Prior to registration for term 2, all DNP students must submit a verification form completed by the college/university where they received their MSN degree, verifying their completed MSN clinical hours. All completed forms must be submitted by the college/university to nuroladvising@simmons.edu. Students who do not complete the verification form will not be able to register for term 2 until the form has been received.

Department of Nutrition

Elizabeth Metallinos-Katsaras, Professor and Ruby Winslow Linn Chair
Teresa Fung, Professor and Director, Didactic Program in Dietetics
Lisa Brown, Associate Professor and Dietetic Internship Director
Sharon Gallagher, Associate Professor of Practice and Assistant Dietetic Internship Director
Rachele Pojednic, Assistant Professor
Kathrina Prelack, Assistant Professor, Tufts DPD director
Urshila Sriram MSPH PhD RD, Assistant Professor NTT
Elizabeth Colavito Siu, Associate Professor of Practice and Associate Director, MS Online
Kathleen Walker, Assistant Professor of Practice, Dietetic Internship Clinical Faculty
Victoria Bacon, Senior Lecturer
Karlyn Grimes, Senior Lecturer
Paula Cerqueira, Lecturer
Leah Smith, Administrative Assistant

Master of Science in Nutrition

Description

Students will develop an advanced understanding of nutrition, health promotion, fitness and wellness and the expertise to assess future research in these areas. Our students seek to influence the nutritional status of the population through the advanced nutrition knowledge, leadership and problem solving skills acquired in our program. We have two concentrations, a Research concentration (formerly known as the Wellness concentration) and a nutrition entrepreneurship concentration. The research concentration provides students with the knowledge and skills to conduct research and the opportunity to complete an original research project under the mentorship of a faculty member. The nutrition entrepreneurship concentration provides students with the business knowledge and skills they need to develop an entrepreneurial venture in the food and nutrition field.

Our program is designed for students with backgrounds in nutrition, biology, health sciences, health education, athletic training, exercise physiology and physical education. You'll be prepared for a wide range of careers as health educators, researchers and more.

There are two concentrations or tracks available in our MS in Nutrition and Health Promotion: a Research concentration and an Entrepreneurship Concentration. These are described in more detail below.

Requirements for entry into program

Applicants must hold an undergraduate degree (BS or BA) from a regionally accredited US college or university or an overseas institution of higher learning recognized by the Ministry of Education in the home country. An overall GPA of 3.0 or better is required in the prerequisite courses and the accumulative GPA.

MS Nutrition and Health Promotion Outcomes:

- Students will demonstrate knowledge and skills that will prepare them for advanced practice and evidence based problem solving.

- Students will acquire the skills for collaborative and/or leadership opportunities.

- Students will acquire the knowledge and skills to evaluate and synthesize nutrition research to improve individual and community health.

- Students will be prepared for learner-centered professional development in health promotion and disease prevention.

Research Concentration Specific Learning Outcomes

This concentration (or track) is for students interested in becoming investigators of original research in nutrition and wellness. There are two learning outcomes for this track as shown below:

- Students will gain knowledge and skills that will prepare them for research applications in clinical, community, or academic settings.

- Students will conduct an original research project, resulting in a manuscript for publication.

Entrepreneurship Concentration Specific Learning Outcomes

This concentration (or track) is for students interested in developing entrepreneurial ventures in the food and nutrition field. There are two learning outcomes for this track as shown below:

- Students will gain knowledge and skills that will prepare them to formulate a new creative venture or innovation for the for-profit, not for profit or government sector.

- Students will develop a business plan aligned with their career goals.

Delivery Modes Available

Our Nutrition and Health Promotion Master's Program can be completed in one academic year including summer session, or two to four years of part-time study (for U.S. students only). Our MS program is offered both as a face to face option at Simmons in the evenings (although some courses are online) and is also offered fully online.

Degree requirements

There are two concentrations or tracks available in our MS in Nutrition and Health Promotion: 1) a Research concentration (formerly known as the Wellness concentration) in which students take a greater number of research-focused courses and complete a research project, 2) an Entrepreneurship concentration in which students take graduate management courses from our School of Business to prepare to them for opening a private practice or other entrepreneurial endeavors and complete a business plan. This MS in Nutrition and Health Promotion requires 31-32 credits depending on the concentration and elective choices.

Prerequisites

The following prerequisite courses are required and may be taken at any U.S. regionally accredited colleges or universities or a higher education institution abroad which is recognized by the Ministry of Education in the home country within ten years prior to the application deadline. Courses may be in progress at the time of application, but, if accepted, the applicant must complete all prerequisites before the start of the program. F-1 visa applicants must have completed all prerequisites before applying. These prerequisite courses must be graded and may not be completed on a pass/fail basis or audited. CLEP or IB scores are not accepted for such required courses. An overall GPA of 3.0 or better is required in the prerequisite courses; the expectation is that applicants have earned a grade of B or better in each course.

- Inorganic Chemistry with a lab (at Simmons, CHEM 111 or CHEM 113)

- Organic Chemistry with a lab (at Simmons, CHEM 112)

- Human Anatomy and Physiology I and II with labs (at Simmons, BIOL 231 and BIOL 232)

- Introductory Nutrition (at Simmons, NUTR 111* or NUTR 112)

- Introduction to Community Nutrition (at Simmons, NUTR 237)

- Introductory Biochemistry (at Simmons, CHEM 223)

- Introductory Statistics (at Simmons, MATH 118)

No pre-approval is needed in the following cases as long as they do not have online labs:

- Any course with statistics in the title

- One separate semester/term of human anatomy and one separate semester/term (sometimes 3 quarters are needed) of human physiology at one or more institutions. Animal physiology will not meet this requirement.

- AP (Anatomy & Physiology) I & II (with lab) at the same institution.

Pre-approval via submission of a syllabus is always needed in the following cases:

- All online prerequisite courses (provide the online syllabus for both the course and lab, not the on-site syllabus)

- All accelerated courses

- A/P I & II taken at more than one institution

- All nutrition courses

Concentrations, specializations, etc.

Nutrition and Health Promotion - Research Concentration Curriculum

NUTR 452	Nutrition Practice: Program, Plan, Evaluation	3.00
NUTR 453	Advanced Topics in Preventative Nutrition	3.00
NUTR 455	Nutrition, Fitness and Wellness	3.00
NUTR 460	Nutritional Epidemiology	3.00
NUTR 489	Nutrition Proposal Development	2.00
NUTR 490	Nutrition Research Project	3.00
SNHS 410	Research Methods	3.00
SNHS 450	Health Care System: Interdisciplinary Perspectives	3.00
SNHS 570	Health Promotion Two elective courses	2.00

Nutrition and Health Promotion - Nutrition Entrepreneurship Concentration Curriculum

The curriculum for nutrition entrepreneurship track builds on 10 courses from the Department of Nutrition and the Simmons School of Business. The entrepreneurship track culminates with the completion of a customized business plan.

NUTR 452	Nutrition Practice: Program, Plan, Evaluation	3.00
NUTR 453	Advanced Topics in Preventative Nutrition	3.00
NUTR 455	Nutrition, Fitness and Wellness	3.00
NUTR 462	Consulting Nutrition Practice	3.00
NUTR 489	Nutrition Proposal Development	2.00
MSMG 407/MGMT 238	Financial Aspects of Business	3
MSMG 440/GSM 570	Creativity Innovation & Entrepreneurship	3
SNHS 450	Health Care System: Interdisciplinary Perspectives	3.00
SNHS 410	Research Methods Two elective courses	3.00

Affiliations with Dietetic Internship Programs

The Simmons University MS in Nutrition and Health Promotion has affiliation agreements with both the Beth Israel Deaconess Dietetic Internship Program and the Wellness Workdays Dietetic Internship Program.

Students completing the Simmons MS can apply early to the Beth Israel Deaconess Dietetic Internship Program through the pre-select option. MS students and recent graduates are eligible if they are anticipated to finish the Simmons program by internship start date. This arrangement involves a deadline earlier than the standard February 15 deadlines for the centralized internship application. However, applicants will be notified of the application decision in March before the standard decision notification (ie match) date. Applicants not pre-selected are automatically considered by BIDMC for their regular application round. For further information, see Beth Israel Deaconess (https://www.bidmc.org/medical-education/medical-education-by-department/nutrition-services/how-to-apply/preselect-option-simmons-grad-students)

Students can also be admitted to our online MS in conjunction with the distance Wellness Workdays dietetic internship. Please see the Health Sciences admission website for further details on this opportunity.

Dual (and other) degree options

Three accelerated BS/MS Nutrition programs are available to Simmons University undergraduates: the Nutrition (BS)/Nutrition and Health Promotion (MS): 4 + 1 Program; the Public Health (BS)/Nutrition (MS): 4 + 1 Program, and the Exercise Science (BS)/Nutrition and Health Promotion (MS) 4+1 Program. Please consult the Undergraduate Catalog for admission requirements and additional information.

Other program information

The MS in Nutrition and Health Promotion is available online and face-to-face on the Simmons Boston campus.

Certificate in the Didactic Program in Dietetics

Description

The Certificate in the Didactic Program in Dietetics (DPD) fulfills the didactic portion of the requirement to become Registered Dietitians. The Simmons DPD is accredited by the Accreditation Council on Education in Nutrition and Dietetics (ACEND) and is the first step in preparing to become a Registered Dietitian.

You'll combine biology and chemistry with advanced food science, clinical dietetics and medical nutrition therapy. Our students improve the eating behaviors, health and quality of life of our culturally diverse population. You'll investigate the theories and best practices of food and health — and develop an appreciation of nutrition and dietetics' relationship to other disciplines. Our students are prepared for entry level dietetic positions, graduate school and accredited supervised practice programs.

This Certificate, along with a Verification Statement signed by the DPD Director at Simmons and a previous bachelor's degree, will confirm the successful completion of the didactic portion of the credentialing process for dietetics practitioners, as long as the supervised practice is completed by 2023. Please be aware that ACEND has specified that individuals who fulfilled all eligibility requirements (DPD and supervised practice) for the RD exam on and after January 1st, 2024 will require a Master's degree (in any area) to sit for the Commission on Dietetic Registration (CDR) exam.

Program Mission, Goals and Outcomes

The mission of the Simmons University Didactic Program in Dietetics (DPD) is to educate students and foster an appreciation of lifelong learning in preparation for their success in the nutrition and dietetics profession. We aim to prepare students to be effective in a profession that improves the eating behaviors and subsequent health and quality of life of a multicultural and diverse population, a profession that adds to the scientific investigation about food and health, and one that fosters an appreciation of nutrition and dietetics' relationship to other sciences.

DPD Goals and Program Outcomes
The Didactic Program in Dietetics' goals and corresponding program outcomes are shown below:
Goal # 1-The Simmons University DPD will prepare graduates to become competent entry level dietetics professionals.
Corresponding program outcomes:

- At least 80% of program students complete program/degree requirement within 6 years (150% of program length).

- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%. At least 75 % of graduates will assign a 4 (i.e., "agree") or a 5 (i.e., "strongly agree") to being prepared on 75% of the items (that pertain to content they learned at Simmons) on the graduate survey.

- At least 75% of Directors of Supervised Practice will rate Simmons University DPD graduates as acceptable or higher on 75% of items listed on the survey.

Goal # 2- The DPD will prepare graduates to succeed in one or more of the following: a graduate program, an accredited dietetic internship program, or employment. Corresponding program outcomes:
- 50% of BS/DPD, and 70% of DPD graduates apply to supervised practice programs prior to or within 12 months of graduation.

- 55% of BS/DPD and 80% of DPD graduates are admitted to supervised practice programs prior to or within 12 months of graduation*.

*Among those who applied for supervised practice programs.

Program outcome results for the Simmons University DPD are available upon request.

Application Requirements

An applicant must hold an undergraduate degree from a regionally accredited U.S. post-secondary institution or university abroad which is recognized by the Ministry of Education in the home country. GREs are not needed, but an overall GPA of 3.0 or higher is required. Applicants to all Simmons programs represent a varied range of academic and experiential backgrounds. Prerequisites are not required to apply to the DPD program.

Review of courses completed prior to matriculation at Simmons

Review of courses and potential course waivers based on previous coursework at other institutions will be done by the academic department and communicated in academic advising.

All science courses (see section on Program Requirement), with the exception of Biochemistry, must include labs and must have been completed at a regionally accredited U.S. college or university, see below for recency requirements. These courses must be graded and may not be completed on a pass/fail basis or audited. CLEP or IB scores are not accepted for such required courses. The labs must be hands on labs on the campus of the college or university (not online). The following nutrition courses must be taken at Simmons: Medical Nutrition Therapy, The Practice of Clinical Dietetics, and Dietetics Profession. A minimum of 6 courses must be taken at Simmons.

For the DPD program, (BS or DPD Certificate) there is a recency requirement for courses (see below). If the student has been working in a field that uses the skills and knowledge taught in a specific course that was taken more than the recency limit prior to beginning the program, the DPD director may waive this recency requirement for that specific course.

Recency limits for courses:

- 5 years: All nutrition courses, Anatomy and Physiology I & II, and Biochemistry. However, if a student took Anatomy and Physiology I & II, Biochemistry, or NUTR 111/112 greater than 5 years but less than 10 years prior to beginning the DPD program, the student may choose to take a competency examination to place out of those courses.
- 10 years: All other courses

Delivery Modes Available

The Simmons University DPD can be completed either full or part time. All courses are offered on-campus at Simmons.

Degree requirements

ACEND requires the completion of specific courses and competencies to fulfill the didactic requirements to apply for a Dietetic Internship program. Simmons students in the DPD program meet ACEND requirements with successful completion of the following courses.

Science Requirements

BIOL 113	General Biology	4
BIOL 221	Microbiology	4
BIOL 231	Anatomy and Physiology I	4
BIOL 232	Anatomy and Physiology II	4
CHEM 111	Introduction to Chemistry: Inorganic	4
CHEM 112	Introduction to Chemistry: Organic	4
CHEM 223	Introduction to Biochemistry	4
STAT 118	Introductory Statistics	4

Nutrition Requirements:

NUTR 112	Introduction to Nutrition Science OR	4
NUTR 111	Fundamentals of Nutrition Science	4
NUTR 201	Advanced Food Science	4
NUTR 331	The Practice of Clinical Dietetics	4
NUTR 237	The Practice of Community Nutrition	4
NUTR 248	Food Production and Service Systems	4
NUTR 249	Leadership in Food Service Management	4
NUTR 301	Dietetics Profession	1
NUTR 311	Nutrient Metabolism	4
NUTR 334	Medical Nutrition Therapy	6
NUTR 381	Advanced Practice in Community Nutrition	4
NUTR 390	Seminar: Selected Topics in Nutrition	4

In addition, there are two required social science courses; at least one of these should be in sociology or psychology.

Affiliation between Simmons University DPD and Tufts University

The Simmons DPD program has a joint arrangement with two programs at Tufts University: the Friedman School of Nutrition Science and Policy and the Master's of Public Health program. The Simmons administered DPD program allows master's students in those two programs to meet DPD requirements through a combination of courses at Simmons and Tufts. Many students are able to finish both programs within two years which is typical for the Tufts' master's program and most within a total of three years. Tufts students interested in this arrangement should contact Dr. Lynne Ausman at lynne.ausman@tufts.edu.

Capstone, placement, internship, practicum, etc.

Research, internships and clinical experience are essential to nutrition students. You'll have opportunities to explore your interests, build your skills and develop mentoring relationships with leaders in the field. We take full advantage of our location in the heart of Boston, and more specifically the Longwood Medical Area. Our students have been placed at the Beth Israel Deaconess Medical Center, Tufts Medical Center, Massachusetts Department of Agricultural Resources, ABCD/Head Start, Women's Lunch Place, Community Servings, Greater Boston Food Bank, a variety of local WIC programs, and a variety of local hospitals.

Dual (and other) degree options:

MS/DPD
Students can complete both the MS in Nutrition and Health Promotion (either concentration) and the DPD together. In this combination, specific courses in the MS program can replace these two DPD courses: Nutrition 390 (Seminar Topics in Nutrition) and Nutrition 381 (Advanced Applications in Community Nutrition). This not only provides students with the opportunity to meet the upcoming requirement (in 2024) of a Masters degree in order to become a Registered Dietitian, but it also reduces the total number of courses that would be required if the student did these separately.

Licensure, certification, etc. / Other program information

Completing an accredited Didactic Program in Dietetics is only one of the required steps in becoming a Registered Dietitian. The next step, dietetic internship, is a separate and competitive national application process. Our students are successful in internship programs nationwide – we have an excellent placement rate. See below for a description of the Simmons dietetic internship options.

Capstone, placement, internship, practicum, etc.

Research, internships and clinical experience are essential to nutrition students. You'll have opportunities to explore your interests, build your skills and develop mentoring relationships with leaders in the field. We take full advantage of our location in the heart of Boston, and more specifically the Longwood Medical Area. Our students have been placed at the Beth Israel Deaconess Medical Center, Tufts Medical Center, Massachusetts Department of Agricultural Resources, ABCD/Head Start, Women's Lunch Place, Community Servings, Greater Boston Food Bank, a variety of local WIC programs, and a variety of local hospitals.

Dual (and other) degree options: MS/DPD

Students can complete both the MS in Nutrition and Health Promotion (either concentration) and the DPD together. In this case, some of the courses in the MS program will count for two DPD courses, that being Nutrition 390 (Seminar Topics in Nutrition) and Nutrition 381 (Advanced Applications in Community Nutrition). This not only provides students with the opportunity to meet the upcoming requirement (in 2024) of a Masters degree in order to become a Registered Dietitian, but it also reduces the total number of courses that would be required if the student did these separately.

Licensure, certification, etc. / Other program information

Upon graduation, completing an accredited Dietetic Internship Program is a crucial step in becoming a Registered Dietitian.   This is a separate and competitive national application process. Our students are successful in internship programs nationwide – we have an excellent placement rate. See below for a description of the Simmons dietetic internship options.

Dietetic Internship Program

Description

The Department of Nutrition offers an accredited dietetic internship program to prepare baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination. The internship is offered both as a stand-alone internship and combined with our master's degree in an MSDI program. There are two concentrations available within the dietetic internship, including a concentration in community dietetics practice, health promotion, and wellness, and an accredited concentration in the treatment of eating disorders.

Up to twelve students may be accepted into our full-time standalone internship program. Up to another twelve students may be accepted into our combined MSDI track. Our students benefit from rotations in acute care, food service, public health, community health, state government-based or non-profit nutrition, counseling and education and research and professional practice.

As noted, we have two accredited concentrations within the dietetic internship. All interns are placed into our community nutrition, health promotion and wellness concentration upon accepting the match. In this concentration, our students learn to practice based on evidence-based research, using culturally and economically sensitive standards of practice. This concentration's focus is on providing nutritional interventions which emphasize wellness promotion and disease prevention and management.

Students in the MSDI or who have previously taken NUTR 420 (Treatment of Eating Disorders), may choose to apply to the treatment of eating disorders concentration. Acceptance into the eating disorder concentration is based on space available and an application process to determine fit for the program. In this concentration, students spend 8-16 weeks in eating disorder treatment rotations in a variety of settings from in-patient to private practice. All students in this concentration must take NUTR 420 in addition to completing a minimum of 8 weeks in eating disorder treatment rotations.

Because of new operational standards of practice, the field of dietetics is constantly evolving. Students who complete either concentration of the dietetic internship

program graduate as entry level practitioners ready to take the Registered Dietitian (RD) exam.

Learning Outcomes

For the program mission, goals and outcomes please see: http://www.simmons.edu/academics/graduate-programs/dietetic-internship-program

Admission Requirements

To be eligible to apply to the Dietetic Internship Program, applicants must hold at least an undergraduate or graduate degree from a regionally accredited U.S. college or university or from an institution of higher education abroad which is recognized by the Ministry of Education in the home country. Additionally, the applicant must have completed the requisite courses from an ACEND-approved Didactic Program in Dietetics (DPD), and have a verification statement of completion from their DPD Director.

Admission Decisions and Matching Process: Matching Process: The Matching Day will occur through the DND Digital website in April 2021 and personal match results will be available to applicants.

Delivery Modes Available

Both the DI and MSDI are full time programs. While the MS portion can be done online, students must be within driving distance of Simmons in order to complete the supervised practice portion

Program Requirements

Acute Care/Clinical Rotation (11 weeks)

Interns are placed in a hospital setting, preferably a community teaching hospital. Affiliating hospitals offer a variety of services to ensure a well-rounded and varied experience. Interns gain experience in nutrition screening, charting, developing nutrition care plans, enteral and parenteral nutrition, and interacting with patients and health care professionals. They start their experience by working on simpler tasks and advancing to more complex tasks as their experience proceeds.

Food Service Rotation (4 weeks)

Interns are assigned to a community-based food service location to complete their food service requirements. The location may be a school food service, community hospital, long term care food service, or any other community-based organization that will provide an appropriate experience. Students learn how a foodservice operation functions and begin to develop managerial skills through observation and practice. Students also become familiar with the nutritional procedures and forms that are required by state and federal mandates in various facilities.

Community Rotations (16 weeks for Community Nutrition Concentration, fewer for eating disorder concentration)

Interns are placed in a variety of community settings including community health centers, hospital outpatient departments, state and local public health agencies, food banks, and government agencies. Placement occurs based on preferences expressed by the incoming intern, ability to access a site based on the intern's available transportation, and achievement of a balance of exposures to different demographic groups with consideration of factors such as age, socio-economic status, and ethnicity.

Professional Practice Rotations (1-2 weeks)

Interns will have the opportunity to choose a practice setting for their professional practice experience and set up their own rotation based on their interests.

Eating Disorder Concentration Rotations (8-16 weeks required for the eating disorder concentration)

Interns accepted into the concentration on treatment of eating disorders will spend approximately 12 weeks in specialty rotations that serve clients in treatment for an eating disorder. Interns will experience different levels of care which may include: hospitalized inpatient, residential programs, partial hospitalization programs, outpatient programs, and private practice. The exact number of weeks may change based on site availability, as well as the intern's interests and professional goals. Interns will receive professional supervision from experts in treatment of eating disorders while in their specialty rotations.

Licensure, certification, etc.

The Dietetic Internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Our students complete this program as entry level practitioners ready to take the Registered Dietitian (RD) exam. Once they have passed the RD exam, they are eligible for licensure states with licensure laws.

Sports Nutrition (Certificate)

Students must hold an undergraduate degree from a regionally accredited U.S. college or university or an institution of higher education abroad which is recognized by the Ministry of Education in the home country; prerequisites must have been completed within ten years prior to the application deadline. Undergraduate majors in nutrition, exercise physiology, kinesiology, sports medicine, or related fields are appropriate for this certificate.

Required Courses for Consideration for Admission

Human Anatomy and Physiology with lab(2 semesters)

The following Simmons courses fulfill this prerequisite:

-

BIOL 231 Anatomy and Physiology I (4 credits)

-

BIOL 232 Anatomy and Physiology II (4 credits)

Fundamentals of Nutrition or Introduction to Nutrition(1 semester)

The following Simmons courses fulfill this prerequisite:

-

NUTR 111 Fundamentals of Nutrition Science (4 credits)

-

NUTR 112 Introduction to Nutrition Science (4 credits)

Certificate Requirements

Required Courses

All courses must be completed at Simmons University. All courses are offered online. The Certificate in Sports Nutrition is awarded to students who have satisfactorily completed the program, earning a B (3.0) or better in each course.

SNHS 415	Sports Psychology	3.00
NUTR 455	Nutrition, Fitness and Wellness	3.00
NUTR 461	Exercise Assessment and Prescription	3.00
NUTR 462	Consulting Nutrition Practice	3.00

DEPARTMENT OF PHYSICAL THERAPY

Faculty

Justin Beebe, Chair and Associate Professor
Justin Jones, Associate Chair and Associate Professor of Practice
Amit Dashottar, Associate Professor
Mark Dynan, Director of Clinical Education and Associate Professor of Practice
Stacey Maguire, Assistant Professor of Practice
Elizabeth Murphy, Co-Director of Clinical Education and Associate Professor of Practice
Rachel Sanford, Assistant Professor of Practice
Jenna Stuebe, Assistant Professor of Practice
Devashish Tiwari, Assistant Professor

Doctor of Physical Therapy

Description

The Doctor of Physical Therapy (DPT) program emphasizes professional experience. You will attend expert led lectures, advance your technique in the skills laboratory and participate in small group discussions focused around clinical practice. Our students build their skills during full-time clinical internships — carefully selected based on high level of mentorship, experienced clinical practitioners and a variety of patient populations.

This 3-year, full-time program is designed for individuals who have three years of undergraduate work at Simmons or a bachelor's degree from another institution and have completed the necessary pre-requisite work.

The DPT curriculum is designed to educate students to serve patients in the areas of health promotion, disease prevention, and rehabilitation. The didactic and clinical course material in each semester is integrated within the semester and across the entire curriculum to allow students to synthesize and apply newly acquired knowledge and skills. Students in the professional curriculum attend classes on the Simmons campus. More than 300 clinical sites, located across the country, are affiliated with Simmons University and provide students with the opportunity to participate in the practice of physical therapy under the mentorship of skilled clinicians.

The Physical Therapy Program at Simmons College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

Learning Outcomes

1)   STUDENT GOAL

Graduates of the Simmons University Doctor of Physical Therapy program will be prepared to be leaders in providing legal and ethical, informed, effective, contemporary, and comprehensive physical therapy services across the continuum of care and patient/client lifespan within the dynamic health care environment.

- Students will practice as entry-level physical therapists completion of the program.

- Students will seek out and critically utilize professional literature and educational opportunities to inform practice.Simmons University

- Students will be prepared to contribute to the body of knowledge in the profession as well as participate in the clinical research process.

2)   STUDENT GOAL

Graduates of the Simmons University Doctor of Physical Therapy program will be prepared to be leaders in recognizing and respecting the socioeconomic, psychosocial, and cultural context of patient/client-centered care and be able to adapt professional responsibilities and service delivery models within diverse communities.

- Students will use skills in self-assessment, teamwork, and inter- and intra-professional collaboration to foster professional development to optimize patient care.

- Students will contribute to the profession, patient/clients, and/or communities of interest through service, advocacy, and leadership.

3)   PROGRAM GOAL

The Simmons University Doctor of Physical Therapy program will demonstrate commitment to educating future physical therapists by ensuring regular assessment of the appropriate resources, both capital and human, upon which informed decisions will be made towards setting and achieving the highest standards.

- Implement a regularly scheduled assessment program that seeks input from stakeholders and triangulates data points to ensure a thorough review.

- Implement and utilize a feedback loop which would allow for objective changes in the DPT program based on current assessment.

Requirements for entry into program

Applicants to the Doctorate in Physical Therapy (DPT) program should hold a BS or BA degree from a regionally accredited college or university in the U.S. or university abroad which is recognized by the Ministry of Education in the home country.

A minimum of 30 hours of physical therapy experience is required, which a licensed PT must verify hour using that PTCAS format. Students may be completing these required hours at the time of application but will need to provide written verification of remaining hours to the Office of Admission of the College of Natural, Behavioral, and Health Sciences no later than May 1.

Applicants must take the GRE within 5 years before the application deadline. The PTCAS GRE score code is: 1610. We look for minimum scores of 150 (verbal reasoning), 144 (quantitative reasoning), and 4.0 (analytical writing).

The following courses are required prior to application:
- Biology * (one semester)
- Chemistry * (two semesters)
- Exercise Physiology (one semester)
- Human Anatomy * (one semester)
- Human Physiology * (one semester)
- Physics * (two semesters) (can be calculus-based or non-calculus based)
- Psychology (two semesters)
- Statistics (one semester)

*With Labs

All courses should be equal to one semester in length. Thus, two quarters may be required to equal one semester

All courses must have been completed within ten years prior to the application deadline. These prerequisite courses must have been graded and may not have been completed on a pass/fail or audited basis. College Level Examination Program (CLEP) and AP (Advanced Placement) scores are not accepted in lieu of these courses. Combined courses in Anatomy and Physiology (A/P) are acceptable. Two semesters are required.

Only two prerequisites can be outstanding for application eligibility.

A maximum of two prerequisites may have been retaken, regardless of grades earned and whether or not the courses were re-taken at the same or different institutions. Course titles may differ but if the content is the same, it is considered a repeat. Repeated or failed courses should be included in GPA calculations. Students enrolled in quarter or trimester systems may need to complete/submit grades for multiple terms to equate to a semester.

For all graduate programs in Nursing, Nutrition Physical Therapy and Health Professions Education:

Students whose first language is not English (regardless of citizenship) must submit official scores of TOEFL (Test of English as a Foreign Language), taken within two years prior to the application deadline. No other English proficiency exam is acceptable. The TOEFL requirement is based on native language not citizenship.

Applicants who have graduated from post-secondary institutions abroad (recognized by the Ministry of Education in the host country) in English-speaking countries only or applicants who have earned a bachelor's or master's degree at regionally accredited U.S. institutions do not need to submit TOEFL.

The minimum acceptable score is 570 (Paper Test) or 230 (Computer Test) or 88 (Internet based). Copies of student score reports are not acceptable.

Delivery Modes Available

The DPT requires a full-time commitment of 36 months on campus.

Degree requirements

Credits: 99

DPT Program Curriculum

Year 1 Summer

DPT 621	Human Anatomy	7.00
DPT 631	Clinical Medicine	2.00

Year 1 Fall

DPT 612	Professional Seminar	1.00
DPT 622	Movement Science	3.00
DPT 632	Concepts & Skills in Physical Therapy	3.00
DPT 652	Evidence Based Practice	2.00
DPT 672	Frameworks of Physical Therapy: Musculoskeletal I	7.00

Year 1 Spring

DPT 613	Professional Seminar	1.00
DPT 623	Movement Science 2	3.00
DPT 633	Concepts and Skills in Physical Therapy II	3.00
DPT 653	Evidence Based Practice 2	2.00
DPT 673	Frameworks of Physical Therapy: Musculos keletal II	7.00

Year 2 Summer

DPT 701	Clinical Experience I	5.00

Year 2 Fall

DPT 712	Professional Seminar	1.00
DPT 722	Integument, Prosthetics, & Orthotics	2
DPT 732	Neuroanatomy	2.00
DPT 742	Health Promotion, Wellness, and Advocacy	2.00
DPT 752	Research Seminar: Proposal	1
DPT 772	Frameworks for Physical Therapy: Cardio and Pulmonary	7.00

Year 2 Spring

DPT 713	Professional Seminar	1.00
DPT 743	Principles of Practice Management	4.00
DPT 753	Research Seminar: Systematic Review	1.00

	OR	
DPT 763	Research Seminar: Faculty Directed Research I	1.00
DPT 783	Frameworks for Physical Therapy: Neuromuscular I	7.00
SNHS 450	Health Care System: Interdisciplinary Perspectives	3.00

Year 3 Summer

DPT 714	Professional Seminar	1.00
DPT 724	Advanced Topics	3.00
DPT 735	Complex Conditions	2.00
DPT 754	Research Seminar: Systematic Review	1.00
	OR	
DPT 764	Research Seminar: Faculty Directed Research	1.00
DPT 784	Frameworks for Physical Therapy: Neuromuscular II	4.00

Year 3 Fall

DPT 792	Clinical Experience 2	5

Year 3 Spring

DPT 793	Clinical Experience 3	5

Licensure, certification, etc.

The Doctor of Physical Therapy degree is awarded to students who have satisfactorily completed the DPT program, attaining a minimum of a B (3.0) average. As graduates of a physical therapy accredited program, students are eligible to take the National Physical Therapist Examination (NPTE.) Students graduate in May of the third year and can apply to take the examination at that time by contacting the Federation of State Boards Physical Therapy (FSBPT) and your jurisdiction to sit for the next fixed-date NPTE test.

Other program information

Doctor of Physical Therapy program at Simmons College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706- 3245; email: accreditation@apta.org; website: http://www.capteonline.org.

DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

Faculty

Benjamin Cole, Director, MPP program, Associate Professor, Division Director, Division of Social Science, Education, and Public Health
Leanne Doherty, Chair and Associate Professor
Abel Amado, Assistant Professor
Denise Horn, Associate Professor, Department of Political Science and International Relations and Department of Women's and Gender Studies
Kristina Pechulis, Associate Professor of Practice, Director of the Lee Family Foundation Fellowship Program
Aaron Rosenthal, Assistant Professor
Lena Zuckerwise, Assistant Professor

Public Policy (MPP)

Description

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.

Drawing on core courses from the Departments of Economics, Political Science, and Sociology, as well as elective courses in the College of Social Sciences, Practice, and Policy, 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.

Learning Outcomes

Students receiving an MPP degree will be skilled in policy analysis, as defined by the following:

- An understanding of the factors that influence the direction of government action.

- An understanding of the "tools" available to address policy problems.

- An understanding of the effects of government action.

- An understanding of the various constituencies that influence how policy is made, and the theoretical underpinnings of real life policy choices.

Requirements for Entry into the Program

Applicants must hold a bachelor's degree from an accredited college or university, achieving at least a B (3.0) average. All students must successfully complete a college level course in Statistics as well as Introduction to Microeconomics.

Coursework

Credits: 30-33 (depending on the student's need for an internship)

Core Courses

MPP 501	Policy Analysis & Theory	3.00
MPP 502	Social Policy	3.00
MPP 503	Economic Policy	3.00
MPP 504	Quantitative Analysis	3.00
MPP 505	Capstone	3.00

Electives

Five Electives

Internship (if deemed necessary by Program Director)

Gender and Cultural Studies (MA) / Public Policy (MPP)

Description

The dual degree program in Gender/Cultural Studies (GCS) and Public Policy (MPP) is designed for students who would like to combine the pragmatic approach of Public Policy with the broader, creative insight of theory. This program is ideal preparation for those with a particular interest in issues of diversity, race, gender, class, ethnicity and sexual orientation in public policy. Students must apply and be admitted to both programs. Students will be enrolled in both programs simultaneously and work with an advisor from each program to tailor their studies to meet their needs and interests.

Requirements for entry into program

Please refer to the entry requirements for the Gender/Cultural Studies (MA) and MPP in this catalog.

Degree Requirements

Candidates for the dual degree must complete a total of 13 or 14 courses (depending on whether the MPP internship requirement is waived). Six courses will be completed in the GCS program (two required courses, one core elective course, and at least three GCS electives), six or seven will be completed in the MPP program, and the student will complete a combined capstone project that integrates the two fields of study.

Six/Seven Required MPP Courses

MPP 501	Policy Analysis & Theory	3.00
MPP 502	Social Policy	3.00
MPP 503	Economic Policy	3.00
MPP 504	Quantitative Analysis	3.00
	TWO MPP electives	
	3 Credit Internship (if applicable)	

Six required GCS courses (18 credits)

GCS 403	Gender/Cultural Studies: Theory Into Practice	4.00
GCS 420	Race, Gender, and Empire	4
GCS 430	Cultural Theory	4.00
	Four elective courses	

Combined Capstone (3 credits)

All dual degree candidates must complete one of the capstone options listed below. Students will consult with their advisor and/or program director about which option is better suited for their career path.

MPP 505

Students will work with a specific organization on a policy problem. Ideally the policy problem will focus on an issue related to race, gender, ethnicity, and/or sexual orientation, etc.

GCS 460

Thesis Capstone: Students will write a 60-80 page thesis that focuses on a policy issue. Dual-degree students present their capstone work at the GCS colloquium with other graduating GCS students

Graduate Consortium for Studies in Gender, Culture, Women, and Sexuality (GCWS)

The Graduate Consortium for Studies in Gender, Culture, Women, and Sexuality is housed at MIT and offers interdisciplinary, team-taught seminars to students 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.

DEPARTMENT OF PUBLIC HEALTH

Faculty

Valerie Leiter, Professor, Department Chair, and Director of the Bachelor's Program
Shelley White, Associate Professor (on sabbatical 2020-2021 academic year)
Felipe Agudelo, Assistant Professor
John Quattrochi, Assistant Professor, Interim MPH Program Director,
Meenakshi Verma-Agrawal, Associate Professor of Practice, Assistant Program Director

Public Health (MPH)

Description

MPH@Simmons students develop the scientific, leadership, and advocacy skills needed to address health inequity and ensure fair and equitable health opportunities for individuals and communities. The 45-credit curriculum is broken down as follows: 36 Core Credits, 6 Elective Credits, 3 Immersion Credits

The concept of health equity, as well as practice-based strategies for addressing population health, is woven throughout the curriculum. Students learn core public health methods, community-based practice approaches, and policy and structural strategies used to tackle entrenched health inequities. In addition, students in the MPH@Simmons program may choose from interdisciplinary electives to tailor the program to fit their specific needs and interests.

Learning Outcomes

The MPH@Simmons curriculum is guided by a learning framework that encompasses core MPH professional competencies and knowledge domains, as well as competencies designed specifically to advancing health equity.
Upon graduation from the MPH@Simmons program, students will be able to:

- Apply the history and principles of health equity, human rights, and social justice to public health challenges.

- Analyze systems of oppression and structural-level determinants of health, including racism and other forms of marginalization, drawing parallels to patterns of health disparities.

- Appraise one's own position, values, and biases, within the systems and structures that shape population health.

- Employ skills of community organizing, mobilization, and participatory methods to engage community members in assessing and/or addressing community health issues.

- Evaluate public health as a vehicle for transformative change by appraising past and potential future models of innovation at community and institutional levels.

- Apply epidemiological methods to the breadth of settings and situations in public health practice.

- Select quantitative and qualitative data collection methods appropriate for a given public health context.

- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.

- Interpret results of data analysis for public health research, policy or practice.

- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.

- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

- Assess population needs, assets and capacities that affect communities' health.

- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.

- Design a population-based policy, program, project or intervention.

- Explain basic principles and tools of budget and resource management.

- Select methods to evaluate public health programs.

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.

- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.

- Advocate for political, social or economic policies and programs that will improve health in diverse populations.

- Evaluate policies for their impact on public health and health equity.

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.

- Apply negotiation and mediation skills to address organizational or community challenges.

- Select communication strategies for different audiences and sectors.

- Communicate audience-appropriate public health content, both in writing and through oral presentation.

- Describe the importance of cultural competence in communicating public health content.

- Perform effectively on interprofessional teams.

- Apply systems thinking tools to a public health issue.

Requirements for entry into program

Applicants must hold a bachelor's degree from an accredited college or university with a cumulative GPA of 3.0 or higher. At least one college-level math course (statistics preferred) should be completed with a course grade of B or higher.

Factors such as work experience, community-based endeavors, and undergraduate coursework in health or social sciences, while not required for acceptance into the program, can add value to an application. MPH@Simmons seeks applicants who are passionate about improving health equity and highly motivated to develop the skill set for change-oriented leadership.

Delivery Modes Available

Online Coursework and In-Person Immersions

Degree Requirements

The 45-credit curriculum is broken down as follows:

- 36 Core Credits

- 6 Elective Credits

- 3 Immersion Credits

Health Equity Change Project

Completed during the final four terms of the program, the Health Equity Change Project is the culminating learning experience of the MPH in Health Equity Program, where students synthesize their prior learning across the curriculum and put their acquired skills into practice. Students work with a trained professional and an established organization to develop, implement, and evaluate an innovative project that proactively addresses a health inequity. Students must complete a minimum 150-hour practicum at an approved practicum site as one component of this experience. Students also complete their integrative learning experience, summarizing their policy-related learning about their health inequity of focus. Across these experiences, students demonstrate professional public health competencies, which they document through a digital portfolio and final project.

Service-Learning

Typically completed during Term 5 of the program, students must complete a 20-30 hour service-learning placement as part of their course in Health Advocacy, Community Organizing and Innovation. This placement allows students to complement their learning about the skills, tactics and strategies of community mobilization and organizing, while contributing to such efforts in their local community.

In-Person Immersion Experiences

Students in the MPH@Simmons program are required to participate in two in-person learning experiences called immersions. Immersions offer students the opportunity to gain hands-on public health experience within different cultures and contexts nationally and globally. Students are required to attend two immersions, one on the Simmons campus and one destination immersion.

Requirements List

Coursework

Term 1

MHEO 410	Health Equity & Social Justice	3.00
MHEO 415	Epidemiology	3.00

Term 2

MHEO 420	Social Determinants of Health	3.00
MHEO 425	Biostatistics	3.00

Term 3

MHEO 435	Community-Based Research for Health Equity	3.00
MHEO 440	Health Policy Analysis & Change	3.00

Term 4

MHEO 445	Public Health Leadership and Management	3.00
MHEO 450	Environmental Health & Justice	3.00

Term 5

MHEO 473	Public Health Project Plan I	1.00
MHEO 465	Health Advocacy & Organizing	3.00

Term 6

MHEO 470	Global Health & Political Econ	3.00
MHEO 474	Public Health Project Plan II	1.00

Term 7

MHEO 476	Health Equity Change Project II	2.00
	Two elective courses	

Students complete two elective courses as part of their time in the program for a total of six credits.

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SCHOOL OF SOCIAL WORK

Faculty

Joanna Almeida, Associate Professor
Gary Bailey, Professor of Practice
Lindsey Baughman-Dalton, Associate Professor of Practice
Stephanie Berzin, Professor and Dean
Nancy Blumberg, Associate Professor of Practice
Carly Burton, Associate Professor of Practice
Tamara Cadet, Associate Professor
Silvana Castaneda, Associate Professor of Practice
Jaqueline Dyer, Associate Professor of Practice and Associate DSW Director
Abbie Frost, Associate Professor
Renada Goldberg, Assistant Professor
Paul Gould, Assistant Professor
Daren Graves, Associate Professor
Melinda Gushwa, Associate Professor and SSW Director
Johnnie Hamilton-Mason, Professor
Kim Kelly Harriman, Associate Professor of Practice, Director of Field Education
Suzanne Hecker, Associate Professor of Practice
Hugo Kamya, Professor
Eugenia Knight, Associate Professor of Practice and Director of BSW Field Education
Katherine Jungreis, Professor of Practice
Peter Maramaldi, Professor
Katie Novick-Nolan, Associate Professor of Practice and Director of BSW Program
Lydia Ogden, Assistant Professor
Celia Arias Piña, Assistant Professor of Practice
Kelly Pratt, Associate Professor of Practice
Michelle Putnam, Professor and Director of PhD Program
Jennifer Putney, Associate Professor
Julia Riley, Associate Professor of Practice and Associate Director of SocialWork@Simmons, Faculty-facing
Nora Rushford, Associate Professor of Practice
Suzanne Sankar, Professor of Practice and Associate Director
Beverly C. Sealey, Associate Professor
Christina Sellers, Assistant Professor
Leah Hart Tennen, Associate Professor of Practice and Associate Director of SocialWork@Simmons, Student-facing
Kristie Thomas, Associate Professor, MSW Director
Elizabeth Whitney, Associate Professor of Practice
Diane Zipoli, Associate Professor of Practice

Social Work (MSW)

Description

The Master of Social Work degree prepares graduates for advanced practice in clinical social work. Students can elect to focus their advanced year studies in a specialized course of study. On-campus students can also earn certificates in Health Care and Social Work, Trauma Practice or School Social Worker/School Adjustment Counselor as a Massachusetts School Social Worker. Online students can earn certificates in Groups and Families Practice, Trauma Practice, or Mental Health Practice. Simmons University School of Social Work MSW program is accredited by the Council on Social Work Education (CSWE).

The mission of the MSW program is to prepare masters level professional practitioners with skills for clinical social work practice in a multicultural world using knowledge based on scientific inquiry and field-informed practice. This educational experience, consistent with the history and philosophy of the social work profession, is grounded in a values perspective that emphasizes client strengths and diversities, actively opposes all forms of oppression and supports social and economic justice. The education is designed to help students develop competence, critical thinking and problem-solving abilities as well as cultural sensitivity, and self-awareness.

Students learn multiple social work roles and skills necessary to be effective within evolving fields of practice. Graduates will be able to work with a variety of populations and social issues, using a broad and flexible array of interventions at an advanced level. They will have the ability to work with individuals, families, groups and communities to facilitate development and change in the service of social justice. Graduates will be prepared to practice with an appreciation for the dignity and worth of the person and the importance of human relationships; with a sense of integrity and a commitment to human rights.

Learning Outcomes

The MSW program prepares students to work with a variety of populations and social issues, using a broad and flexible array of evidence-informed interventions at an advanced level. Students will develop the skills necessary to work with individuals, families, groups, organizations and communities to facilitate development and change in the service of social, economic and environmental justice. The MSW program prepares students to practice with an appreciation for the dignity and worth of the person and the importance of human relationships; with a sense of integrity and a commitment to supporting human rights and actively opposing structures and practices that oppress and marginalize individuals, groups and communities.

In alignment with the 2015 Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards, the Simmons University Master's Social Work Programs utilize a competency-based educational framework whereby student abilities and Program success are demonstrated by measurable outcomes.

Requirements for entry into program

Students must have a bachelor's degree from an accredited college or university with at least a 3.0 (B) grade point average. Relevant work or volunteer experience is also required, in addition to a statement of professional and educational intent, academic transcripts and three professional references.

Requirements for entry into 12-month program for BSW graduates

Applicants who hold a bachelor's degree in social work (BSW) and who have graduated from a college or university accredited by the Council on Social Work Education (CSWE) within the last five years can apply for the three- semester Advanced-Standing Program. Application materials include academic transcripts, 3 recommendation letters, statement of professional and educational intent, Advanced-Standing statement that includes a two to three page summary of their BSW internship learning, including social work models and approaches utilized; a case example that exemplifies how the applicant applied theory to guide his or her understanding of the case and intervention or treatment plan; and a self-assessment of learning to date, including goals and challenges anticipated in an advanced clinical placement and a copy of the applicant's most recent BSW field placement evaluation

Delivery Modes Available

Available On-campus Programs

Full-Time Program
Students in the full-time MSW program can complete degree requirements in two years. They are assigned a field placement for three days a week for both years of the program and take classes two days per week.

Extended Program
The Extended-Study Program offers students the option to expand a two-year program into two-and-a-half, three or four years. The first year of the program could be called part-time, as students devote two days a week to classes and study. In the subsequent years, students must plan four or five days per week for classes and field placements. Most students complete the program in three years. Note: A limited number of 16 hour per week/11 month placements are available to students in the Full-Time and Extended Programs.

Advanced-Standing Program
The Simmons School of Social Work offers a 12-month Advanced-Standing Program to qualified applicants with a bachelor's degree in Social Work (BSW) who have graduated within the last five years from a program accredited by the Council on Social Work Education (CSWE). The program includes one three-days-per-week (24-hour) field placement from September to August, concurrent with a total of eight advanced-level courses.

16-Month Program
Students complete four consecutive semesters commencing in the Spring term; a 3 day per week field placement is required each semester. A few select courses must be taken in the online program, SW@Simmons. The 16-month program is only offered to campus students. It is a 65-credit degree.

Online Program

Accelerated Program
Students in the Accelerated SocialWork@Simmons program typically require 16 months (four terms) to complete their degree. Internships are two days (16 hours) per week for the Foundation Year and three days (24 hours) for the Advanced Year. Students take a total of four courses concurrently on the other days.

Full-Time Program
Students in the Full-Time SocialWork@Simmons program typically require two years (six terms) to complete their degree. Internships are two days (16 hours) per week for the Foundation Year and three days (24 hours) for the Advanced Year. Students take

three to four courses concurrently on the other days.

Extended Program
The Extended Program (eight terms) offers students the option to expand the full-time program into two-and-a half years. In the first-year students take two classes a week. In the subsequent years, students take between two and four classes per week for classes and field placements. Most students complete the program in three years. Internships, taken during the second and third years of the program, are two days (16 hours) per week in terms four and five, and three days (24 hours) per week in terms seven and eight.

Degree requirements

The MSW degree requires 65 credit hours, consisting of 48 credit hours of classroom courses and 17 credit hours of field placement.
Listed below is the MSW course sequence as of September 2020. On-campus course numbers have the prefix SW; online courses, SWO.

Areas of Focus and Certificate Programs

MSW students can choose to develop skills in different ways through the selection of elective courses. Course selection can be organized by choosing a curricular pathway or a certificate program. Students interested in an area of focus can work with their advisers on elective selection. Choosing an area of focus is not required. Examples of Areas of Focus are included below.

- Health and Aging
- Child and Family
- Addictions
- Child Welfare
- Adult Mental Health
- Trauma and Interpersonal Violence

Licensure and Certificate Programs

As an MSW student, you may choose to pursue a certificate program in which you will gain advanced skills in a specific area of interest through a structured sequence of courses.

Licensure in School Social Work (On-Campus)

Students in the MSW program interested in practicing as a school social worker can elect to earn the Massachusetts state license to be a School Social Worker/School Adjustment Counselor (SSW/SAC), the certification required to work as a clinical social worker in many school settings in Massachusetts.

Requirements for the MSW with Licensure as a School Social Worker/School Adjustment Counselor include:

- Sixty-two credits in the MSW program including SW 539 Social Work in Schools and SW 595, Child and Adolescent Diagnosis, one specialized social work elective and three required courses (eight credits) taken in the Simmons University Department of Education (SPND 441, 444, 445)

- Successful completion of the two SSW field placements; one placement must be in a school setting and one placement must be in a setting serving children and families

- Attainment of passing scores on the MTEL Communication and Literacy tests by completion of the first year of MSW study.

- Completion and submission of required documentation

Students planning to work toward the school social worker license should schedule a meeting with the Coordinator of Academic Services soon after acceptance into the MSW program to begin to plan a course schedule. Field placement planning should be guided by licensure requirements.

Certificate in Health Care and Social Work [On-Campus]

The MSW with Certificate in Health Care and Social Work is designed to educate clinical social workers to work in the new and expanding health care delivery system being implemented under the Affordable Care Act. Students complete all regular MSW program requirements, including: SW481 Social Work, Health and Health Care and SW478 Social Work Practice in Healthcare and two Health Care Certificate electives. The advanced year field placement is done in a health care setting.

Certificate in Trauma Practice [On-Campus and Online]

The Certificate in Trauma Practice will prepare graduates for practice with a variety of populations in multiple settings including: schools and universities, community mental health centers, immigrant and refugee centers, the legal justice and prison systems, inpatient and outpatient hospitalization programs, and psychotherapeutic settings with children, adults, couples, families and groups. Students complete two trauma courses (SW-528A Child and Adolescent Trauma and SW-528B Lifespan of Trauma Treatment: Adults and Families). Students complete two Trauma Practice certificate electives.

Certificate in Practice with Groups and Families [Online]

The Certificate in Practice with Groups and Families prepares graduates to:

- Build enhanced clinical practice capacity when working with more than one client, particularly groups and families

- Become skilled in delivering evidence-based and best practice models that support clinical work with groups and families

- Develop expertise in exploring systems issues, including oppression and discrimination, that impact the lives of group and family members

Certificate in Mental Health Practice [Online]

The Certificate in Mental Health Practice prepares graduates to:

- Work with people who have experience with serious mental health conditions, including those with concurrent health conditions

- Recognize and address the significant impacts of stigma, marginalization, and discrimination that impede the health, safety, access to resources, and quality of life for people with serious mental health conditions

- Become skilled in delivering evidence-based and best practice approaches for managing symptoms and achieving wellness and recovery

- Understand the role of social worker as provider and advocate working in collaboration with interdisciplinary teams, families, and other supports and services

Course Sequencing / Prerequisites

- Research, SW(O)-441 must be completed prior to enrollment in Evaluation, SW(O)-509.

- Evaluation in SW Practice, SW(O)-509 must be taken concurrently with SW(O) 447A/B

- Dynamics of Racism and Opresssion, SW(O)-409 must be completed before commencing specialized year courses.

- Field Education I, SW-446 A or SW446 L and B are concurrent with SW(O)-421 A and B.

- Field EducationI SW(O)-447A or B are concurrent with SW(O)-424A or B.

- Students must stay in the same sections (day, time, and professor) for practice classes (SW(O)-421A and 421B) and SW-424A and B (campus students).

Specialized Year

SW 404	Advanced Policy	3
SW 414	Assessment and Diagnosis	3.00
SW 424A	Advanced Clinical Practice	3.00
SW 424B	Advanced Clinical Practice	3.00
SW 447A	Field Year 2	4.00
SW 447B	Field Year 2	4.00
SW 509	Evaluation in Social Work Practice	3.00

Generalist Year

Unless otherwise indicated courses listed are offered as both SW (on the ground) and SWO (online)

SW 403	Social Policy and Social Work in Organizations and Communities	3
SW 409	Dynamics of Racism & Oppression	3.00
SW 411	Human Behavior and Social Environment	3.00
SW 421A	Social Work Practice	3.00
SW 421B	Social Work Practice	3.00
SW 422	Substance Use and Social Work	3
SW 441	Social Work Research	3.00
SW 446A	Field Education	5.00
SW 446B	Field Year 1	4.00
SWO 446L	Field Education Lab Elective	5

Field Placements

Students apply their academic knowledge through direct-practice internships with individuals, groups, families agencies, and larger systems. The semesters of field placement provide a strong foundation of social work practice skills. The final semesters focus on advanced clinical skills. Field placements occur on weekdays during regular business hours.

On-campus option

- Full-Time Students: Internships are three days (24 hours) per week from September to May for both years of the MSW Program.

- Extended Program Students: Internships taken during the second and third years of the program are three days (24 hours) per week from September to May. Students can choose to do placements 16 hours per week for 11 months.

- Advanced Standing Students: Advanced standing students complete one 3 semester (Fall, Spring, Summer) field placement. Placements are 24 hours each week.

- 16-Month Students: Internships are in four consecutive semesters starting in Spring Term. Each is 24 hours per week.

Online option

In the first term of field education students complete The Field Education Lab (FEL) a 14-week, 5 credit field education course that meets twice a week for two hours. This course is designed to prepare students as generalist level social workers and as learners. Students are given practice opportunities that are observed by peers and the course instructor. Students enter community based placements the term immediately following The Field Education Lab. MSW program students are required to complete a minimum of 1104 hours of field education in their internships. Regular attendance of three days a week (or 24 hours per week) in the field is required of students during the three terms. Advanced Standing students enter field placement in term two.

Students in each of the SW@S program options typically begin fieldwork as follows:

- Extended (8 terms): 4th term

- Full-time (6 terms): 2nd term

- Accelerated (4 terms): 1st term

Employment as Field Placement (all programs)
In certain situations, the school and field education department may permit students to use a paid social work position to fulfill the field education requirement for one field placement. Generally, this arrangement is made for the foundation placement but can also occur during the advanced placement if faculty deems the site appropriate. Students who wish to use their place of paid employment as a field placement must complete a worksite-based field placement application. Each application will be carefully reviewed and decided upon within the framework of Council on Social Work Education (CSWE) and school standards and expectations. To be approved, the agency and student must agree to adhere to the criteria for such placements, which are listed in the Field Education Manual.

Subtotal: 65

Field Placements

Students apply their academic knowledge through direct-practice internships with individuals, groups, agencies, and larger systems. The first internship provides a strong foundation of social work practice skills. The second internship focuses on advanced clinical skills. Field placements occur on weekdays during regular business hours.

On-campus Program

For Full-Time students, Internships are three days (24 hours) per week from September to May for both years of the MSW Program.

For Extended Program students, Internships taken during the second and third years of the program are three days (24 hours) per week from September to May. Students can choose to do placements 16 hours per week for 11 months.

For Advanced Standing students, they complete one 3 semester (Fall, Spring, Summer) field placement. Placements are 24 hours each week.

For 16-Month Students, Internships are in four consecutive semesters starting in Spring Term. Each is 24 hours per week

Online Program

During the two terms of the foundation placement, students complete a minimum of 448 hours in the field. During the two advanced placement terms, students complete a minimum of 672 hours in their field placements. MSW program students are required to complete, in total, a minimum of 1120 hours of field education in their internships. Regular attendance of two days a week (or 16 hours per week) in the field is required of students during the two foundation terms, and three days a week (24 hours per week) during the two advanced placement terms.

Students in each of the SW@S program options typically begin fieldwork as follows:

- Extended (8 terms): 4th term
- Full-time (6 terms): 2nd term
- Accelerated (4 terms): 1st term

Employment as Field Placement (all programs)

In certain situations, the school and field education department may permit students to use a paid social work position to fulfill the field education requirement for one field placement. Generally, this arrangement is made for the foundation placement but can also occur during the advanced placement if faculty deems the site appropriate. Students who wish to use their place of paid employment as a field placement must complete a worksite-based field placement application. Each application will be carefully reviewed and decided upon within the framework of Council on Social Work Education (CSWE) and school standards and expectations. To be approved, the agency and student must agree to adhere to the criteria for such placements, which are listed in the Field Education Manual.

Ph.D. in Social Work

Description

The Ph.D. in Social Work program is designed for practitioners to develop scientific research skills so that they can engage in scholarship that improves the health and wellbeing of individuals, groups, and communities. We train clinical practitioners to become social scientists. Our research courses are rigorous with an applied focus. We emphasize using empirical evidence to effect social change and promote social justice. PhD program faculty mentor students to develop academic and professional careers that include research, teaching, and leadership roles.

Learning Outcomes

The Ph.D. program advances student research competencies through required and elective courses in qualitative and quantitative research methods and advanced statistical analysis. Students are required to take five research courses. In addition, students have opportunities to participate in research initiatives through practice and assistantships.

The Ph.D. program prepares students to become talented and effective educators. They receive formal training in the pedagogy of adult learning — in courses and through a teaching practicum — and are offered opportunities to teach with our professors.

Requirements for entry into program

Applicants must hold a bachelor's degree from an accredited institution, with an appropriate distribution of liberal arts courses. In addition, they must hold a master's degree from a program in social work accredited by the Council on Social Work Education (CSWE) or master's degree or higher in a related discipline with a minimum GPA of 3.0, a minimum of 1 year of experience working in the social work or related field. Application materials include GRE test scores, academic transcripts, 3 recommendation letters, a personal statement of academic intent, a writing sample, and an interview with the program director.

Delivery Modes Available

The Ph.D. program is offered on a part-time or full-time basis. Most course are offered on-site. A few are offered online. Most coursework is offered on Thursdays during the fall, spring and summer academic semesters.

Other Degree Options

Four-course teaching certificate through the Simmons Health Professions Educational Doctorate degree program.

Degree requirements

Graduation requires a total of 51 credits (17 courses) are required for graduation in addition to successful passage of comprehensive written and oral qualifying exams, and submission of a publishable paper, and completion of the dissertation requirement, which may be in the form or three publishable papers.

Full-Time PhD Program Coursework Structure (3 courses per semester)

Fall Year 1 (9 credits)

- Quantitative Scientific Methods
- Critical Analysis of Social Work Practice
- Elective: Learning Theory and Practice* OR an elective of student's choice

Spring Year 1 (9 credits)

- Social and Behavioral Theory
- Philosophy of Science
- Teaching Methodologies, Course Design, and Assessment

Summer Year 1 (6 credits)

- Introduction to Statistics and Data Analysis
- Elective: Curriculum Development, Program Design, and Evaluation* OR an elective of student's choice

Fall Year 2 (9 credits)

- Policy Analysis in Political, Social and Economic Contexts
- Introduction to Multivariate Statistics
- Teaching Methods, Course Design, and Assessment + Teaching Practicum

Spring Year 2 (9 credits)

- Integrating Public Policy Issues and Outcomes into Social Work Research
- Qualitative Research Methods
- Intervention Research

Summer Year 2 (6 credits)

- Qualitative Data Analysis
- Survey Research Methods

Fall Year 3 (3 credits)

- Community-based Participatory Research: Models and Methods + Research Practicum
- Comprehensive Written & Oral Exam
- Peer-review paper submitted by the end of this semester

Spring Year 3 (1 credit fee)

- Dissertation Proposal Continuance

Summer Year 3 (off, no registration required)

Fall Year 4 (1 credit fee)

- Dissertation Proposal Continuance OR Dissertation Continuance

Spring Year 4 and each semester dissertation defense (1 credit fee)

- Dissertation Continuance – continual registration in this continuance is required through the semester of the dissertation defense

 *This elective course is required for the Teaching Certificate

Part-Time PhD Program Coursework Structure (2 courses per semester)

Fall Year 1 (6 credits)

- Quantitative Scientific Methods
- Critical Analysis of Social Work Practice

Spring Year 1 (6 credits)

- Social and Behavioral Theory
- Philosophy of Science

Summer Year 1 (6 credits)

- Introduction to Statistics and Data Analysis
- Elective: Curriculum Development, Program Design, and Evaluation* OR other elective

Fall Year 2 (6 credits)

- Policy Analysis in Political, Social and Economic Contexts
- Introduction to Multivariate Statistics

Spring Year 2 (9 credits)

- Integrating Public Policy Issues and Outcomes into Social Work Research
- Qualitative Research Methods

Summer Year 2 (6 credits)

- Qualitative Data Analysis
- Survey Research Methods

Fall Year 3 (6 credits)

- Community-based Participatory Research: Models and Methods + Research Practicum
- Elective: Learning Theory and Practice* OR an elective of student's choice

Spring Year 3 (6 credits)

- Teaching Methodologies, Course Design, and Assessment
- Intervention Research

Summer Year 3 (3 credits)

- Elective: Curriculum Development, Program Design, and Evaluation* OR other elective

Fall Year 4 (3 credits)

- Teaching Practicum
- Comprehensive Written & Oral Exam
- Peer-review paper submitted by the end of this semester

Spring Year 4 (1 credit fee)

- Dissertation Proposal Continuance

Summer Year 4 (off, no registration required)

Fall Year 5 (1 credit fee)

- Dissertation Proposal Continuance OR Dissertation Continuance

Spring Year 5 and each semester through the dissertation defense (1 credit fee

- Dissertation Continuance– continual registration in this continuance is required until defense.

*This elective course is required for the Teaching Certificate

Qualifying exam for Candidacy:

Upon successful completion of required coursework, students will take a written and oral exam on curricular content. In order to qualify for candidacy students must pass both the written and oral exam, and also submit an empirical manuscript to a scientific peer-reviewed journal approved by the faculty. Upon meeting these requirements, the student will move into candidacy, and be eligible to begin the dissertation process.

The Dissertation

Successful completion of the dissertation will demonstrate the candidate's ability to join the academy as an independent scholar. Specifically, the candidate will demonstrate empirical and conceptual knowledge, the ability to apply rigorous scientific methodology to a substantive area of study, and the capacity to articulate the applied relevance of the findings to the field. The doctoral candidate has the option to complete a traditional dissertation or three-paper dissertation.

Doctorate of Social Work

Description

The Doctorate of Social Work (DSW) program is designed for practitioners to advance their knowledge in the areas of inclusive leadership, clinical practice, and teaching. We prepare clinicians to lead social work thought, education and research-informed practice via a social justice lens. Students receive one-on-one faculty mentoring and rigorous course work from expert faculty that enables them to orient and accelerate their careers as leaders, advanced clinical practitioners and educators.

Learning Outcomes

The DSW program trains students in advanced leadership, clinical practice, teaching through courses that explore advanced social work competencies, emerging practices, and leadership theory. Students are required to take three courses in each of the three core areas of leadership, practice and teaching. Additional coursework enables students to shape their skills as research-informed practitioners. The DSW Program prepares students to become inclusive leaders, engaged educators and expert clinical practitioners.

Requirements for entry into program

Applicants must hold a Master of Social Work (MSW) degree from an educational program accredited by the Council on Social Work Education (CSWE) with a minimum GPA of 3.0, and a minimum of two years of relevant post-MSW experience in human services. Application materials include academic transcripts, 2 recommendation letters (with an option for a third), a personal statement of professional identity, use of self, and how the Simmons DSW is a good fit for future career prospects. If an international student does not have a college-level degree from an institution in an English-language country, then a TOEFL or IELTS is required.

Delivery Modes Available:

The DSW program is offered on a part-time or full-time basis. All courses are offered online, using a combined asynchronous and synchronous format. Courses are offered at verified times of the day/week during September, January and May terms.

Degree Requirements

Qualifying for Candidacy:

Students can qualify for candidacy in the Integrative Seminar.

Advancement to Candidacy

Students advance to candidacy upon successful completion of the Integrative Seminar. In this course, students must successfully complete three papers which requires thentegration previous curricular content. Upon successful completion of the three course papers, students will submit a portfolio of their work, which will be evaluated by DSW program faculty. Students will participate in an oral defense of their portfolio with DSW program faculty. Upon faculty review and determination of successful defense, students will advance to candidacy.

The Capstone Project

Successful completion of the Capstone Project will demonstrate the candidate's ability to launch or enhance their career in practice, education or leadership. Prior coursework requires students to reflect on how the course fits with their emerging area of expertise. Specifically, the candidate must shape what they have learned toward a personally meaningful project demonstrating application of advanced knowledge that has emerged from their DSW program training.

In order to be eligible for graduation from the DSW program, students must complete a total of 48 credits, including the six-credit Capstone Seminar.

Full-Time DSW Coursework Structure

Full-Time DSW Program Coursework Structure: 3 courses per semester Winter Year 1 (9 credits)

- Leadership 1
- Teaching 1
- Ethics & Social Justice

Summer Year 1 (9 credits)

- Teaching 2
- Practice 1
- Power, Passion & Social Change

- Teaching 1

Fall Year 2 (6 credits)

- Teaching 2
- Interdisciplinary Social Work

Winter Year 3 (6 credits)

- Teaching 3
- Integrative Seminar

Summer Year 3 (6 credits)

- Capstone Project

Fall Year 1 (9 credits)

- The Research-Informed Practitioner
- Practice 2
- Leadership 2

Winter Year 2 (9 credits)

- Teaching 3
- Practice 3
- Interdisciplinary Social Work

Summer Year 2 (6 credits)

- Leadership 3
- Integrative Seminar

Fall Year 2 (6 credits)

- Capstone Project

Part-Time DSW Coursework Structure

Part-time DSW Program Coursework Structure: 2 courses per semester

Winter Year 1 (6 credits)

- Leadership 1
- Ethics & Social Justice

Summer Year 1 (6 credits)

- Practice 1
- Power, Passion & Social Change

Fall Year 1 (6 credits)

- The Research-Informed Practitioner
- Practice 2

Winter Year 2 (6 credits)

- Leadership 2
- Practice 3

Summer Year 2 (6 credits)

- Leadership 3

GRADUATE COURSES

AADM - ARTS ADMINISTRATION

AADM 234 - Museum Studies (4)

Provides a practical and theoretical introduction to Museum Studies. Students examine how museums organize and exhibit their collections, serve diverse audiences, use new technologies and fundraise. They also apply scholarship on museum history, theory and ethics to real-world institutions. Graduate students complete supplementary assignments.

ACCT - ACCOUNTING

ACCT 220 - Business Applications in Excel Excel (2)

Students will learn about the use of various advanced functions of spreadsheets to become more efficient and effective in making accounting and business decisions in the corporate environment. Students will develop skills and gain knowledge through the use of hands-on exercises to be completed outside of class.

Corequisite: Required MATH-101, MATH-102, or pass Math Competency Exam .

ART - ART

ART 263 - Buddhist World Art (4)

Offers an overview of Buddhist art (sculpture, aa Asia through its spread to Southeast Asia, Central Asia, and East Asia. The class is woven together by two thematic threads: the development of the Buddha image from its aniconic beginnings through its many figurative iterations and the evolution of Buddhist religious thought as it travels, adapts and takes root in each new place. The course includes visits to the MFA-Boston.

ART 380 - The Creative Economy (4)

This course will serve majors in art (history or studio) and music. The course will focus on contemporary issues in the cultural community of the 21st century and will include attendance at concerts, lectures, events and/or exhibitions in Boston. Students will participate in career-related projects to augment their preparation for their next professional steps. And will become versed in the challenges and opportunities of today's creative economy. Topics may include diversity and equity in programming, curating and hiring, creative audience development, advocacy for the arts, as well as more philosophical issues such as the utility of arts organizations to society, the role of the humanities in civil discourse and civic engagement. Students will each complete a major project or paper on a topic in their major.

ART 412 - Intro Stu Art-Color (4)

ART 442 - Baroque To 20 Cent (4)

ART 445 - American Art (4.00)

This museum-based course relies on the outstanding American collection at the Museum of Fine Arts to study painting, photography, decorative arts, and sculpture from the colonial period to the 20th century. Considers how the nation during various historical periods defined and presented itself through art. Explores the experiences of women artists in America and the changing role of the U.S. in the international art world. Investigates themes of portraiture, landscape, and the development of modernism. Examines artists such as Copley, Sargent, Homer, Cassatt, and O'Keeffe and many others at the Museum of Fine Arts.

Prerequisite: None. Crosslisted as: ART 245.

ART 458 - Indian Art of America (4)

ART 543 - The Art of the Isabella Stewart Gardner_Museum (4)

Provides in-depth examination of a geographical area, time period, or theme. Uses a seminar format to equip students with greater facility in visual analysis, art historical methodologies, bibliographic study, individual research, and critical evaluation. Hanni.

Crosslisted as: ART 343.

ART 547 - Art of the Gardner (3.00)

Examines the Isabella Stewart Gardner Museum in depth: the woman responsible for its existence, the cultural contexts in which it was formed around the turn of the century, and those in which it exists today. Through readings and course meetings at the museum, this upper-level seminar explores the organization of the Gardner, special exhibitions, the roles of various departments, and the challenges of being an idiosyncratic museum in 21st-century America.

Prerequisite: None. Crosslisted as: ART 347.

ART 550 - Independent Study (4)

Crosslisted as: ART 350.

ART 575 - Mfa Seminar in Renaissance Sculpture (4)

Crosslisted as: ART 375.

AST - AFRICANA STUDIES

AST 500 - Black Bodies in Motion (4.00)

In many parts of West Africa when someone is asked about their identity they are not asked what is your language? What nation do you come from? What's your ethnicity? What tribe do you belong to, they are asked, what do you dance?" (Katrina Hazzard Donald). In this course we will examine concert dances, religious dances, and vernacular dances of the African Diaspora as forms of embodied knowledge, intellectual history, and sources of cultural creation. Particular attention will be paid to aesthetic principles and sources of cultural meaning, transmitted through bodies and performances.

Prerequisite: None. Crosslisted as: AST 300.

AST 507 - Black History At the Movies (4.00)

Examines the ways commercial films construct the memory and history of critical events in African American cultural life and history. The course interrogates representations of enslavement, the Black Freedom Struggle, Jim Crow and integration in commercial films, specifically "12 Years a Slave," "The Rosa Parks Story," "Once upon a time When We Were Colored," "42-The Jackie Robinson Story," "A Raisin in the Sun," and "Malcolm X." Analyzes the work of racial narratives (perspectives and ideology) in post-civil rights America.

Prerequisite: None. Crosslisted as: AST 307.

AST 513 - Black Struggle for Schooling (4)

Examines African Americans struggle for the right to an education in the United States, focusing on the content and context (historical and sociopolitical) of specific struggles. Selected topics include: the pursuit of literacy by enslaved Africans; the ex-slaves 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.

Crosslisted as: AST 313.

AST 529 - Race, Culture, Identity and Acheivement (4.00)

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.

Prerequisite: None. Crosslisted as: AST 329, GEDUC 529.

AST 536 - Black Narratives of Oppression, Resistance, & Resiliency (4.00)

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.

Prerequisite: None. Crosslisted as: AST 336.

AST 540 - Intimate Family Violence:multcult. Pers (4)

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.

Crosslisted as: AST 340, SOCI 340, SOCI 540, WGST 340, WGST 540.

AST 550 - Independent Study (4)

NULL

Crosslisted as: AST 349.

AST 565 - Intimate Family Violence (4)

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 include: violence against women, children, intimate partners, and elderly family members.

AST 588 - Black Popular Culture & Education Of Black Youth (4.00)

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 draws on scholarship from the fields of education, sociology, African American studies, media studies and linguistics.

Prerequisite: None. Crosslisted as: AST 388.

BEHV/BEHVO - BEHAVIOR ANALYSIS

BEHV 415 - Introduction to Single Subject Research Designs (4.00)

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).

Prerequisite: None.

BEHV 416 - Applied Research II (4.00)

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.

Prerequisite: None.

BEHV 424 - Introduction to Behavior Analysis (4.00)

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

Prerequisite: None.

BEHV 426 - Behavioral Assessment (4.00)

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.

Prerequisite: None.

BEHV 427 - Methods for Changing Behavior I (4.00)

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

Prerequisite: None.

BEHV 430 - Legal and Ethical Issues (4.00)

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.

Prerequisite: None.

BEHV 434 - Methods for Changing Behavior II (4.00)

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

Prerequisite: None.

BEHV 445 - Advanced Topic Applied Behavior Analysis (4.00)

Reviews issues regarding the selection of behavior change procedures, functional analysis, verbal behavior, establishing operations and classroom management.

Prerequisite: None.

BEHV 449 - Directed Study (4)

NULL

BEHV 450 - Supervised Fieldwork Orientation (0)

BEHV-450 consists of self-paced learning modules completed online through the Moodle course page. There will be a 2-hour required meeting held toward the end of the semester. More information will be provided by the instructor.

BEHV 451 - Supervised Fieldwork (2)

BEHV 452 - Supervised Fieldwork (2)

BEHV 460 - Mentoring Orientation (0)

This course orients the students to the 5-course sequence of mentoring and supervision. These courses are experimental learning opportunies that provides students with access to guided application of skills and knowledge in an applied setting. It fulfills the requirements of the Behavior Analyst Certification Board for completion of a supervised fieldwork under the category of Supervised Independent fieldwork. BEHV-460 consists of self-paced learning modules completed online through the Moodle course page. There will be a 2-hour required meeting held toward the end of the semester. More information will be provided by the instructor.

Prerequisite: None.

BEHV 461 - Mentoring Supervision I * (4.00)

This course is an experimental learning opportunity that provides students with access to guided application of skills and knowledge in an applied setting. It fulfills the requirements of the Behavior Analyst Certification Board for completion of a supervised fieldwork under the category of Supervised Independent fieldwork.

Prerequisite: None.

BEHV 462 - Mentoring Supervision II * (4.00)

This course is an experimental learning opportunity that provides students with access to guided application of skills and knowledge in an applied setting. It fulfills the requirements of the Behavior Analyst Certification Board for completion of a supervised fieldwork under the category of Supervised Independent fieldwork.

Prerequisite: None.

BEHV 463 - MentoringSupervision III (2.00)

This course is an experimental learning opportunity that provides students with access to guided application of skills and knowledge in an applied setting. It fulfills the requirements of the Behavior Analyst Certification Board for completion of a supervised fieldwork under the category of Supervised Independent fieldwork.

Prerequisite: None.

BEHV 464 - Mentoring Supervision IV (2.00)

This course is an experimental learning opportunity that provides students with access to guided application of skills and knowledge in an applied setting. It fulfills the requirements of the Behavior Analyst Certification Board for completion of a supervised fieldwork under the category of Supervised Independent fieldwork.

Prerequisite: None.

BEHV 465 - Theoretical & Applied Issues in Skinner's Writings (4.00)

In this course, students read and analyze the concepts in Verbal Behavior (Skinner, 1957), such as the mand, tact, intraverbal, and autoclitic. The distinction between radical and methodological behaviorism is discussed, including a discussion of how behavior analysts treat private events and covert verbal behavior. Students read research on applications of verbal behavior to improving the communication of individuals with language delays. There is also an emphasis on practical applications of the analysis of verbal behavior. Products of this course include a teaching program based on verbal behavior and a paper extending ideas or research avenues in verbal behavior.

Prerequisite: None.

BEHV 465A - Seminar in Behavioral Education A (4.00)

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.

Prerequisite: None.

BEHV 465B - Seminar: Skinner's Verbal Behavior (4.00)

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.

Prerequisite: None.

CHL - CHILDREN'S LIT.

CHL 350 - The MFA Mentor (8)

NULL

CHL 400 - Virtual Orientation (0.00)

This required orientation course introduces all graduate students in the Gwen Ifill College of Media, Arts, and Humanities to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. This course describes program requirements; university, college, and program policy; and offers information about the full range of resources available to the students in support of their program. It also offers basic tutorial and instruction related to the use of Moodle (our learning management system), library resources, and other key tools used to support student learning.

Prerequisite: None. Crosslisted as: LIS 400.

CHL 401 - Criticism of Literature for Children (4.00)

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.

Prerequisite: None.

CHL 402 - Art + Text Chl Bks (4)

NULL

CHL 403 - The Picturebook (4.00)

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.

Prerequisite: None.

CHL 404 - Poetry for Young Readers (4)

Analyzes contemporary poetry accessible to children and young adults, following a brief historical overview of childrens 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 404A - Children's Poetry on Trial : You'll Be Judge, You'll Be Jury (2.00)

From 1979 to 2001, the Signal Poetry Award aimed to bring attention to the lack of children's poetry on store shelves and in scholarly venues, not only by granting the award itself, but also by publishing light-hearted, yet keenly critical essays about the year's poetic crop. When this award disappeared with the journal, its mantle was taken up by The Lion and the Unicorn Award for Excellence in North American Poetry, where it still remains. This class, taught by a four-time judge, will function like a mini-session of the Lion and the Unicorn Award. The class will study the award essays from both journals to get a sense of the critical issues favored by judges, and we will read a sampling of poetry books for children similar to any given year's selection, including the good, the meh, and the pyre-worthy amongst verse novel, nature poems, picture book, young adult, light verse, and nonsense. Just as the real judges do, we will form groups to determine the winners and write collaborative essays to defend our choices and comment on the wider field of entries. Of particular importance will be consideration of the book of poetry, rather than just a poem or series of poems, as well as a focus on the fraught relationship with poetic traditions. In the end, we will, collectively and individually, come to our own conclusions about what kind of book deserves the laurels-and what kind the gallows.

Prerequisite: None.

CHL 405 - Creating the Picturebook (4.00)

Guides the student through the consideration, exploration and experience of every aspect of making a picture book. 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.

Prerequisite: None.

CHL 411 - Victorian Children's Literature (4.00)

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.

Prerequisite: None. Crosslisted as: ENGL 511.

CHL 413 - Contemporary Realistic Fiction (4.00)

Studies the adolescents quest for a sense of self as she or he must struggle to affirm identity in ever-expanding Joycian circles of influence. Focuses on fiction published for both young adults and adults, drawing from the work of Brock Cole, Robert Cormier, M.E. Kerr, Chris Lynch, Kyoko Mori, Walter Dean Myers, and Virginia Euwer Wolff, among others.

Prerequisite: CHL-401.

CHL 414 - Fantasy and Science Fiction (4.00)

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

Prerequisite: None.

CHL 415 - A Whole Book Approach to Picturebook Art & Design (2.00)

Provides an overview of The Whole Book Approach, a storytime model developed by Megan Lambert in association with The Eric Carle Museum of Picture Book Art, which is grounded in critical engagement with the picturebook as a visual art form. Students will critically engage with the design and production elements of a broad range of contemporary picture books, employing Structuralist, Reader Response, and other approaches to examining how words, pictures and design impact readers' engagement with primary texts. The course will also include opportunities for students to observe WBA storytimes to see how theory informs practice as children engage with picturebooks in facilitated readings.

Prerequisite: None.

CHL 418 - Australian Children's Literature (4.00)

Examines the growth of an indigenous literature for children and its contemporary flowering in both writing and illustrating. Emphasizes work published since 1970, except for some major writers such as Ivan Southall, Patricia Wrightson, Joan Phipson, and Eleanor Spense. Includes all genres.

Prerequisite: CHL-401.

CHL 419A - Genre Study: Canadian Fantasy (2.00)

Examines origins, post-colonial development and current trends of Canadian children's fantasy. Analyzes the construction of conventional fantasy motifs in picture books, 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.

Prerequisite: None.

CHL 419B - Genre Study: Humor (2.00)

This course will examine the many facets of humor in literature for young people, focusing particularly on the literary, historical, and societal significance of making readers laugh. Students will examine the history and philosophy behind humor for children, as well as the uses of humor as entertainment, social commentary, and literary device. The class will also consider how specific humor techniques make a text funny for particular audiences, and how subjectivity, societal influences, and personal preference play a role in judging a comedic work's success.

Prerequisite: None.

CHL 420 - Project Thesis/Tutorial (4.00)

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

Prerequisite: None.

CHL 421 - Children's Book Publishing (4.00)

Surveys the history of childrens book publishing in the U.S. and then focuses on the various stages of the contemporary childrens book publishing process editing, art direction and design, and marketing. Practioners from each of these areas will share their expertise and involvement in the evolution of a books creation. The final assignment requires that each student will develop a publishing project and show how such a book would be published.

Prerequisite: None.

CHL 422 - Editing the Children's Book Manuscript (2.00)

Traces the editorial process from acquisition to development to production to publication, teaching essential editorial functions such as manuscript selection, proposal writing, and editing; illustrator selection and pagination; cover development; production options; and the creation of sales and marketing materials. Through a combination of editorial exercises, classroom discussions of genres and editorial functions, readings, and interviews with children's book editors in the field, this six-session course gives an in-depth, practical understanding of how children's literature is selected, refined, and produced for the marketplace.

Prerequisite: None.

CHL 423 - 19th Century American Childrens' Literature (4.00)

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

Prerequisite: None. Crosslisted as: ENGL 423.

CHL 424 - Nonsense Literature for Children: Structured Absurdity, Subversion, & Certain Creatures of the Sea (2.00)

In 1846, when Edward Lear's A Book of Nonsense first appeared, the word "nonsense" meant little more than a meaningless trifle. But by 1888, after Lear and Lewis Carroll had transformed the word as a result of their "nonsense" publications for children, Sir Edward Strachey was able to proclaim this new hybrid genre "a true work of the imagination, a child of genius, and its writing one of the Fine Arts." In this class, we will explore Strachey's claim by looking to the historical, political, and cultural contexts for the development of literary nonsense for children, primarily in England and America, but also around the world. 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 of the eighteenth century. The heart of this class will lie in the Victorian period, but we will look backwards to changing concepts of childhood, the market of children's literature, and shifting political and social contexts. We will then look forward to the myriad paths nonsense has since taken, up to the present day, with writers such as Laura Richardson, Carl Sandburg, Mervyn Peake, Edward Gorey, Dr. Seuss, and Dave Eggers, in addition to writers and artists from eastern and western Europe, India, and Africa.

Prerequisite: None.

CHL 424B - Verse Novels, Narrative Poetry (2.00)

In this course we'll read and critique poetry for children and verse novels, which combine the pull of story with finely pared or lyrical language. We'll consider book-length narratives that rely on formal elements such as meter and rhyme and those written in free verse, depending for their power on well-chosen nouns and verbs, startling conjunctions, and echoing imagery. Some poetry may be more musical than linear, with an emphasis on concision and pacing, but poetry and prose exist on a spectrum, and we'll examine where borders blur.

Prerequisite: None.

CHL 424C - Series Fiction (2.00)

Often decried as less than literary, series fiction for children deserves critical attention as it comprises a body of material that is conceived of, written, structured, and subsequently read and evaluated in a way that distinguishes these books from stand-alone literary works for children. This course will consider series fiction through the lenses provided by Marxist literary criticism and will attend not only to the content of series fiction, but also its creation.

Prerequisite: None.

CHL 425 - Folk and Fairy Tales (4)

Examines fairy and folktales from classical origins to modern anthologies, orality to literacy, focusing on the Grimms and the phenomenon they canonized. Considers the cultural and psychological messages encoded in the tales, the various frames placed around them by their tellers (old women, male philologists, jongleurs, and modern anthologizers), and the various historical and social functions tales have filled at different times. Also surveys the major 19th and 20th century schools of tale interpretation. Develops skills in close reading and analysis of tales. Staff.

CHL 426 - The Child in Fiction (4)

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 childrens 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: Folk & Fairy Tales (2.00)

This course acts as an entry point to one of the most fevered debates of children's literature: are fairy tales for children? To move toward an answer, students will examine the complicated and evolving histories of both collected and individual stories, in both traditional art forms (e.g., fiction, poetry, picturebooks, film, music) and material culture (Halloween costumes, theme parks, and even cocktails). Which stories do we remember, and why? How do we make meaning of their earlier forms, as well as their contemporary re-visionings? And, finally, how do we define the relationship between "folk" and "fairy," literature and the child?

Prerequisite: None.

CHL 427B - The Americanization of Fairy Tales (2.00)

Jack Zipes, an American academic and folklorist, said: "Walt Disney cast a spell on the fairy tale, and he has held it captive ever since." Each reinvention, reinterpretation, and reimagining of these tales supposedly creates new stories to serve modern needs, but is this done at the expense of both the tales themselves, and the child audiences for whom they are intended? The purpose of this course is to examine various fairytale adaptations in an attempt to determine why these stories are such an inedible part of American childhood. Through examination of adaptations from Disney's The Little Mermaid to Jon Scieszka's The True Story of the Three Little Pigs and Bill Willingham's Fables graphic novels, this class will debate whether sanitizing these fairytales strips them of their moral and psychological complexity. We will ask ourselves: what elements of these tales provide their staying power? Can there be fidelity to fairytales? Can we adapt them for modern times without destroying them in the process?

Prerequisite: None.

CHL 428 - Myth Patterns /Chl (4)

NULL

CHL 428A - The Graphic Novel (4.00)

The Graphic Novel bears lineages both in and parallel to Children's Literature. In this class we will explore the lineages of graphic novels as well as the the formal qualities, visual, literary and otherwise, of the graphic novel as a medium. Considering the graphic novel as both visual object and visual practice, the course interrogates and analyzes graphic narratives and their cultures. Alongside primary texts, students will pair critical theory in their reading of criticism and scholarship, with critical making through low stakes production-based exercises.

Prerequisite: None.

CHL 429 - Mythic Patterns (4)

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CHL 429A - Rereading Race in Classic Children's Literature (2.00)

This course will examine a set of classic 19th/20th century texts that have attracted controversy first as historical artifacts, examining their cultural importance at the time they were written. What messages were they disseminating and how did these novels reflect the times in which they were penned? How do we relate to children's literature that was once widely popular, when the viewpoints it espouses become outdated. We will also discuss what role these same works have in 21st century society. When some of the beliefs and messages are outdated, what is left of value in the texts to make them worthy not just of preservation, but of study? On one hand, children are in the process of forming their own identities and thus, might be more impressionable. However, while it might be simpler to ban books whose messages we now find offensive, that also cuts children off from characters whose adventures, problems, and narratives have enriched readers lives for well over a century. We will not focus on the idea of rehabilitating the texts; rather, we will concentrate on discovering ways to bring them into a modern literary conversation about race, gender, and the history of colonialism.

Prerequisite: None.

CHL 429B - The Girl Reader, 1868-1908 (2.00)

The title of this course is a direct and deliberate allusion to Kate Flint's The Woman Reader, 1837-1914, a book she describes as an "examin[ation] of the topos of the woman reader, and its functioning in the cultural debate between the accession of Queen Victoria and the First World War." In this course, we'll examine the topos of the girl reader, focusing on four classic versions of this figure: Jo March, Rose Campbell, Rebecca Rowena Randall (named for the two heroines of Scott's Ivanhoe), and Anne Shirley. The cultural debate we'll consider has to do with both gender-in that we will be thinking about the status of the girl reader at the height of first-wave feminism-and genre, as we consider what John Guillory calls the "institutional presentation" of the canonical in books for young girls written during the Golden Age of children's literature. We'll think about the valorization of Wordsworth in Rebecca of Sunnybrook Farm, of Scott in Alcott's Eight Cousins, of Shakespeare and Dickens in Little Women, of Tennyson in Anne of Green Gables, for example. We'll compile reading lists of what the girls in these novels read; we'll look at scenes of participatory reading, and we'll think about these characters' "fictional reading" (the phrase is Flint's) versus our own actual reading.

Prerequisite: None. Crosslisted as: ENGL 523.

CHL 429C - Culture Matters in Children's Literature (4.00)

Pete Seeger, quoting his musicologist father, famously said that "plagiarism is basic to all culture." Taking as its premise the principle that culture is thus essentially a collaborative exercise, this course will examine how American children's literature written in English has moved from its monocultural roots in British literature to one that strives to include modern America's many cultures, including diverse racial and ethnic groups, sexual orientations and identities, and abilities. Students will grapple with issues of representation and intersectionality as they arise from identity politics-of the creators, the gatekeepers, and the putative and actual audiences-and consider how well traditional critical methodologies accommodate them. Can the Other become Us? Should it?

Prerequisite: None.

CHL 429D - The Girl Reader II, 1900-1950 (2)

Examines the topos of the girl reader in terms of gender and access, focusing on the public library and the social network Goodreads. Goodreads is an increasingly valuable collection of what Lisa Nakamura calls "vernacular literary criticism," and we will both use Goodreads and theorize our use of it.

Prerequisite: None.

CHL 430 - Writing for Children I (4.00)

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

Prerequisite: None. Crosslisted as: CHL 431.

CHL 431 - Writing for Children II (4.00)

Explores the writing of a book through various writing exercises and discussion of student work, and literature in the field. Elements of the picture book, such as illustration,design, format, and specific genres will be examined as they relate to the creation of a solid text.

Prerequisite: None. Crosslisted as: CHL 430.

CHL 434 - The Child & The Book (4.00)

Explores accounts of childhood reading through critical analysis and primary reading of fictional and artistic depictions of the child as a reader; reader response 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. Beginning reader books and early chapter books are primary course text, and the course considered the historical development of these forms.

Prerequisite: None.

CHL 435 - Contemporary Considerations (4)

Provides a rare opportunity to examine the entire body of a writers work. Develops critical skills through study of the completed works of three important writers of childrens literature. Requires corollary readings of literary criticism pertaining to each author. A book-by-book exploration of the writers evolution, style, themes, ideology, and ultimately achievement with an eye to the connections between books and to the authors work as a whole. Bloom.

CHL 435A - Creators & Ideologies: Illustrator (2.00)

Provides a rare opportunity to examine the entire body of Eric Carle's work as a fine artist, with particular emphasis on his ground-breaking work as a picturebook artist. The course will develop critical writing about picturebooks through a contextualized study of Eric Carle's work as well as corollary readings of literary, art, and historical materials. The course will explore the artist's evolution, style, influences, achievement, medium, and aesthetics. Students will complete studio work and final projects grounded in their professional interests. In addition, the course will seek to understand Carle's legacy as the founder of the first museum devoted to picturebook art.

Prerequisite: None.

CHL 435B - Creators & Ideologies: Author (2.00)

Provides a unique opportunity to examine the entire body of a writer's work. Develops critical skills through study of the developing, revised, and completed works on writer for children or young adults. Requires corollary readings of literary criticism. 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.

Prerequisite: None.

CHL 436 - Nonfiction:the New Frontier in_Children's Books (4)

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

CHL 436A - Nonfiction: Narrative (2.00)

Narrative nonfiction examines nonfiction that is told as story, whether history, such as Jim Murphy's The Plague, or science, such as Phillip Hoose's Moonbird. Biography, as well as some graphic novels and poetry volumes, fall into this area of study. A history of the subgenre, an examination of reader gender preferences, and a discussion of award winners will be included. Books will include those targeted preschool through young adult.

Prerequisite: None.

CHL 436B - Nonfiction: Expository (2.00)

Expository nonfiction studies nonfiction that is presented in a variety of organization patterns, including enumeration (Actual Size by Steve Jenkins); cause/effect (I Face the Wind by Viki Cobb); compare/contrast (Nic Bishop, Spiders), question/answer, fact/opinion and the like. A history of the subgenre, and examination of reader gender preferences, and a discussion of award winners will be included. Books will include those targeted preschool through young adult.

Prerequisite: None.

CHL 436C - Metafiction & Self-Reflexivity (2)

Over the past two decades, the postmodernist interest in fluid meaning-making, the possibility of multiple meanings within a single text, and a foregrounded interest in playfulness in literary creation has infused literature for children and young adults. The overt and intentional foregrounding of the text as a fiction asserts a vitality that excites creators and establishes new subject positions for readers. This course examines central aspects of metafiction in literature for children and young adults with particular attention to framing devices, polyphonic narrations, obtrusive narrators, parodic play, intertextuality, typographic experimentation, and a mingling of styles, genres, and modes of discourse.

CHL 437 - Special Topics in Children's Literature (4.00)

This co-taught course offers a thematic exploration of children's and young adult literature as viewed through the sometimes complementary, sometimes contradictory disciplinary lenses of literary criticism and library science. Topics for discussion include the differences and similarities between professional reviewing and literary criticism, literary reception and the reading audience, and the intersections between theory and practice. This course is required for a Dual Degree in LIS/Children's Literature.

Prerequisite: None. Crosslisted as: LIS 405.

CHL 438 - Greening of Children's & Young Adult Literature (2.00)

Grounded in literary analysis and respect for the earth, ecocriticism is a way to respond to global injustices and accelerating climate crisis. It asks, what is the role of the humanities in addressing environmental issues and in forming possible solutions? To answer, this course will build a theoretical foundation for ecocriticism as it applies to children's and young adult literature. Drawing from a diverse range of voices and texts (e.g., The Lorax, The Birchbark House, The Hunger Games, The Hate U Give), we will work to decenter dominant paradigms, which privilege (white) human life above all other nature, by troubling ideas of what constitutes wilderness, consciousness, agency, and growth.

Prerequisite: None.

CHL 441 - MFA Mentorship I (4.00)

Provides MFA students individual mentoring from a childrens 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.

Prerequisite: None.

CHL 442 - MFA Mentorship II (4.00)

Provides MFA students individual mentoring from a childrens 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.

Prerequisite: CHL-441.

CHL 449 - Directed Study (1.00)

A directed study allows students to pursue an in-depth research project in an area of their interest, directed by a qualified graduate faculty member.

Prerequisite: CHL-504.

CHL 450 - Independent Study (4.00)

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 candidates professional work and represent a model for use by others.

Prerequisite: None.

CHL 451 - The Reviewer (2.00)

Whom does the review serve? Keeping in mind at all times this framing question, this course will provide an exploration of children's book reviewing, covering historical trends and focusing on contemporary practices; analysis of journals; formal experience in writing, reading, and editing reviews; and foundations of literary criticism

Prerequisite: None.

CHL 491 - Metamorphosis (4)

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CHL 492 - Me and My Shadow (4)

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CHL 501 - Children's Literature Symposium; Food, Glorious Food (4)

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CHL 502 - Crimes and Misdemeanors (4)

2009 Institute: Crimes and Misdemeanors Thursday, July 23 ? Sunday, July 26, 2009 Speakers scheduled to appear include: Gareth Hinds, Lenore Look, Marilyn Nelson, Martha Brooks, Kevin Henkes, Avi, Blue Balliett, JonArno Lawson, Natalie Babbitt, Ellen Levine, Kristin Cashore, Jack Gantos, and M.T. Anderson. The seminar will be lead by Roger Sutton, current editor in chief of The Horn Book Magazine.

CHL 503 - The Body Electric (4)

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CHL 504 - Love Letters (4)

CHL 505A - Summer Symposium: Homecoming (4)

CHL 506 - Summer Symposium: (im)possible dreams (4)

CHL 507 - Make Way: Summer Symposium and Institute (4)

Examines all genres of children's literature, from picture-book through young adult novel, nonfiction, and poetry, through a thematic lens. Culminates in a long weekend in which authors, illustrators, editors, and critics of children's literature bring their unique vision to the theme. Past summer symposia have been "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).

Prerequisite: None.

CHL 513 - Survey of Literature for Children and Young Adults (4.00)

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.

Prerequisite: None. Crosslisted as: CHL 313.

CHL 550 - Thinking Through Art (4)

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CNBH-Coll-of-Nat-Behav-Hlth-Sci

CNBH 404 - Advanced Pathophysiology (4)

This course in organ systems physiology is designed to teach the fundamentals of normal function that are essential to understanding clinical problems. Examples from pathophysiology are used to illustrate physiological concepts. This course includes all major organ systems. It assumes previous academic preparation in anatomy and physiology and an understanding of basic algebra and simple physiology. Discussion sessions and problem sets provide opportunities to synthesize content and discuss clinical problems. This course is only offered in the September semester and can be completed by non-degree students (excluding Direct Entry candidates and non U.S. citizens who must enroll full-time) to waive the GRE requirement for application if a grade of B or better is earned.

CNBH 660 - Perspectives in Research and Theory in Health Profession Education (3)

This course helps students master the process of synthesizing literature to form clear problem statements; develop researchable, answerable, and meaningful questions for further dissertation inquiry; and identify relevant constructs towards their dissertation. Students are guided through an exploration of research literature, which will serve as the foundation for an initial draft of chapters 1 and 2 of their dissertation proposal.

Prerequisite: Requires consent.

CNBH 661 - Applied Statistics I (3)

This first course in a 2-part statistics sequence is a fast-paced introduction to applied statistics. Issues in survey design, observational studies and randomized experiments will also be covered. The overarching goal of the course is to provide students with the ability to identify the appropriate statistical method for their data, perform the analysis (using statistical software), and interpret the output in the context of the problem. A secondary goal of the course is to provide students with the ability to confidently critically analyze research literature.

Prerequisite: None.

CNBH 662 - Applied Statistical Analysis II (3)

The course will cover: (i) Correlation and Simple Linear Regression, (ii) Multiple Linear Regression, (iii) Simple Logistic Regression, (iv) Multiple Logistic Regression. The course will make extensive use of statistical software packages (SPSS and/or R). The overarching goal of the course is to provide students with the ability to identify the appropriate statistical method for the data they have or plan to obtain, perform the analysis (using statistical software), and interpret the output in the context of the problem.

Prerequisite: None.

CNBH 663 - Design of Qualitative Research Methods (3)

This course introduces students to the historical and philosophical foundations of qualitative research methodology, key research strategies in qualitative research, and principles for research design in qualitative research. It involves intensive analysis of the theory and practice of qualitative research, including a review of primary methods such as grounded theory, case study, narrative, and phenomenology, among other approaches. Emphasis is placed on research design, multiple methods of data collection, and the exploration of the impact of researcher identity in this research process. Methodologically, students are introduced to participant observations and interviewing in context.

Prerequisite: Requires consent.

CNBH 664 - Qualitative Research Analysis (3.00)

Prerequisite: Requires consent.

CNBH 665 - Leadership and Organizational Change in Health Professions Education (3)

This course examines principles of effective and inclusive educational leadership and explores techniques for facilitating institutional reform and innovation in a variety of health professions education settings. It also explores contemporary organizational theory and research relevant to health professions education and change management. It introduces operational and administrative problems related to the design, implementation, and evaluation of innovation in health professions education

Prerequisite: Requires Consent.

CNBH 666 - Quantitative Research Methods (3)

This course provides a foundation to prepare students to design a quantitative research educational study. Initial emphasis is placed on critically reading and interpreting published quantitative research in terms of applicability to health professions education. The course includes research literature to clarify and expand on key research concepts of design, subject selection, measurement and data collection, appropriateness of statistical tests, validity and reliability, and ethical principles of research. At the end of the course, the student will be able to apply the research process to answer a quantitative research question.

Prerequisite: Requires consent.

CNBH 667 - Doctoral Forum (0)

A series of non-credit-bearing workshops for feedback on the dissertation proposal development.

CNBH 670 - Proposal Development (3)

Students will develop and defend a proposal for dissertation research according to the posted dissertation guidelines. The proposed research may be qualitative or quantitative or a combination of these. During this course, students will identify potential members for a dissertation committee. The proposal is an independent endeavor completed with course faculty and dissertation committee members' critical review and support. Students should expect iterative and numerous substantive revisions to the dissertation proposal. Course deliverable includes the oral defense of the dissertation proposal and IRB application submission if applicable. A letter grade will not be assigned if the defense is not accomplished, rather a placeholder of 'S' for satisfactory progress will be applied until the proposal is successfully defended.

Prerequisite: Requires consent.

CNBH 671 - Proposal Extension (0)

Students who are not able to complete a dissertation proposal in CNBH 670 Proposal Development may take one additional semester of Proposal Extension, which is a non-credit-bearing course. The student will receive a grade for the Dissertation Proposal course only after successfully defending the proposal. Registration for this extension will result in an additional fee equal to one credit.

Prerequisite: Requires consent.

CNBH 690 - Dissertation

During this course, the student will complete the research and pass an oral defense of the dissertation. Students enter this phase when ready for data collection, meaning that a written dissertation proposal has been defended, approved, and revised, if needed, and all IRB permissions have been obtained. The six credits for this course are generally spread over two semesters.

Prerequisite: Requires consent.

CNBH 699 - Dissertation Extension (0)

Students who do not complete and defend their dissertation in CNBH 690 Dissertation are able to take CNBH 699 Dissertation Extension, which is a non-credit bearing course. It has a 'continuing student fee' of 1 credit per semester for each semester of continuation.

Prerequisite: Requires consent.

PHD – BEHAVIOR ANALYSIS

DABA 600 - History of Applied Behavioral Analysis (4.00)

In this course students will study the philosophy of verbal behavior and the application of Skinner?s principles. Particular emphasis will be placed on the application of the science of behavior analysis to teaching verbal behavior. The primary verbal operants, which are most often initially discussed in relation to teaching language, are echoics, mands, tacts, and intraverbals. Within this course we will explain the functions of these operants and how they may be taught. Within this course we will also teach establishing operation and how they relate to teaching language. All readings will be complimented by a study of Skinner's seminal book Verbal behavior.

Prerequisite: None.

DABA 601 - History of Behaviorism (4.00)

In this class we will review the presuppositions of behaviorism and critically analyze those presuppositions. This will be accomplished by reviewing the work of Watson and Skinner.

Prerequisite: None.

DABA 610 - Verbal Behavior (4.00)

In this course students will study the philosophy of verbal behavior and the application of Skinner's principles. Particular emphasis will be placed on the application of the science of behavior analysis to teaching verbal behavior. The primary verbal operants, which are most often initially discussed in relation to teaching language, are echoics, mands, tacts, and intraverbals. Within this course we will explain the functions of these operants and how they may be taught. Within this course we will also teach establishing operation and how they relate to teaching language. All readings will be complimented by a study of Skinner's seminal book Verbal Behavior.

Prerequisite: None.

DABA 615 - Behavioral Research in Education (4.00)

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.

Prerequisite: None.

DABA 616 - Behavioral Consultations in Schools (4.00)

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. Classes address 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.

Prerequisite: None.

DABA 620 - Organizational Behavior Management (4.00)

This course examines the roles that the consequences and context of behavior play in the acquisition, maintenance, and structure of behavior. Thorough knowledge of the principles of operant and respondent conditioning in addition to methods, measurement, and quantification, serve as the basis for this course. This course also examines some of the integrative theories, including the matching relation. Topics will include response differentiation and induction, the generation of complex response units, contextual control, stimulus equivalence, respondent conditioning, choice, molecular determinants of behavior, mathematical models of behavior, the dynamics of behavior during transition states and approaches to linking the analysis of behavior of neural function. Topics addressed at the level of behavior will be extended to some aspect of nervous system function and on neural mechanisms of choice.

Prerequisite: None.

DABA 625 - Advanced Functional Assessment & Analysis (4.00)

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

Prerequisite: None.

DABA 630 - Experimental Analysis of Behavior (4.00)

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.

Prerequisite: None.

DABA 635 - Behavioral Medicine (4.00)

Behavioral Medicine is an important area of research, teaching, and clinical practice. It is the study of the factors influencing the behavioral and physical health of people and takes a biopsychosocial approach in accounting for illness and behavioral health.

Prerequisite: None.

DABA 640 - Scholarly & Professional Activity (4.00)

The purpose of this course is to expose doctoral candidates to the publication process. Candidates will either select a study that they have already completed but have yet to write up or be assigned a completed study by the instructor. The goal of this course is write up the study and submit it to a peer-reviewed journal for publicationtakes.

Prerequisite: None.

DABA 650 - Advanced Experimental Design (4)

DABA 670 - Dissertation Seminar (2)

DABA 690 - Dissertation (4)

DABA 695 - Special Topics (4)

DABA 699 - Dissertation Extension (0)

DEDU - EDUCATION

DEDU 650 - Independent Study (4)

NULL

DEDU 651 - Applied Statistical Analysis I (4.00)

The first in a two course sequence covering modern intermediate applied statistical methods and their relationship to research design. Applied Statistical Analysis I will focus on methods of bivariate data analysis and inferences. Students will become proficient in SPSS. Issues in survey design, observational studies, and randomized experiments will also be covered.

Prerequisite: None.

DEDU 652 - Applied Statistical Analysis II (4.00)

DEDU 652 is the second half of a year-long intermediate, applied statistics course that includes the statistical methods most frequently used in medical research. After a review of the topics covered in DEDU 651, the course will cover: (i) Correlation and Simple Linear Regression, (ii) Multiple Linear Regression, (iii) Simple Logistic Regression, (iv) Multiple Logistic Regression. The course will make extensive use of the statistical software package SPSS.

Prerequisite: None.

DEDU 653 - Qualitative Research (3.00)

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.

Prerequisite: None.

DEDU 654 - Quantitative Research (4.00)

Quantitative research focuses on designing research studies that measure and quantify the relationships between variables. The course will consider sample size, quantitative methodologies and design possibilities, replication, and reliability.

Prerequisite: None.

DEDU 655 - Diversity in Education (4.00)

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.

Prerequisite: None.

DEDU 656 - Pedagogy for Adult Learners (4)

NULL

DEDU 670 - Dissertation Seminar (2.00)

The seminar is designed to assist students in the preparation of their dissertation project proposal. Classes will include presentation and discussion of students' work-in-progress. The course will move back and forth between theoretical considerations and practical ones and we will cover such topics as problems and pitfalls of selecting topics, criteria of acceptability, literature reviews, developing a theoretical framework, selection of methodology, methodological issues prominent within the major topics of the students' different disciplinary fields, issues relevant to data analysis, selection of a dissertation committee, developing a timetable for the completion of the dissertation project as well as procedures for insuring the protection of human subjects.

Prerequisite: None.

DEDU 671 - Independent Study (4)

NULL

DEDU 690 - Dissertation (Variable)

NULL

DEDU 699 - Dissertation Extension (0)

NULL

DEDU 699A - Dissertation Extension #1. (0)

NULL

DEDU 699B - Dissertation Extension #2 (0)

NULL

DEDU 699C - Dissertation Extension #3 (0)

NULL

DPT - DOCTOR OF PHYSICAL THERAPY

DPT 500 - DPT Bridge Program Costs (0)

NULL

DPT 612 - Professional Seminar (1.00)

Professional Seminar is a continuum of courses scheduled during each academic semester that builds on the foundational elements of professional development and professional behavior in the physical therapy profession. In this semester we will explore the foundational concepts of professional behaviors, ethical principles and core values, and cultural competence and sensitivity, as we begin to experience and build some of the abilities and attitudes that are essential to establishing professionalism in practice. We will also explore some concepts at the foundation of lifelong learning: metacognition and self-assessment. This course will also include an introduction to the Integrated Clinical Experiences (ICE) which will be at the core of your professional development this semester. Each student will be assigned to an ICE for 1 day a week for 4 weeks. Experiences will be primarily in either an outpatient orthopedic-focused setting, or home care with the VNA. As your experience in the clinic develops, we will discuss and apply concepts of ethics and decision making, and the development of effective client/provider relationships that are essential for effective clinical practice and quality client experiences. We will take a look at the experience of illness and disability from the point of view of the patient and family, including the psycho/social/spiritual aspects of disability, and examine how best to work with patients with different kinds of illness and disabilities.

Prerequisite: None.

DPT 613 - Professional Seminar (1.00)

The professional seminar for this semester has been designed to continue some discussion threads from previous professional seminars (DPT 612) and Integrated Clinical Experiences, and elaborate on those concepts in order to prepare for your upcoming full-time clinical experience and future as a physical therapist. Discussion topics will help you continue to develop clinical competency and professional identity. In the first part of the semester, course content focuses on increasing awareness of professionalism and developing professional identity. In the second half of the semester we will focus our presentations to help you understand your role and responsibilities, as you begin to prepare for your initial clinical experience. In addition, you will participate in a simulation lab experience with a focus on home care and working as part of an inter-professional team. All of these activities are designed to help you continue with professional development, and feel prepared, informed and confident in your abilities as you enter into your first full time clinical experience. Integrated Clinical Experiences (ICEs) will also be included within the course. Each student will be assigned to an ICE for 1 day a week for 5 weeks. Experiences will be primarily in either an outpatient orthopedic setting, or home care with the VNA.

Prerequisite: None.

DPT 621 - Human Anatomy (7.00)

Knowledge of human anatomy is essential for physical therapists to make clinical decisions regarding examination, evaluation, diagnosis, prognosis, and development of a plan of care for patients and clients. This course is an in-depth study of the human body through cadaver dissection and lecture/discussion. Students apply the knowledge gained in this course to all subsequent physical therapy courses.

Prerequisite: None.

DPT 622 - Movement Science (3.00)

This course provides students with the basis for understanding normal human movement. Emphasis is on biomechanics, joint structure, muscle physiology, muscle activity, exercise physiology and neurophysiology. Students explore the interaction between the systems that produce normal human movement and begin to consider how movement is affected by pathological conditions.

Prerequisite: None.

DPT 623 - Movement Science 2 (3.00)

In this course, students continue to explore normal human movement. Emphasis is on biomechanics, joint structure and function, muscle physiology and muscle activity. Students explore the complex interaction between systems that produces normal human movement, and consider how movement is affected by pathological conditions. Students will further develop regional human anatomy knowledge of the lower quarter for integration into clinical examination and intervention skills. Laboratory activities provide students the opportunity to apply anatomical and biomechanical knowledge to clinical examination techniques for further comprehension of the lower extremity and lumbopelvic spine. Laboratory activities focus on analysis of normal muscle and joint function through observation, palpation, examination, case study analysis, gait analysis, and application of biomechanical principles to daily activities.

Prerequisite: None.

DPT 631 - Clinical Medicine (2.00)

In this introductory course, students learn basic concepts that will be utilized throughout the duration of the DPT program and their careers. Students will learn fundamental principles related to imaging, pharmacology, and body systems not covered elsewhere in the curriculum. The course will be framed within the context of the Human Movement System and the International Classification of Functioning, Disability, and Health. Lectures will incorporate active learning strategies and emphasis will be made to incorporate content from the co-requisite course DPT 621 Human Anatomy. The focus of this course will be to lay the foundation of information by introducing students to concepts that they will apply in future courses.

Prerequisite: None.

DPT 632 - Concepts & Skills in Physical Therapy (3.00)

In this course, students learn and apply concepts and skills that are basic to the practice of physical therapy. Students learn how patients move in their environment and practice teaching and assisting them with these skills. There is an emphasis on professional behavior and the development of competent communication skills. Other issues that will be considered include awareness of safe infection control policies, sensitivity to ethical issues and culture in health care, psychological reactions to disease and disability, and legal issues in the health care environment. Through lecture, lab and interactive case-based experiences, students practice management of these core issues as they develop the foundational clinical skills in physical therapy practice.

Prerequisite: None.

DPT 633 - Concepts and Skills in Physical Therapy II (3.00)

Students learn and apply concepts and skills that are basic to the practice of physical therapy. Students learn how patients and clients move within their environments, and practice teaching and assisting them with the applicable skills. The semester includes lecture, laboratory, and discussion. There is an emphasis on developing professional behaviors and communication skills as well as hands-on skills.

Prerequisite: None.

DPT 652 - Evidence Based Practice (2.00)

This course focuses on preparing students to critically analyze research literature. Emphasis is placed on critically reading and interpreting published research in terms of applicability to the practice of health care professionals. Taught using discussions and lecture, this course provides a foundation for subsequent participation in research and evidence-based practice.

Prerequisite: None.

DPT 653 - Evidence Based Practice 2 (2.00)

This course builds on learning from DPT 652 and integrates learning from DPT 762. Students determine and write clinically-applicable and answerable questions that relate to diagnosis, prognosis, and interventions for patients with musculoskeletal problems. Using questions as a base, students implement literature searches and critically appraise the articles found based on the search. Students discuss the credibility of the research, including issues of bias, confounding, statistical significance and clinical importance. Emphasis is on discussion of the strength of the evidence and its relevance to the management of their patient. Students build a library of CATs related to management of patients with musculoskeletal conditions.

Prerequisite: None.

DPT 672 - Frameworks of Physical Therapy: Musculoskeletal I (7.00)

Students learn and apply anatomy, physiology, epidemiology, and pathology as they explore the issues of disease risk and prevention, as well as medical, surgical, pharmacological, psychological and physical therapies in the management of individuals with cardiovascular and pulmonary diseases. This semester includes tutorials, lecture, laboratory, and integrated clinical experiences. The core foundations for practice are blended into each tutorial case. Issues related the care of patients of all ages are explored and discussed. Emphasis is on history taking, system review, physical therapy examination, diagnosis, prognosis, evaluation, and development of a physical therapy plan of care. Further emphasis includes evidence-based physical therapy prevention and intervention of acute and chronic patient problems. Students are also introduced to a disablement model used to understand the progression from disease to disability. Students also practice clinical decision-making, professional communication and documentation.

Prerequisite: None.

DPT 673 - Frameworks of Physical Therapy: Musculos keletal II (7.00)

This course is a continuation of DPT 762. Students expand their knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of musculoskeletal problems and more complex patient cases.

Prerequisite: None.

DPT 701 - Clinical Experience I (5.00)

Students apply knowledge and skills in patient/client management in a health care setting and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 12 weeks.

Prerequisite: None.

DPT 712 - Professional Seminar (1.00)

The professional seminar for this semester has been designed to build upon the first full-time clinical experience, as well as discussions from previous professional seminars. The emphasis is on re-visiting the PT Code of Ethics and core values as seen through the perspective of the clinical environment to further continue to help define professional identity. To support further professional development students will be asked to complete the first three APTA Professional Modules We will also work on relaxation/meditation skills in patient education for managing acute and chronic stress. In developing the skills necessary for including mindfulness and meditation in patient education, students will also gain personal health benefits from these practices. As a complement to meditation in managing stress and chronic pain, we will also explore other stress management tools such as cognitive behavioral therapy (CBT), to gain awareness of the influence of perception, thoughts and beliefs on health and behavior change. Integrated Clinical Experiences (ICEs) will also be included within the course. Each student will be assigned to an ICE for 1 day a week for 4 or 5 weeks. These experiences will focus on developing skills in management of patients primarily in a general inpatient setting.

Prerequisite: None.

DPT 713 - Professional Seminar (1.00)

The professional seminar for this semester has been designed to build upon the first full-time clinical experience, as well as discussions from previous professional seminars. The emphasis is on re-visiting the PT Code of Ethics and core values as seen through the perspective of the clinical environment to further continue to help define professional identity. To support further professional development students will be asked to complete the first three APTA Professional Modules We will also work on relaxation/meditation skills in patient education for managing acute and chronic stress. In developing the skills necessary for including mindfulness and meditation in patient education, students will also gain personal health benefits from these practices. As a complement to meditation in managing stress and chronic pain, we will also explore other stress management tools such as cognitive behavioral therapy (CBT), to gain awareness of the influence of perception, thoughts and beliefs on health and behavior change. Integrated Clinical Experiences (ICEs) will also be included within the course. Each student will be assigned to an ICE for 1 day a week for 4 or 5 weeks. These experiences will focus on developing skills in management of patients primarily in a general inpatient setting.

Prerequisite: None.

DPT 714 - Professional Seminar (1.00)

The professional seminar for this semester has been designed to build upon your prior clinical experiences, as well as topics from previous professional seminars to help prepare for your final two full time clinical experiences and your future as a physical therapist. The seminar will include discussion topics, guest speakers, and assignments to assist you in preparing for upcoming clinical experiences and move forward with your professional development so that you feel prepared, informed and confident in your abilities to enter into the profession of Physical Therapy. Integrated Clinical Experiences (ICEs) will also be included within the course. Each student will be assigned to an ICE for 1 day a week for 4 weeks in either DPT 713 or DPT 714. Experiences will be in a variety of settings, which include, but are not limited to: neuro (IP or OP), women's health and/or pediatrics. Please refer to Clinical Education Manual for Policy and Procedures.

Prerequisite: None.

DPT 722 - Integument, Prosthetics, & Orthotics (2)

NULL

DPT 724 - Advanced Topics (3.00)

This course is designed to build upon concepts covered in prior musculoskeletal and clinical course work and introduce advanced and specialty topics in musculoskeletal physical therapy. Students will integrate and apply previous knowledge and skills to new contexts while critically analyzing physical therapy practice in the musculoskeletal setting. The course will be divided into three main areas. The first will address the history, clinical decision-making, application, and efficacy of manual therapy techniques including mobilization and manipulation to the spine and extremities. The second portion of the semester will build upon these concepts while addressing the anatomy, epidemiology, pathology, and management of individuals with temporomandibular joint dysfunction, upper cervical spine dysfunction, headaches, thoracic outlet syndrome, pediatric/adolescent scoliosis and Women's health related diagnoses. The third portion of the course will address the physical therapy, medical and orthotic/prosthetic management of amputations. Concepts of modern pain science will be integrated into each of these topic areas. This course includes lecture and laboratory and is designed to utilize integrated clinical experiences to build on clinical care in an evidenced based format.

Prerequisite: None.

DPT 732 - Neuroanatomy (2.00)

This course will provide basic Neuroanatomy information in lectures (at Simmons College) and laboratories (at HMS-Harvard Medical School). A systems based approach will be used eg: Motor Systems, Sensory Systems. The material will provide a foundational understanding of neuroanatomy to be applied in the Neuromuscular Physical Therapy I and II courses.

Prerequisite: None.

DPT 735 - Complex Conditions (2.00)

This course integrates learning from all previous courses that addressed frameworks for physical therapy practice. A case discussion/presentation approach is used to enhance skills in differential diagnosis and clinical decision-making for patients of all ages with complicated and multi-system problems.

Prerequisite: None.

DPT 742 - Health Promotion, Wellness, and Advocacy (2.00)

DPT 742 is designed to provide students with an overview of health promotion issues across the continuum from the individual to the community to the global stage. Beginning with an emphasis on the fundamental role of the physical therapist within the continuum, the course focuses on the leading health indicators and domains that have the greatest influence on the health of individuals and communities. A variety of theoretical frameworks with be explored to provide the foundation for developing strategies to identify current health information and promotion issues, identify and challenge paradigms related to health and healing, and facilitate changes in behavior that lead to more effective patient-practitioner collaborative relationships and improve patient health and outcomes. Within the APTA Vision Statement for Physical Therapy 2020 is language that proposes physical therapists as the practitioner of choice in the area of wellness. Combined with the Service Learning Component (DPT 742L), the goal is to establish a foundation of knowledge and experience designed to enhance the role of physical therapists as health care providers in the realm of health promotion and wellness-centered care for individuals and communities, as a complement to their role in the more traditional realm of restorative care. In addition to classroom discussion and learning, students also design and participate in service learning projects with community partners, organized through the Scott-Ross Center here at Simmons (DPT 742L). This experience provides students with the opportunity to apply health promotion/wellness concepts, theories, philosophies and research to help meet the health needs and missions of various populations and community organizations, respectively.

Prerequisite: None.

DPT 742M - Tc: Health Promo, Wellness & Advocacy (1)

DPT 743 - Principles of Practice Management (4.00)

This course introduces students to the nature and functions of general business organizations, including physical therapy practices that are stand-alone or within larger institutions. Emphasis is on understanding the fundamental management functions such as marketing, operations, human resource management, finance and accounting, and how they apply to physical therapy practice management. Students work to improve skills in teamwork. Effective oral and written communications are stressed.

Prerequisite: None.

DPT 752 - Research Seminar: Proposal (1)

DPT 753 - Research Seminar: Systematic Review (1.00)

This is the fourth course in the research sequence of this curriculum, for students who opt for, and selected for systematic review. This course is effectively part I of the capstone research course. This is an advanced course focused on the critical review of the scientific literature, building upon content from DPT 652, DPT 653, and DPT 752. The critical review of the literature will be on a topic directly pertaining to physical therapy (e.g. diagnosis, intervention, education, etc.). The course design is to foster collaborative investigation, critique, and writing leading toward dissemination.

Prerequisite: None.

DPT 754 - Research Seminar: Systematic Review (1.00)

This is the fifth course in the research sequence of the curriculum, for students who opt for, and selected for systematic review. This course is the final part of the capstone research course. This is an advanced course focused on the critical review of the scientific literature, building upon content from DPT 652, DPT 653, DPT 752, and DPT 753. The critical review of the literature will be on a topic directly pertaining to physical therapy (e.g. diagnosis, intervention, education, etc.). The course design is to foster collaborative investigation, critique, and writing leading toward dissemination.

Prerequisite: None.

DPT 763 - Research Seminar: Faculty Directed Research I (1.00)

This is the alternative fourth course in the research sequence, for students who opt for, and selected, for faculty directed research. This course is effectively part I of the capstone research course. This is an advanced course in research methodology and design, which builds upon DPT 652, DPT 653, and DPT 752. Students complete projects begun during Year II, as designated by the faculty advisor. The course design is to foster collaborative research activities leading toward dissemination.

Prerequisite: None.

DPT 764 - Research Seminar: Faculty Directed Research (1.00)

This is the fifth course in the research sequence of the curriculum, for students who opt for, and selected for faculty directed research. This course is the final part of the capstone research course. This is an advanced course in research methodology and design, which builds upon DPT 652, DPT 653, DPT 752, and DPT 763. Students complete projects begun during Year II, as designated by the faculty advisor. The course design is to foster collaborative research activities leading toward dissemination.

Prerequisite: None.

DPT 772 - Frameworks for Physical Therapy: Cardio and Pulmonary (7.00)

Students learn and apply anatomy, physiology, epidemiology, and pathology as they explore the issues of disease risk and prevention, as well as medical, surgical, pharmacological, psychological and physical therapies in the management of individuals with cardiovascular and pulmonary diseases. This semester course includes tutorials, lecture and laboratory and parallels the student's integrated clinical experiences. The core foundations for practice are blended into each tutorial case, thus integrating information from previous and concurrent courses. Issues related the care of patients of all ages are explored and discussed. Emphasis is on history taking, system review, physical therapy examination, diagnosis, prognosis, evaluation, and development of a physical therapy plan of care. Further emphasis includes evidence-based physical therapy prevention and intervention of acute and chronic patient problems. Students are also introduced to a disablement model used to understand the progression from disease to disability. Students also practice clinical decision-making, professional communication and documentation. Includes lecture and laboratory sessions.

Prerequisite: None.

DPT 783 - Frameworks for Physical Therapy: Neuromuscular I (7.00)

Throughout the semester, students develop and apply theoretical frameworks for physical therapy clinical decision-making from a developmental systems perspective, recognizing the changes across the life span. Students learn and apply child development, psychosocial aspects of disease and disability, neuroanatomy, neurophysiology, epidemiology, and pathology to the medical, surgical, pharmacological, psychological, and physical therapy management of individuals with neuromuscular disorders. They develop competence in physical therapy examination, evaluation, diagnosis, and management of a plan of care. Teaching and learning methods include lecture, laboratory activities, patient cases, small group self-directed, problem-based tutorials, and integrated clinical experiences. Includes lecture and laboratory sessions.

Prerequisite: None.

DPT 784 - Frameworks for Physical Therapy: Neuromuscular II (4.00)

This course is a continuation of DPT 783. Students expand their neuroscience knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of neuromuscular problems and more complex patient cases. Teaching and learning methods include lecture, laboratory activities, patient cases, and small group self-directed, problem-based tutorials, and integrated clinical experiences. Includes lecture and laboratory sessions.

Prerequisite: None.

DPT 792 - Clinical Experience 2 (5)

Students apply knowledge and skills in patient/client management in a health care setting, and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 12 weeks.

Prerequisite: None.

DPT 793 - Clinical Experience 3 (5)

Students apply knowledge and skills in patient/client management in a health care setting, and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 12 weeks.

Prerequisite: None.

ECON - ECONOMICS

ECON 481 - International Economics (4)

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ECON 593 - Econometrics (4.00)

Introduces the quantitative measurement and analysis of actual economic phenomena using regression analysis. Uses regression techniques to describe economic relationships, to test hypotheses about economic relationships, and to forecast future economic activity. Constructs and tests economic models using a computer statistical package.

Prerequisite: None. Crosslisted as: ECON 393.

EDUC - EDUCATION

EDUC 253 - Critical Issues in Education (4)

EDUC 341 - Creating & Caring Classroom Community (4)

This course focuses on the basic principles and approaches for the effective management of behavior for learners with special needs. The course emphasizes preventive discipline, classroom environments, and effective techniques for learners with diverse needs and abilities. The course also focuses on strategies for behavior management in multicultural settings.

EDUC 344 - Special Education Law (2)

This course is designed to provide you with opportunities to examine 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 disability labels such as The Individuals with Disabilities Education Act, The Vocational Rehabilitation Act of 1973, The Family Education Rights and Privacy Act, as well as Massachusetts Special Education Regulations. The course also includes an introduction to legal process including the opportunity to develop skills in reading and analyzing judicial decisions and to practice applying legal principles to factual situations. Students are NOT expected to have a background in law.

EDUC 345 - IEP Strat for Deve, Int & Imp (2)

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 the IEP meeting procedures and protocols are also integral to this course.

EDUC 346 - Learners With Special Needs (4)

This course provides an overview of the major areas of special needs and an examination of the issues unique to the delivery of services to learners with special needs, including assessment strategies, equipment adaptation, materials and parent/professional relations. A major focus is on language development and communication problems. An examination of theories of child development is also a part of this course. Fieldwork is required.

EDUC 410 - Dev/Sev Imp Learn (4)

EDUC 411 - Com Res Dev/Train (4)

EDUC 437 - Impl/Generic Role (4)

EDUC 440 - Educational Psychology (4)

This course is designed to provide the theories and selected topics associated with the field of educational psychology. The major goal of the course will be to explore ways in which the theories relate to the students' personal experience and can be applied to classroom situations. Toward this goal, participants will be asked to reflect upon their own learning and/or teaching experiences, in an effort to help them understand these experiences may concur with or contradict the theories studied and how both will affect them as future teachers. Through reading, discussion, debate, reflection, and research, each student will become more comfortable and confident in their roles as burgeoning educators and learners, and develop a greater appreciation of the complexities of the classroom experience.

EDUC 440S - A Lead Teacher Workshop (2)

This course will provide an innovative approach to writing across the curriculum; process writing, revision in the writing process; reading-writing linkage, and collaborative learning. Teachers will also develop skills as lead teachers involving their own students actively in learning and in assisting other teachers to use these materials.

EDUC 443 - Genric Tchr Prac 2 (4)

EDUC 447 - Appld Res in Cbsm (4)

EDUC 447S - Comp Based Ser Mdl (4)

EDUC 448 - Dvl Suprt Tch Role (4)

EDUC 448S - Dev Training Role (4)

EDUC 456 - Curric. Impl. & Eval. in Eled. (2)

ENGL - ENGLISH

ENGL 400 - Graduate Directed Study (4)

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

ENGL 402 - Seminar in the Teaching of Writing (4)

Serves graduate students interested in the theory and practice of teaching writing at the undergraduate and secondary school level. Focuses on reading of research and texts in the field, regular writing assignments, and classroom observation and simulation. Pei.

ENGL 404 - Proseminar (4)

Focused upon a rotating topic, this course introduces students to graduate work through the study of high level research and scholarship connected to particular texts or genres. It focuses upon essential graduate skills that include conducting literary research, preparing paper proposals, writing graduate level seminar papers, and presenting scholarship to a broader audience.

Crosslisted as: ENGL 312.

ENGL 405 - Contemporary Critical Theory (4)

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.

Crosslisted as: GCS 405, SPAN 405.

ENGL 406 - Feminism and Literature (4)

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, Bromberg, Hager, Mercier.

Crosslisted as: GCS 406.

ENGL 410 - History of the Book (4)

Covers a wide variety of topics concerned with the history and development of the book, both as a physical object and as the bearer of intellectual content. Berger.

Crosslisted as: LIS 425, LIS 425.

ENGL 411 - Victorian Children's Literature (4)

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

Crosslisted as: CHL 411.

ENGL 412 - Theoretical Approaches to Cultural_Narratives (4)

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

Crosslisted as: GCS 412.

ENGL 413 - Reading Short Story (4)

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ENGL 415 - King Arthur Legend (4)

ENGL 423 - 19th Century American Children's_Literature (4)

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

Crosslisted as: CHL 423.

ENGL 440 - Classic English Novel (4)

ENGL 450 - Independent Study (Variable)

Crosslisted as: ENGL 350.

ENGL 452 - Studies in Film Genre (4)

Crosslisted as: ENGL 252.

ENGL 455 - Thesis (Variable)

Involves a semester long independent research and writing project culminating in a paper of approximately 30-40 pages under the supervision of a faculty member with expertise in the subject area. Requires permission from the program director and a proposal approved during thesemester before the course is taken. Staff.

ENGL 455B - Thesis Extension #1 (0)

ENGL 461 - American Literature to the Civil Wat (4)

Crosslisted as: ENGL 261.

ENGL 470 - Internship (Variable)

ENGL 473 - American Poetry (4)

ENGL 480 - Field Experience (Variable)

ENGL 490 - Russ Lit/Translatn(grad level) (4)

ENGL 492 - Madness in Literat(grad level) (4)

ENGL 496 - Sex/Love/Marriage (4)

ENGL 499 - Individual Study (Variable)

ENGL 504 - Problems in Romantic Literature:_The Romantic Rebel (4)

Begins with Miltons 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 Bronte sisters and in Mary Shelleys Frankenstein. Bromberg.

Crosslisted as: ENGL 304.

ENGL 505 - Adv Creative Writing: Non-Fict (4)

Concentrates on the writing of personal narratives and essays. Encourages structural and stylistic experimentation, imitation of models, and testing of ones limits as a writer. Requires short critical exercises to sharpen consciousness of form and technique in non-fiction. Pei.

Crosslisted as: ENGL 305.

ENGL 506 - Victorian Lit and Culture (4)

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Studies writers that may include Tennyson, Robert and Elizabeth Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, Mill, Newman, and Carlyle. Hager.

Crosslisted as: ENGL 306.

ENGL 507 - Jane Austen and Her Contemporaries (4)

Studies the two major English women novelists of the 19th and 20th centuries in relation to their major works and current critical debates. Bromberg.

Crosslisted as: ENGL 307.

ENGL 508 - Postcolonial Novel (4)

Studies the novels of such writers as Joseph Conrad, Jean Rhys, V.S. Naipul, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Anita Desai in the context of contemporary post-colonial theory. Bromberg

Crosslisted as: ENGL 308.

ENGL 510 - Advanced Poetry Workshop (4)

Serves as an advanced level workshop for poets seeking a space in which to concentrate on their craft and participate in sophisticated discussions of poetry. Requires completion of a manuscript of 20 poems worthy of being submitted for publication as a chapbook, and an essay on poetics. Weaver, Wollman.

Crosslisted as: ENGL 310.

ENGL 511 - Victorian Children's Lit (4)

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

Crosslisted as: CHL 411.

ENGL 512 - Classic American Writers (4)

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

Crosslisted as: ENGL 312.

ENGL 513 - Survey of Children's Literature (4)

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

Crosslisted as: ENGL 313.

ENGL 514 - The Invented Self in American Fiction (4)

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.

Crosslisted as: ENGL 314.

ENGL 515 - Chaucer's Canterbury Tales (4)

Focuses on Chaucers masterpiece, The Canterbury Tales, in the context of other early literature and drama that preceded it: Sir Gawain and the Green Knight, The Mystery Plays, and Everyman. Wollman.

Crosslisted as: ENGL 315.

ENGL 516 - Native American Literature (4)

Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoollcraft, 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.

Crosslisted as: ENGL 316.

ENGL 517 - Toni Morrison and American Literature (4)

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.

Crosslisted as: ENGL 317.

ENGL 518 - Dramatic Imagination in Amer. (4)

Focuses on 20th century American plays by writers like Susan Glaspell, Eugene ONeill, Clifford Odets, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, and August Wilson. Reads plays as literature and enacts them in classas far as possibleas theater. Weaver.

Crosslisted as: ENGL 318.

ENGL 520 - American Women's Poetry (4)

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.

Crosslisted as: ENGL 320.

ENGL 521 - Studies in Shakespeare (4)

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

Crosslisted as: ENGL 321.

ENGL 523 - Special Topics in Lit (4)

Crosslisted as: CHL 429B.

ENGL 524 - James Joyce (4)

Examines Dubliners, A Portrait of the Artist as a Young Man, Ulysses, and selections from Finnegans Wake. Considers Joyces transformation from fin-de-si'cle ironist to high modernist comedian, as well as a broad selection of Joyce criticism, including the French feminists who have adopted him as one of their own. Gullette.

Crosslisted as: ENGL 324.

ENGL 525 - Modern Irish Literature (4)

Considers major works in verse, fiction, and drama by William Butler Yeats, James Joyce, John Millington Synge, Sean OCasey, and some of the newer voices in Irish writing, such as Seamus Heaney and others whose work has been influenced by the recent sectarian violence in Northern Ireland. Gullette.

Crosslisted as: ENGL 325.

ENGL 526 - Medieval and Renaiss. Lit (4)

Studies topics including Milton, magic and fantasy in the Renaissance, and literary depictions of love in the sixteenth century. In spring 2012 the topic will cover Milton's early career, his years as a prose writer in the wars of truth, and the later period of Paradise Lost and Paradise Regained. Themes include Milton's innovations in his use of print culture, historical and social effects of the Reformation, and how autobiography plays a major role this author's work.

Crosslisted as: ENGL 326.

ENGL 527 - Race and Gender Psychoanalytical_Discourse (4)

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

Crosslisted as: ENGL 327.

ENGL 528 - American Ghosts (4)

Crosslisted as: ENGL 328.

ENGL 529 - Film and Historical Representation (4)

Crosslisted as: ENGL 329.

ENGL 530 - Postcolonial Film (4)

Crosslisted as: ENGL 330.

ENGL 531 - Literary Boston (4)

Crosslisted as: ENGL 331.

ENGL 532 - English Lit of 17th Century (4)

Crosslisted as: ENGL 332.

ENGL 542 - 18th Century Literature (4)

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.

Crosslisted as: ENGL 342.

ENGL 549 - Directed Study (4)

ENGL 554 - Studies in Film Genre (4)

Crosslisted as: ENGL 354.

ENGL 590 - Seminar (4)

Crosslisted as: ENGL 390.

ENGL 598 - Feminist Media Studies (4)

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

Crosslisted as: ENGL 398.

GCS - GENDER CULTURAL STUDIES

GCS 400 - Virtual Orientation (0)

This required orientation course introduces all graduate students in the Gwen Ifill College of Media, Arts, and Humanities to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. This course describes program requirements; university, college, and program policy; and offers information about the full range of resources available to the students in support of their program. It also offers basic tutorial and instruction related to the use of Moodle (our learning management system), library resources, and other key tools used to support student learning.

Prerequisite: None.

GCS 403 - Gender/Cultural Studies: Theory Into Practice (4.00)

Studies contemporary theories of gender, race, indigeneity, class, ability, and sexuality, with a focus on theorists whose works have practical applicability. Specific topics are likely to include: modern feminist theory, queer theory, race studies, settler colonialism, neoliberalism, post-feminism, trans formations, and feminist legal theory. The course will stress understandings of the practical applications of theoretical innovations in these areas.

Prerequisite: None.

GCS 405 - Contemporary Critical Theory (4.00)

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.

Prerequisite: None. Crosslisted as: ENGL 405, SPAN 405.

GCS 406 - Feminism and Literature (4.00)

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.

Prerequisite: None. Crosslisted as: ENGL 406.

GCS 410 - Issues in International Studies (4.00)

This seminar will be acomparative look at European and American imperialism, broadly defined, to examine how colonial encounters and societies shaped intersecting discourses of gender and race. The current generation of feminist and postcolonial scholars has reinvigorated the analysis of empire by placing questions of gender and race at the forefront. Thus the seminar will draw from a broad range of readings, including interdisciplinary theoretical frameworks as well as historical scholarship, across a vast geography: from Africa to Latin America, India to Ireland, and the Pacific to the Caribbean. We will not pretend to cover all these areas comprehensively; rather they will provide a sampling of compelling and multifaceted cases for study. Our temporal focus will be on the eighteenth, nineteenth, and early twentieth centuries, to trace the origins and development of what has been called the "golden age" of Euro-American imperialism. While the chronology of political history therefore plays an important role in our study, we will look beyond political administrators to include the actions and perspectives of less obvious "agents of imperialism" such as travelers, missionaries, slaveholders, photographers, cultural brokers, and capitalists. We will likewise complicate definitions of colonial subjects by taking into account their diverse identities, positions, and forms of resistance, such as the development of indigenous feminist and nationalist ideologies. At times we will adopt an explicitly comparative perspective regarding the workings of gender and race in metropole and colony; but even then we will consider carefully the specific local, human, and material dimensions of imperialism.

Prerequisite: None.

GCS 412 - Special Topics: American Masculinity (4.00)

Considers sex, gender and masculinity in America, 17th century (Indian Wars and Witch Trials), the late 18th century (Revolution and Early Republic) and the late 19th century (Industrialization, Empire and the Boy Scouts), with some stops in between. In considering masculinity in American history, we will examine topics such as citizenship, politics, the meaning of work, the nature of family, and the importance of war. In the process, we will be developing critical analytical skills as well as historical knowledge. More importantly, we will be considering the ways in which the construction and meaning of American masculinity has changed over time. While constructions of gender, and masculinity in particular, have often been taken to be constant, we will discover that they have in fact been constantly evolving, and in rather remarkable ways. This course will trace some of those developments.

Prerequisite: None. Crosslisted as: ENGL 412.

GCS 415 - Feminisim and Economic Difference (4.00)

NULL

GCS 417 - Race Theory (4.00)

This seminar will examine contemporary theories of race and ethnicity from multiple disciplinary perspectives, including sociology, literature, philosophy and the law. We will consider the different theoretical frameworks used by race theorists, such as, post-colonial, feminist, critical legal, and psychoanalytic. Topics covered: racialformation, colonialism, biological racism, civil rights, racial and ethnic injustice, intersectionality, mixed race, social construction of race, and whiteness.

Prerequisite: None.

GCS 420 - Race, Gender, and Empire (4)

The history of race and racism begins with the history of imperialism and colonialism. Often, scholars of race and racism ignore this history and study race within a specific nation state without making global connections. In this class, we will explore the history of racism that is deeply gendered and a project of empire building. We will examine how race was historically constructed as a result of empire building and how it continues today. It is therefore important to note that race is a social construction that shifts and changes over time, depending on the imperial project but that there are threads within history that must be examined. In other words, while race and racism shift over time, its history and connection to colonialism and imperialism cannot be ignored.   In this class you will read theories on race, colonialism, post-colonialism, settler colonialism, and global feminism. I expect by the end of the class we are able to show how racial projects are global and gendered. We will do this from an interdisciplinary perspective employing perspectives from disciplines ranging from Sociology, Philosophy, Psychology, Literary Analysis, Anthropology and Women's and Gender Studies.

GCS 430 - Cultural Theory (4.00)

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

Prerequisite: None.

GCS 450 - Independent Study (2.00)

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.

Prerequisite: None.

GCS 455 - Thesis (4.00)

Involves a year-long independent research and writing project culminating in a paper of approximately 60-80 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.

Prerequisite: None.

GCS 455A - Thesis Extension (0.00)

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.

Prerequisite: None.

GCS 460 - Project (4.00)

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

Prerequisite: None.

GCS 460A - Master's Project Extension (0.00)

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.

Prerequisite: None.

GCS 460B - Project Extension (4.00)

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.

Prerequisite: None.

GCS 465G - Graduate Consortium of Women's Studies: Understanding Pornography and Obscura (4.00)

This course is an interdisciplinary exploration of ways of feminist thinking, knowing, listening, and speaking in the interest of producing scholarship that instigates change. Together we will grapple with feminist approaches, theories, and epistemologies that form the intellectual bases necessary to conduct feminist research both within and across the disciplines.

Prerequisite: None.

GCS 466G - Graduate Consortium of Women's Studies (4.00)

This course examines the intersecting transformations in the meanings and possibilities of kinship and family life. We will explore crucial interactions between economic and political structures and changing notions of gender, sexuality, caregiving, work patterns, and relationships between family members. Taking an intersectional approach, we will examine families over time and across groups, considering how gender, race/ethnicity, class, and sexuality shape their dynamics.

Prerequisite: None.

GCS 467G - Graduate Consortium of Women's Studies (4.00)

Peace Keeping operations involving both military and civilian personnel have been deployed in a number of countries such as Bosnia, Kosovo, East Timor and Afghanistan. These interventions have come about following intense levels of violence, breakdown in law and order, systems of governance and social systems as well as violations of human rights. This course is designed to review the phenomena of conflict, forced migration and militarization from a gender perspective to highlight the policy and operational implications that arise from this analysis. The gendered nature of conflict and intervention will be explored from a multidisciplinary framework involving anthropology, sociology, policy analysis, philosophy and the arts. Presenters will utilize literature, poetry, film, witness testimonies from the field, ethnographic narratives and other resources to explore the complex ways in which women and men experience, manage and respond to violence and situations of protracted crisis.

Prerequisite: None.

GCS 470 - Internship (4.00)

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 20-30 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.

Prerequisite: None.

GCS 480 - Gender/Cultural Fieldwork (4.00)

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 20-30 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.

Prerequisite: None.

GCS 547 - Whiteness Antiracism & Justice_Work (4)

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

GEDUC - GRAD GENERAL EDUC

GEDUC 400 - Pre-Practicum Seminar (4.00)

Accompanies GEDUC 488. Addresses topics and issues that align with students classroom experiences. Covers topics including the Massachusetts curriculum frameworks; development of lesson plans; development of curriculum and curriculum units, classroom organization, routines, and procedures; classroom management, behavior and discipline; formal and informal assessment; issues around grading, record keeping, communication, and conferences with parents; developing professional portfolios, school culture, and teaching strategies; modifying and adapting curriculum; and techniques for children with special needs.

Prerequisite: None. Crosslisted as: GEDUC 401.

GEDUC 400B - Mentor Train: Compre Induction (4)

NULL

GEDUC 401 - Seminar in Teaching and Learning at the Elementary Level (4.00)

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

Prerequisite: None. Crosslisted as: GEDUC 400.

GEDUC 402 - Seminar in Teaching and Learning at the Middle and High School Level (4.00)

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.

Prerequisite: None.

GEDUC 403 - High School Internship Practicum Seminar In Teaching & Learning (4.00)

Students analyze the structure and organization of high schools and consider models of effective classroom management. Focus is on ways to individualize and adapt curriculum to provide for individual differences in a given classroom with particular emphasis on involving students in active learning. Appropriate attention will be given to the developmental needs of the adolescents. A pre-practicum and/or practicum placement is required with this course.

Prerequisite: None.

GEDUC 403B - Ach Math Power Algebra Geometr (4)

GEDUC 404 - Middle School Practicum Seminar in Teaching & Learning (4.00)

Students analyze the structure and organization of middle schools and consider models of effective classroom management. Focus is on ways to individualize and adapt curriculum to provide for individual differences in a given classroom with particular emphasis on involving students in active learning. Appropriate attention will be given to the developmental needs of the adolescents. A pre-practicum and/or practicum placement is required with this course.

Prerequisite: None.

GEDUC 404B - Effective Inclusion All Learners (4)

NULL

GEDUC 405 - High School Practicum Seminar In Teaching & Learning (4.00)

Students analyze the structure and organization of high schools and consider models of effective classroom management. Focus is on ways to individualize and adapt curriculum to provide for individual differences in a given classroom with particular emphasis on involving students in active learning. Appropriate attention will be given to the developmental needs of the adolescents. A pre-practicum and/or practicum placement is required with this course.

Prerequisite: None.

GEDUC 405B - Reasoning & Problem Solving (4)

GEDUC 406B - Meeting Needs of Diverse Learners (4)

GEDUC 407B - Sheltering Con Instruct:elem (4)

GEDUC 408B - Math Power III (4)

GEDUC 409 - Achieving Mathematical Power (2)

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 410B - Achieving Math Power I (4)

GEDUC 411B - Achieving Math Power II (4)

GEDUC 415 - Proactive Classroom Strategies (4)

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

GEDUC 415B - Beginning Teacher Course (4)

GEDUC 417 - English Language Learners in the_General Education Classroom (4)

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. Staff.

GEDUC 418 - Understanding Curriculum (4)

Develops a philosophy of curriculum that builds on personal beliefs and current research; explores teaching and learning theory; utilizes Gardners multiple intelligences theory; reviews curriculum documents and materials as well as instructional strategies; utilizes authentic assessment practices; develops a multidisciplinary, thematic curriculum document for ones own classroom; and involves evaluation and implementation of what is studied and discussed in class. Dunn.

GEDUC 419 - Teaching Diverse Learners in the General_Classroom Using Mobile Devices (2)

GEDUC 419B - Reasoning & Problem Solving (4)

GEDUC 420 - Teaching for Content Area Literacy (4)

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.

GEDUC 420B - Teach Standards-Based Classrm (4)

GEDUC 421 - Differentiated Instruction (2)

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.

GEDUC 421B - Sheltering Content Instruction (4)

GEDUC 422 - Multiculturalism in the Classroom;_Research, Resources and Readings (4)

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 & Ourselves (4)

Through a rigorous examination of the events leading to the Holocaust, promotes the understanding that few events in history are inevitable but rather result from choices made by countless individuals and groups. Uses inquiry, analysis, and interpretation in an interdisciplinary approach to provide the skills and information todays teachers need to confront the moral questions raised by students and embedded in history and literature. Bettencourt

GEDUC 424 - Integrating Edu. Tech in the Classroom (4)

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

GEDUC 426 - Integrating Arts Mid/Secondary (4)

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

GEDUC 426B - Energizing Social Studies Inst (4)

NULL

GEDUC 427B - Crit. Think. & Writ. Process: Promoting_Lit. Strategies for All Students for All_Students (4)

GEDUC 428B - Curriculum That Counts: Math (4)

GEDUC 430 - Inclusive Lesson Planning (2)

Considers the knowledge and skills needed to plan lessons to meet the needs of all students based on the principles of backwards curriculum design and Universal Design for Learning (UDL). Requires fieldwork.

GEDUC 431B - Guiding Literacy Dev. Int. Gra (4)

GEDUC 432B - Project Based Learning (4)

GEDUC 433B - Designing Standards-Based Units (4)

GEDUC 435B - Growing in Mathematical Understanding_Prek-8 (4)

GEDUC 436B - Behavior Classroom Management (4)

GEDUC 437B - Clsrm Mgmt, Difficult Students (4)

GEDUC 438B - Response to Intervention (4)

GEDUC 439B - Investigating Number Sense (4)

GEDUC 440B - Differentiated Instruction (4)

GEDUC 441B - Differentiated Instruction II (4)

GEDUC 442B - Guiding Writers: Expl. Strat (4)

GEDUC 443B - Interactive Shared and Guid Wr (4)

GEDUC 444 - Research & Evaluation in Schools (4.00)

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

Prerequisite: None.

GEDUC 445 - Educational Psychology (4.00)

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

Prerequisite: None.

GEDUC 446 - Differentiated Writing Instruction to_Close the Achievement Gap (4)

Examines the achievement gap in writing between white, Latino, and African American students. The Writers Express methodology, effective in many urban and suburban classrooms, will be studied and practiced. Participants are expected to spend a significant amount of time in a classroom setting experimenting with and implementing the methods they have learned. This course is highly practical in nature and is relevant to a wide range of teachers of writing. Meyers.

GEDUC 446B - Assesing in Standard Base Classroom (4)

GEDUC 446L - Diff. Writ. Inst. Close Ach. Lab (0)

Lab for Geduc 446 Differentiated Writing Instruction to Close the Achievement Gap.

GEDUC 447 - Differentiated Writing Instruction (2)

GEDUC 447B - Effective Classroom Teaching (4)

GEDUC 448B - Dev. Strong Teacher Leaders (4)

GEDUC 449 - Individual Study (2.00)

For graduate students only.

Prerequisite: None.

GEDUC 449B - Directed Study: Coaching (4)

GEDUC 450 - Independent Study (2.00)

For graduate students only.

Prerequisite: None.

GEDUC 451B - Motivating Struggling Reader (4)

NULL

GEDUC 455 - Issues in Teaching and Learning for Middle and High School Teachers (4.00)

Considers professional issues for middle and high school teachers and students, including current school reform efforts; the multicultural debate; and other issues of race, gender, and sexual orientation. Examines the effect of school culture and the influence of television. Requires fieldwork if not taken concurrently with subject area methods course.

Prerequisite: None.

GEDUC 455B - Read to Write,Write to Read (4)

GEDUC 457 - Cultural Foundations of Education (4)

Studies the purposes and effects of education in U.S. public schools by means of analyzing historical and contemporary sources. Reviews contributions to the Western educational tradition of Plato, Locke, Wollstonecraft, Dewey, DuBois, and Hutchins. Questions what is to be taught, who is to teach, and to whom is the material to be taught as they developed in our tradition. Rooney, Walsh.

GEDUC 460 - Teaching Strategies for the Inclusive Classroom (4.00)

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.

Prerequisite: None.

GEDUC 461 - Social Studies, Science & the Arts For the Elementary Classroom (4.00)

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.

Prerequisite: None.

GEDUC 462 - Curriculum for the Early Childhood_Classroom (4)

4 sem. hrs. Prereq.: Stage I and two courses in child development. 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 462B - Differentiated Instruction in Math (4)

GEDUC 464 - Reading & Language Arts for the Elementary Classroom (4.00)

Considers methods of assessment and instruction in creating comprehensive 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.

Prerequisite: None.

GEDUC 467 - Math for the Elementary Classroom (4.00)

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.

Prerequisite: None.

GEDUC 471 - English Curriculum At the Middle or High School Level (4.00)

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.

Prerequisite: None.

GEDUC 472 - Modern Foreign Language Curriculum at the High School or Middle School Level (4.00)

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.

Prerequisite: None.

GEDUC 473 - City on a Hill Seminar (4.00)

This Seminar is intended to combine the mission of the Certification Program and the mission of City on a Hill Charter Public Schools. The Department of Certification at City on A Hill graduates qualified, resourceful, skilled teachers committed to improving and advancing urban public high schools. City on a Hill Charter Public Schools graduate responsible, resourceful, respectful democratic citizens prepared to advance community, culture, and commerce and to compete in the 21st century.

Prerequisite: None.

GEDUC 474 - History and Political Science Curriculum at the High School/Middle School Level (4.00)

\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.

Prerequisite: None.

GEDUC 475B - Toward a Balanced System of Assessment (4)

NULL

GEDUC 476 - Science Curriculum at the High School or Middle School Level (4.00)

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

Prerequisite: None.

GEDUC 477B - Literacy Institute (4)

NULL

GEDUC 478 - Mathematics Curriculum at the High School or Middle School Level (4.00)

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

Prerequisite: None.

GEDUC 479 - Practicum: World Languages (5-12) (4.00)

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.

Prerequisite: None.

GEDUC 479B - Co-Teaching for Improving Instruction_For All (4)

Co-teaching is one of the fastest growing inclusive practices in schools and has the potential for greatly improving access to the general curriculum for all learners. In this course, participants will look at the principles and practices of service delivery options including complementary, parallel and co-teaching. Lesson design, effective strategies, communication monitoring, and benefits will be discussed. The co-teaching design for the course is based on current research and practice that states that the strongest link to increased student achievement is ongoing collegial work with a goal-oriented approach to improving instructional practice and student learning. General Education and Special Education teachers will work together to plan and implement service delivery that will successfully meet the needs of all their learners based on data, needs and priorities.

GEDUC 480 - Practicum: Elementary Education (1-6) (4.00)

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.

Prerequisite: None.

GEDUC 481 - Practicum: Middle School (5-8) (4.00)

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

Prerequisite: None.

GEDUC 482 - Practicum: High School (8-12) (4.00)

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

Prerequisite: None.

GEDUC 483B - Response to Intervention in Math (4)

GEDUC 484B - Professional Learning Communities/_Advanced Teacher Leaders (4)

GEDUC 485B - Developing Math Practices K-5 (4)

GEDUC 486B - Teachers As Leaders (4)

GEDUC 487B - Effective Teaching for the 21st Century (4)

GEDUC 487M - The Japanese Education System As a_Reflection of Its Cultures & History (4)

This course, designed for Boston Secondary teachers and taught by East Asian Studies and Education faculty, will focus on Japanese culture and new Social Studies pedagogy. Through a six-day content institute, three seminar sessions, and a twelve-day study tour of Japan, participants will focus on the question "How can we better understand the lives of Japanese students and teachers?" This question will drive the exploration of selected topics in Japanese history, language art, economy and education. Additionally, Boston teachers will experience and study new social studies curriculum design. The knowledge from the dual content/pedagogy focus will be incorporated into required curriculum units.

GEDUC 487T - Program Costs (0)

GEDUC 488 - Pre-Practicum (4.00)

Requires students to observe, assist, and teach in a 1-12 classroom under the supervision of a professionally licensed supervising practitioner at the field and level of the license sought. Offers an opportunity to develop and teach lesson plans and a mini-curriculum unit, provide service to one student requiring modification in his/her educational program, and demonstrate effective classroom management skills.

Prerequisite: None.

GEDUC 489B - Guiding Literacy Development (4)

GEDUC 490 - Adv Seminar Tch Lrn Mid/High (4)

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

GEDUC 493 - Topics in Urban Eduation I (4)

Open to MS/CAGS candidates only. Supports practicum development for all urban education candidates. Develops a repertoire of strategies to integrate science and social studies into the curriculum, addresses issues of multiculturalism in daily classroom life, and revisits special education and the changing regulations. Kelly.

GEDUC 494 - Topics in Urban Education II (4)

Open to MS/CAGS candidates only. Supports practicum development for all urban education candidates. Develops a repertoire of strategies to integrate science and social studies into the curriculum, addresses issues of multiculturalism in daily classroom life, and revisits special education and the changing regulations. Kelly.

GEDUC 495 - Practicum for Development (2)

Open to MS/CAGS candidates only. Provides a 300-hour practicum experience (the final segment of study) for candidates for the masters in urban education program. Requires meeting with the program director to develop a proposal for the students growth based on self-assessment. Specific outcomes will be developed as well as a rubric for assessment. Kelly.

GEDUC 497 - Teaching Reading in the Urban_Elementary Classroom (4)

Develops the students understanding of the progression of reading skills and models of instructions that are recommended for an urban elementary school. Presents an overview of the basic skills young children must have to begin to read. The latest theories and methodologies of teaching reading will be researched and explored. Staff.

GEDUC 500 - Leadership Development (4)

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

GEDUC 501 - Models of Teaching (2)

Examines alternative models of teaching and the identification and evaluation of teaching tactics and strategies. Helps prospective administrators view teaching from a reflective stance. Uses teaching videotapes to study and apply skills. A prerequisite for the classroom supervision course. Dunn.

GEDUC 502 - The Law and Education Policy (4)

Studies topics including administrative authority, censorship, academic freedom and the curriculum, students rights, discipline, sexual harassment, freedom of expression, religious freedom, special education, equity negotiations dismissal for cause, unions, and recent legislation. Examines and discusses social, legal, and ethical aspects of these topics in light of how they impact personnel and all-level students in public and private schools. Gondek.

GEDUC 503 - Principal as Manager (4)

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. Staff.

GEDUC 504 - Models Curriculum & Prog Eval (2)

GEDUC 505 - Instructional Leadership (4)

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. Staff.

GEDUC 506 - Classroom Supervision in Theory and_Practice (4)

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

GEDUC 507 - Technology & The Administrator (2)

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

GEDUC 508 - Organizational Management (2)

Teaches what is involved in implementing a schools 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 atrisk children; developing and implementing equitable and effective schedules; using the latest technologies; and managing the operation and maintenance of the physical plant. Mirkin, Lyons.

GEDUC 509 - Foundations of Educ Administra (2)

Provides an overview of school leadership focusing on the philosophical foundations of education; the psychological traditions of learning processes; legal parameters of the school as a social institution; cultural environments of urban, suburban, and rural educational settings; and educational trends indicated by current research and pertinent literature. Walsh.

GEDUC 510 - Seminar (4)

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 ones leadership skills and style. Discusses the distinctions between leadership and management. Shares learning from internships and leadership portfolios. Kelly.

GEDUC 511 - Practicum (2)

Leads to provisional certification with advanced standing as assistant principal or principal at the elementary, middle, or secondary level. Provides a 150-hour supervised clinical experience in a school under the guidance of both the school administrator and a college faculty member. 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. Rubin

GEDUC 513 - Special Education Laws, & Regs. for Ed._Leaders (2)

GEDUC 520 - Problem Solving & Basic Math Concepts (4)

GEDUC 529 - Race, Culture, Identity, and Achievement (4.00)

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.

Prerequisite: None. Crosslisted as: AST 329, EDUC 329.

HIST - HISTORY

HIST 118 - Latin American History (4)

This is course offers an overview of Latin American and Caribbean history, from the Columbian encounter through the twenty-first century. We use case studies to illustrate overarching trends including: conquest, colonialism and independence, coerced labor and resistance, the rise of US power and nationalist responses, revolution and counterrevolution in the Cold War, and millennial struggles between neoliberalism and a "leftist tide." This class pays particular attention to the lives of non-elite women and men, and explores the roles that ethnicity, race, class, and gender have had in the region's history.

HIST 214 - African Diaspora (4)

This course is an overview of African Diasporic history, from the transatlantic slave trade through Black Lives Matter. We will explore how the diaspora came into being, as well as how people of African descent across the globe have resisted their subjugation, exploitation, and political and social exclusion.

HIST 255 - Pathogens and Peoples: A Cultural History of Disease (4)

HIST 400 - Virtual Orientation (0)

This required orientation course introduces all graduate students in the Gwen Ifill College of Media, Arts, and Humanities to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. This course describes program requirements; university, college, and program policy; and offers information about the full range of resources available to the students in support of their program. It also offers basic tutorial and instruction related to the use of Moodle (our learning management system), library resources, and other key tools used to support student learning.

Prerequisite: None.

HIST 401 - Dynamics of Modern Japan (4.00)

Examines the rise and fall of imperial Japan (1868-1945) and certain trends since 1945. Investigates the history and ideology of a nation that believed in military prowess and authoritarian government as a national honor. Discusses factors that led Japan to this view, its consequences, and Japan's path to postwar democracy and prosperity.

Prerequisite: None.

HIST 402 - Asia to the 18th Century (4.00)

Studies the ancient civilizations that dominated the lives of Asian societies to the eve of the massive European encroachment. Discusses the influence of Buddhism, Islam, and Confucianism upon these many cultures and societies.

Prerequisite: None. Crosslisted as: HIST 202.

HIST 407 - Gender, Family, and Society in Modern China (4.00)

Examines the roles men and women play in family and society in China, focusing on the impact of traditional values and foreign ideologies upon people's conduct, family hierarchy, and social structure. Special attention is given to the changes in women's lives brought about by Mao's rule and westernization since 1978.

Prerequisite: None. Crosslisted as: HIST 207.

HIST 414 - African Diaspora (4)

This course is an overview of African Diasporic history, from the transatlantic slave trade through Black Lives Matter. We will explore how the diaspora came into being, as well as how people of African descent across the globe have resisted their subjugation, exploitation, and political and social exclusion.

Prerequisite: None.

HIST 415 - Women in American History 1600-1900 (4.00)

Explores American women's diverse experiences from pre-Columbian times to 1890, as they re-envisioned their place within families and communities, entered wage work, and struggled for rights. Emphasizes women's self-representations in writing and the visual arts, as well as gender's intersections with racial, class, ethnic, sexual, regional, religious, and other identities.

Prerequisite: None. Crosslisted as: HIST 215.

HIST 431 - Understanding Islam & Historical (4.00)

Examines Islamic society from its beginning to roughly 1800. Covers issues such as the rise of Islam in the Arabian Peninsula, the creation of Islamic dynasties, and the establishment of Islamic law, and familiarizes students with a wide range of topics and diverse chronological periods.

Prerequisite: None. Crosslisted as: HIST 231.

HIST 437 - Holocaust (4.00)

Examines the rise of Nazism in the 1930s as well as the policies and mechanisms Hitler implemented in his plan to exterminate the Jews of Europe. Uses literature, memoirs, and film to examine the devastating conditions of life in the camps and its continuing legacy.

Prerequisite: None.

HIST 440 - The Atlantic World, 1500-1800 (4.00)

Examines interactions between the Americas, Africa, and Europe in the early modern era. Special consideration of the Atlantic slave trade, the development of transatlantic colonial empires - especially the Spanish, British, French and Dutch empires - and interactions between American Indians and white colonizers. Covers social, economic, and political change.

Prerequisite: None.

HIST 441 - Revolutions in the West (4.00)

Provides a comparative look at several of the major political and intellectual revolutions that transformed the West from an unimportant corner of the world in 1500, to a major site of world economic and cultural power. Covers the Scientific, American, French, and Russian Revolutions, as well as others.

Prerequisite: None. Crosslisted as: HIST 241.

HIST 449 - US Foreign Policy, 1945-Present (4.00)

Analyzes the U.S. ascendance into global leadership, and America's role in international politics from the Cold War to the present. Explores the historical evolution of American foreign policy and examines in-depth main foreign policymaking actors. Also considers the influences of U.S. foreign policy on the present-day volatile international system.

Prerequisite: None. Crosslisted as: HIST 249, POLS 249.

HIST 450 - Independent Study (4.00)

An individual program of reading, research, and writing on an approved topic, under the supervision of a member of the department. Topic and assignments are to be determined by the faculty member and student.

Prerequisite: None.

HIST 452 - History and Material Course (4)

NULL

Crosslisted as: HIST 250.

HIST 454 - Great Depression (4)

NULL

HIST 455A - History Thesis (4.00)

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

Prerequisite: None. Crosslisted as: HIST 455B, HIST 455C.

HIST 455B - Thesis Extension #1 (0.00)

Involves independent research based on archival primary sources culminating in a paper of approximately 60 to 80 pages under the supervision of two historians with expertise in the subject area.

Prerequisite: None. Crosslisted as: HIST 455A, HIST 455C.

HIST 455C - Thesis Extension #2 (0.00)

Involves independent research based on archival primary sources culminating in a paper of approximately 60 to 80 pages under the supervision of two historians with expertise in the subject area.

Prerequisite: None. Crosslisted as: HIST 455A, HIST 455B.

HIST 455E - Thesis Extension (4.00)

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.

Prerequisite: None.

HIST 457 - Women in America (4)

NULL

HIST 458 - Cold War/Arms Race (4)

NULL

HIST 470 - Internship (4)

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice.

Prerequisite: None.

HIST 527 - Archives, History, and Collective Memory (4.00)

Explores the relationship among historical events, the creation and maintenance of archival records, and the construction of social memory. Analyzes the role of archives in the process of memory conservation, the display of public history, the writing of history, and the construction of political and national identities. Focuses on 20th century events, considering such historical and archival issues as repatriation, record preservation, the use of misuse of archives to shape political myths, and the use of documents to influence a shared historical consciousness.

Prerequisite: None. Crosslisted as: LIS 443, LIS 443.

HIST 529 - Film & Historical Representation (4.00)

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 historical subjects. There will also be readings in history, theory, and film criticism.

Prerequisite: None. Crosslisted as: HIST 329.

HIST 551 - 9/11 Narratives Seminar (4)

NULL

Crosslisted as: HIST 351.

HIST 560 - Seminar in the History of Women and Gender: 1790-1920 (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 360.

HIST 561 - Seminar in Latin American History (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 361.

HIST 561M - Cross-Cultural Encounters (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 361M.

HIST 561T - Cross-Cultural Encounters (0)

NULL

HIST 562 - Reform and Revolutions in Asia (4.00)

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

Prerequisite: None. Crosslisted as: HIST 362.

HIST 564 - Rape of Nanjing (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 364.

HIST 565 - Seminar: 911 Narratives (4.00)

This course 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 nature of the post-9/11 zeitgeist. The class provides an understanding as to how these narratives affect how we interpret the event, its causes and subsequent decision-making. Incorporating a variety of different types of sources such as journalistic accounts, novels, films, YouTube clips, Islamist writings and perspectives from philosophers, the course also considers how the emotional impact of the event has affected interpretations of both recent history and the longue duree, definitions of security and dialogue between the West and the Islamic world.

Prerequisite: None. Crosslisted as: HIST 365.

HIST 567 - Memory and the Holocaust (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 367.

HIST 568 - Seminar in Public History: Sites of History (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 368, LIS 532I.

HIST 571 - Seminar in Early American History (4.00)

Studies the development of a new society and culture in British America from the settlement of Jamestown in 1607 through the War for Independence. Focuses on varied developments in New England, the Middle Colonies, and the South, with special attention to political institutions, social structure, race relations, and gender roles.

Prerequisite: None. Crosslisted as: HIST 371.

HIST 571A - Colonists & North America, Early New England (4.00)

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. Topics vary each year.

Prerequisite: None.

HIST 571B - Lives of Faith: Biography & Autobiography (4.00)

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.

Prerequisite: None.

HIST 571C - Race & Gender in the Atlantic World (4.00)

Columbus' 'discovery' of the Americas launched the creation of an Atlantic World that involved legal and intellectual shifts in the understanding of sexual and racial difference. Rather than evolving as separate discussions, concerns about race and gender intertwined. 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.

Prerequisite: None. Crosslisted as: HIST 371C.

HIST 573 - Seminar in Nineteenth-Century American History (4.00)

This seminar examines how ideas about race and ethnicity took shape in the 19th-c. U.S. It integrates African-American histories of slavery, emancipation, citizenship, and urban migration; the Native American experience of territorial conquest and cultural resistance; and waves of immigration from Europe, Asia, Mexico, and the Caribbean.

Prerequisite: None. Crosslisted as: HIST 373.

HIST 574 - Modern US History: Digital Humanities (4.00)

Topics vary each year. Focuses on the cultural, social, and political history of the U.S. after 1890. Please contact the History Department about this semester's specific topic.

Prerequisite: None. Crosslisted as: HIST 374.

HIST 575 - Cold War Culture (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 375.

HIST 576 - American Revolution (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 376.

HIST 577 - Topics in Modern Europe (4.00)

Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include Post- 1989 Europe, history and memory, and war and society.

Prerequisite: None. Crosslisted as: HIST 377.

HIST 578 - Pilgrims, Prophets, & Profaners Biography & Autobiography (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 378.

HIST 579 - Expansion & Empire in U.S. History (4.00)

This seminar traces both violent and non-violent American territorial expansion from its colonial origins through the articulation of Manifest Destiny, to the overseas colonies that the U.S. acquired after theSpanish-American War. We attend especially to factors of race, gender, citizenship, and political and cultural integration versus separation.

Prerequisite: None. Crosslisted as: HIST 379.

HIST 581 - Activism & Empire Seminar (2)

This course explores diverse forms of popular activism in the context of empire, depending on the expertise of the instructor. Activist traditions under consideration include women's rights and suffrage, labor mobilizations and socialism, anti-racism, and anti-imperialism.

HIST 597 - Historical Methods (4.00)

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.

Prerequisite: None. Crosslisted as: HIST 397.

HPED - CAGS HEALTH PROFESSIONS EDUC

HPED 500 - Independent Study (1.00)

The independent Study offers students an opportunity for in depth study of a topic of interest. With the approval of the instructor, students will prepare and submit a proposal for study that includes the significance of the study, learning objectives of the experience, and the methodology to achieve those objectives.

Prerequisite: None.

HPED 501 - Issues in Health Professions Education (2.00)

Defines and reviews learning environments for health professions students and new graduates integration of research and practice related to health professions education, educational administration, individual differences in learning styles, current issues in the health professions, and other related topics. Focuses on the relationship between theory, research, and practical application.

Prerequisite: None.

HPED 503 - Principles of Assessment and Teaching (2.00)

Offers practical strategies to help educators assess skills of the learner, plan and evaluate teaching activities, assess each learners academic strengths and weaknesses. This course introduces students to informal assessment, teaching, and learning strategies, and methods to monitor learner progress and evaluate the impact of the prescriptive strategies. Reviews current research in the field.

Prerequisite: None.

HPED 505 - Curriculum Development and Evaluation (2.00)

Explores strategies for developing, implementing, and evaluating curriculum for teaching in both clinical and academic, settings. Considers bias in curriculum, teaching materials, assessment, practice, and evaluation. Students will design and evaluate a curriculum; curriculum frameworks, standards, objectives, instructional resources, and course content will be explored. The course also provides students with the opportunity to acquire skill in the development, evaluation, selection, and use of evaluation instruments that measure a variety of learning outcomes.

Prerequisite: None.

HPED 506 - Organization, Leadership and Change (2.00)

Examines principles of effective leadership, organizational structure, and techniques for facilitating and responding to institutional change. Explores the impact of demographics on policy and practice and program evaluation. Analyzes contemporary operational and administrative problems and trends in health professions education.

Prerequisite: None.

HPED 507 - Teaching Methodologies and Classroom Design (2.00)

Uses digital media to mold existing and emerging curriculum materials and approaches to teaching, making it more responsive to the needs of diverse learners. Explores the knowledge and competencies needed to develop and apply innovative technologies in classroom and laboratory settings. Students will explore various teaching/learning strategies such as computer based learning environments, the use of multimedia, video, interactive learning, and web page development.

Prerequisite: None.

HPED 508 - Theories & Practice of Adult Education (2.00)

Focuses on the characteristics of the adult learner, common theories of adult learning, and a comparison and contrast of education and training. Addresses effective instructional design for adult learners. Students will discuss the cycle of providing student feedback and evaluating teaching effectiveness.

Prerequisite: None.

HPED 510 - Education Practicum/Preceptorship (4.00)

Students in this course will develop curriculum materials and demonstrate teaching in diverse settings to students under supervision of a faculty member/preceptor. The settings will include higher degree programs, clinical settings, and/or institutional staff development departments. Students will participate in a weekly seminar that focuses on practice issues, professional skill development, and issues related to theory, practice, and research in nursing education. Learning activities include 16 hours per week in the precepted practicum with an expert teacher/mentor with an interactive web-based seminar discussion.

Prerequisite: HPED-507, HPED-508 .

HPED 520 - Trends in Health Profession Education (3)

This is the beginning "gateway" course for the Health Professions Education program. The course reviews some of the national and international trends that are affecting health professions education and defining new teaching and learning needs in the health professions. It introduces basic elements of educational theory, practice, and research related to health professions education. It also introduces concepts of leadership and innovation related to health professions education program design and development.

Prerequisite: None.

HPED 521 - Learning Theory and Practice (3)

This course provides an overview of the major research and theories related to how adults learn. Students read and discuss key concepts in this area, relating the ideas to their specific health professions education areas of focus. Students design and facilitate an online lesson and a creative professional project that provides them with experience teaching online and creating resources for future use. This course models several key principles of adult learning, including relevancy, connecting to prior learning, Universal Design, integrating choice, reflection, and project-based learning.

Prerequisite: None.

HPED 530 - Principles of Inquiry & Evidence in Education (3)

This course introduces students to principles of research design, critical reflection, and methodological rigor that inform practice in health professions education. Particular attention is paid to the skills required for collecting, interpreting, and evaluating educational data and evidence, developing answerable educational questions, and addressing threats to validity. Other topics include the visual presentation of data and techniques for summarizing and organizing research literature.

Prerequisite: Requires consent.

HPED 531 - Teaching Methods, Course Design, and Assessment (3)

In this course, students develop the knowledge and skills needed to design, deliver, and assess effective courses and training programs for both in-person and online learning environments. Students discuss research on a variety of evidence-based, inclusive, equitable, learner-centered teaching strategies, including problem-based learning, discussion, interactive lecture, and other innovative approaches, as well as a variety of techniques for assessing learning, and will then apply this knowledge to designing a course and lesson plan using the backward design model. This course also includes an applied component in which enables the student to design, deliver, and assess a short online lesson for the class on a topic related to teaching methodology, design, and/or assessment.

Prerequisite: Requires consent.

HPED 540 - Curriculum Development, Program Design, and Evaluation (3)

This course introduces students to research-based frameworks and processes for designing and evaluating a post-secondary curriculum in the health professions. The course leads students through a team-based simulated process of designing a new curriculum or degree program, including collecting, analyzing, and using external and other needs assessment data to inform design; developing program learning objectives, a curriculum map, and a sustainable, comprehensive evaluation plan; and course development and sequencing. The course also addresses issues such as incorporating high-impact practices, integrating inclusive practices, alignment with professional standards, meeting accreditation requirements, and working with a variety of stakeholders.

Prerequisite: Requires consent.

HPED 541 - Education Application and Immersion Experience (3)

This course provides students the opportunity to put into practice the theories, concepts, principles, and research explored in previous courses in the HPED or CAGS program. Synthesis and integration of theory and practice are the focus of this experience. This blended course will operate in three areas: (1) a practicum, which takes place at a location of the student's choosing and involves about 100 hours of immersion in an educational experience consistent with the student's career goals; (2) an online community of practice, which will involve discussion posting; and (3) three in-person meetings during the semester. For students at a distance, participation may occur via GoToMeeting.

Prerequisite: Requires consent.

HPED 550 - Independent Study (3.00)

An individual program of reading, research, and writing on an approved topic, under the supervision of a member of the department. Topic and assignments are to be determined by the faculty member and student.

Prerequisite: None.

LIS - LIBRARY SCIENCE

LIS 400 - Virtual Orientation (0.00)

This required orientation course introduces all Library and Information Science, and Dual Degree students to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. Intended for and appropriate to both online and face-to-face students, this course describes program requirements; college, school, and program policy; and offers information about the full range of resources available to the students in support of their program. It also offers basic tutorial and instruction related to the use of Moodle (the learning management system used in online and face-to-face courses), library resources, and other key tools used to support student learning.

Prerequisite: None. Crosslisted as: CHL 400.

LIS 401 - Foundations in Library & Information Sciences (3.00)

This course is an introduction to the field of library and information science, exploring information professions, services, and institutions, as well as addressing fundamental concepts and theories of information. Topics which will be the subject of discussion and study include settings in which an information professional might work (libraries, information centers, archives, and the information industries); the history of the information professions; the organizational structures of information institutions; the information needs of users and their information-seeking behavior; and information concepts, theories, and practices. The class will engage with current issues and trends affecting the information professions in today's society. Assignments may include presentations, posters, papers, case studies, examinations, and written exercises.

Prerequisite: None.

LIS 403 - Evaluation of Information Services (3.00)

The course applies the principles of evaluation research to contemporary information management problems. It covers the fundamentals of identifying and investigating problems relevant to continuous quality enhancement and communicating the results to decision makers.

Prerequisite: None. Crosslisted as: POLS 249.

LIS 404 - Principles of Management (3.00)

Designed to acquaint students with the basic management functions of planning, organizing, staffing, directing, and controlling. The course is intended to help provide understanding of human interactions in the workplace and develop the practical problem-solving skills needed to handle managerial problems professionally. Approaches to managing, from authoritarian to participative to laissez-faire, are examined. Readings, case studies, critical incidents, simulations, and discussions.

Prerequisite: None.

LIS 404T - Yonsei Travel Costs (0)

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LIS 405 - Special Topics in Children's Literature And Library Science (3.00)

This co-taught course offers a thematic exploration of children's and young adult literature as viewed through the sometimes complementary, sometimes contradictory disciplinary lenses of literary criticism and library science. Topics for discussion include the differences and similarities between professional reviewing and literary criticism, literary reception and the reading audience, and the intersections between theory and practice.

Prerequisite: None. Crosslisted as: CHL 437.

LIS 406 - Management & Evaluation of School Library Programs (3.00)

A critical review of the issues and trends in management, program development, and evaluation of contemporary school library media centers at the elementary, secondary, and district levels in the United States. Students in this course will complete 15 pre-practicum fieldwork hours in the context of an assignment involving the development of an observation protocol (a method associated with evaluation research) and an interview with a school library media specialist.

Prerequisite: None.

LIS 407 - Information Sources & Services (3.00)

This course focuses on topics related to services, information sources and information seeking processes as manifested in a variety of information centers. Introduces information concepts and services, including: question-negotiation (the reference interview), customer service, ethics, evaluating the collection, management, user service philosophy, service in different institutional settings and for diverse populations, and the assessment of services. Students learn about the creation, packaging, access and presentation of information in different types of sources and formats.

Prerequisite: None.

LIS 408 - User Instruction (3.00)

This course offers an overview of user instruction, including needs assessment, planning, educational strategies, and evaluation of programs in all types of libraries. Students will critically evaluate concepts of information literacy, learning theories, and the goals of user instruction and apply best practices principles in development of user instruction program modules for either oral presentation or online tutorials. Readings, discussion, guest lectures, oral presentations, and a term project may be included.

Prerequisite: LIS-407, LIS-415 .

LIS 410 - Info Services for Diverse Users (3.00)

Given the increasing diversity of information users in the United States, information professionals need to learn more about specific groups in order provide appropriate services. This course examines the special needs and potential contributions of groups that are traditionally underrepresented in information settings. Through readings, discussion, and guest lectures, students will explore diversity issues which impact information services and develop skills for planning, implementing, and evaluating programs for addressing these issues. Specific diversity issues include race and ethnicity; gender and sexual orientation; social class; national origin; physical, psychological, and learning ability; and age. Students will gain experience in addressing diversity issues in two interrelated projects. The first project will involve writing a paper on a particular group and its needs in terms of collection development, programming, or accessibility issues, etc. For the second project, students will build on the first paper in a service learning project with an information center of their choice. Examples of service learning projects include constructing a detailed program or service activity for a specific group; compiling an annotated bibliography of best current materials and digital sources for a specific group; implementing a mentoring program for a specific group; evaluating diversity programs which are already in place; or writing a staff training proposal.

Prerequisite: LIS-407, LIS-415 .

LIS 412 - Library Programs & Services for Young Adults (3.00)

This course examines the planning and delivery of information and recreational services to meet the diverse needs of young people between the ages of 12 and 18 in public libraries and school library/media centers. Examination of the developmental tasks of adolescents and relevant social, educational, and demographic trends. Emphasis on the development of library policies and collaboration with youth-serving community agencies. Attention to communication and program skills and the promotion, funding, and evaluation of library programs and services for teenagers.

Prerequisite: None.

LIS 414 - Special Libraries (3.00)

This course surveys the history, staffing, organization, development, and future of special libraries-of multiple types-in North America. Specific attention will be given to examples of highly successful models of special library organization, staffing, and service, as well as to notable and common challenges associated with special libraries. Students will read and evaluate recent research describing the value of special libraries and examine comparative data describing special libraries in the U.S. and abroad.

Prerequisite: None.

LIS 414T - Travel Costs Paris (0)

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LIS 415 - Information Organization (3.00)

The phenomena, activities, and issues surrounding the organization of information in service of users and user communities. Topics include resource types and formats, information service institutions, markup, descriptive metadata, content standards, subject analysis and classification, and the information life cycle. Readings, discussions, examinations, and oral and written exercises.

Prerequisite: None.

LIS 416 - Descriptive Cataloging (3.00)

This course addresses the theories, principles, and practices of bibliographic description and the application of national standards to the construction of catalogs in libraries. It covers the fundamental concepts of descriptive cataloging including: the elements of bibliographic description, the choice of descriptive detail, the description of print and non-print resources , the choice of access points, the formulation of authorized names and titles, the principles and practices of authority work , and the application of encoding standards. The course also includes examinations of current trends and future directions of descriptive cataloging. May include readings, discussions, presentations, exams, exercises, and individual or group projects.

Prerequisite: LIS-415.

LIS 417 - Subject Cataloging and Classification (3.00)

This course addresses the theories, principles, and practices of subject cataloging and classification. It covers the application of national standards to the creation of bibliographic records and to the construction of catalogs in libraries and other information environments. It teaches the concepts of subject cataloging including: understanding the various approaches to and pitfalls in determining aboutness; the theoretical foundations, structure, and the application of LCSH in subject cataloging; the application of the policies in the LC Subject Heading Manual; and complex number building in Dewey Decimal Classification and Library of Congress Classification. The course also includes examinations of the history and theoretical foundations of subject cataloging and classification and explores other subject access systems from around the world (e.g. UDC, Colon, Bliss, Expansive classification, PRECIS, AAT, and MeSH). May include readings, discussions, presentations, exams, exercises, and individual or group projects.

Prerequisite: LIS-415.

LIS 419 - Indexing & Thesaurus Construction (3.00)

Design, evaluation, and improvement of systems providing subject access to information resources. Indexing, classification and taxonomy, indexing language development, abstracting, algorithmic approaches. Subject organization and retrieval in a range of information systems and settings, including Web sites, subject gateways, and digital libraries. Practical exercises, individual or group projects, in-class presentations.

Prerequisite: LIS-407, LIS-415 .

LIS 420 - Mod Pub & Librnshp Modern Publishing and Leadership (3.00)

The course focuses on the book publishing industry and its relationship to the library profession. Students examine all the segments of the publishing process: editorial, design, manufacturing, marketing, and sales. The course explores current issues in the book publishing industry; it helps librarians develop critical skills to evaluate books; it clarifies aspects of copyright as related to printed material; and it provides information about ways libraries can influence what appears in print and can take advantage of current conditions in the publishing marketplace. Also included are guest speakers from the publishing industry, media presentations, and individual research papers.

Prerequisite: None.

LIS 421 - Social Informatics (3.00)

"Social Informatics" refers to the body of research and study that examines social aspects of computerization - including the roles of information technology in social and organizational change and the ways that the social organization of information technologies are influenced by social forces and social practices. This graduate seminar is for students interested in the influence of information technology in the human context, including cultural heritage, professional concerns, and social inequities. The course introduces some of the key concepts of social informatics and situates them into the view of varied perspectives including readers, librarians, computer professionals, authors, educators, publishers, editors, and the institutions that support them.

Prerequisite: None.

LIS 422 - Literacy & Services to Underserved Populations: Issues & Responses (3.00)

This course provides an overview of the social, economic, and political impact of adult functional illiteracy in the United States; it discusses the issue at both the federal and state level with implications for library involvement at the community level. Emphasis will be placed on the analysis of the literacy needs of a community and at the development and implementation of programs to meet that need. It will introduce advocacy, training, budgeting, staff recruitment, student assessment and instruction, publicity and program evaluation of both traditional and innovative library-based literacy/ESOL programs; it will suggest approaches to serve traditionally underrepresented communities by exploring how to improve equity of access to those populations.

Prerequisite: None.

LIS 423 - Storytelling (3.00)

This course examines cultural origins and contemporary practices of oral storytelling. It explores the psychological and social value of stories and practical and ethical issues in selecting, adapting, and presenting story materials. Students observe and practice storytelling and develop a personal repertoire of stories. Readings, class discussion and exercises, and course assignments will acquaint them with a wide variety of story types, skills of story presentation, and the development of story programs.

Prerequisite: None.

LIS 425 - History of the Book (3.00)

The course will cover a wide variety of topics concerned with the history and development of the book, both as a physical object and as the bearer of intellectual content. Therefore, the lectures/discussions will look at two different kinds of phenomena: the physical properties of the objects that carried written and pictorial texts and the intellectual use to which books have been put. A third area that the course will address picks up the miscellaneous but important issues of the world of libraries; the antiquarian and out-of-print book trade; remainders; handling, storing, caring for, repairing, and conserving books; legal considerations of book/text ownership and use; and other areas of book history. Students will be introduced to the extensive vocabulary of the book world. With a mastery of this new vocabulary, the students will have a grasp of a subject of extraordinary breadth, boundless fascination, and endless debate. As Milton said, "A good book is the precious life blood of a master spirit." This course will explain why.

Prerequisite: None. Crosslisted as: ENGL 410.

LIS 428 - U.S. Government as Publisher (3.00)

Within an information policy context, the course examines the life cycle of government information, with particular emphasis on public access issues, the evolution from distribution to dissemination, and the emergence of e-government - a multi-faceted concept. Students learn to navigate through a rich body of current and historical literature.

Prerequisite: None.

LIS 430 - Business Information Sources & Services (3.00)

A survey of print and electronic information sources as well as coverage of basic business concepts is provided. It will include sources basic to business, finance, trade, company and industry reference and be both national and international in scope. The objective will be to familiarize students with source material including government sources and statistics, industry and trade literature, used for business research. Attention will also be paid to the information needs of business people and researchers as well as the issues and concerns associated with business information gathering and research.

Prerequisite: LIS-407.

LIS 432 - Concepts in Cultural Heritage Informatics (3.00)

This courses serves as a foundation course for students who seek careers as information professionals in archives, museums, libraries, and other cultural heritage settings. Working with representative partner sites, the course introduces students to diverse information organizations. With a focus on the purpose, mission, and history of these institutions, the course examines key concepts and activities in an interdisciplinary context. Differences in the purposes and missions of these institutions are also considered. Specific topics include: collection building, organizing knowledge structures, conserving and preserving collections, collection use, exhibitions, education, the application of technology, and cultural politics. Assignments include case studies, presentations, and group projects.

Prerequisite: None.

LIS 433 - Oral History (3.00)

This course is in three components: 1) studying the ethics and responsible practice of oral history; 2) developing a project to document a life, event, occupation, family, institution or experience; 3) archiving, providing access, and preserving audiovisual recordings. Students are required to secure a recording device to perform oral history interviews and to learn to use audiovisual editing software.

Prerequisite: None.

LIS 434 - Medical Librarianship (3.00)

Basic concepts and trends in the organization and management of the medical library. Selection, organization, and utilization of print and electronic medical literature and information. Emphasis on the institutional and environmental information needs of medical education, research, and practice in which the health sciences librarian works. Utilization of the online databases and controlled vocabularies from the National Library of Medicine and experience in the navigation, identification, and evaluation of Internet-based medical and health information resources. Current and future trends in health sciences librarianship.

Prerequisite: None.

LIS 435 - Music Librarianship (3.00)

Scope, types, and functions of music libraries; their physical and intellectual organization and administration. Included are principles and techniques of selection, acquisition, classification, cataloging, binding, storage, and dissemination of music materials; principles, techniques, and materials of music reference and research; music publishing and recording, including listening facilities; and philosophy and functions of the music librarian. Ability to read music and substantial music literature background required.

Prerequisite: None.

LIS 437 - Legal Information Sources (3.00)

Study of legal information; origins, organization, dissemination, and use of legal media, as well as techniques of basic legal research.

Prerequisite: LIS-407.

LIS 438 - Introduction to Archival Theory and Practice (3.00)

Fundamentals of archival theory and practice, including the issues, values, methods, and activities in archival settings. Introduction to core archival functions of appraisal, acquisition, arrangement, description, reference, and access. Overview of history and terminology of the profession. Discussion of the types and varieties of archival repositories and the value of historical records beyond traditional research use. Engagement with contemporary issues in the archival profession. Course includes a required 60-hour field experience. Open to all MS students. First in a required three-course sequence in the Archives Management Concentration and required by the Cultural Heritage Informatics

Prerequisite: None.

LIS 439 - Preservation Management (3.00)

This course covers the fundamentals of planning and managing programs of prevention and remedial treatment for the preservation of information resources in libraries and archives. The study of the nature of all types of materials and the factors contributing to their deterioration serves as background. Preservation planning topics, such as environmental control and light, security, risk management, fire prevention, housekeeping and storage, general collections maintenance and testing methods, are covered. Additional topics include: emergency planning in the areas of preparedness, mitigation and response; selection of materials for basic repair, conservation or reformatting; budgeting for preservation activities; preservation training for staff and users; digital preservation; and cooperative programs. Course includes readings, guest lectures, media presentations, field trips, demonstrations, and individual projects.

Prerequisite: None.

LIS 439T - Travel Costs Yonsei (0)

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LIS 440 - Archival Access and Use (3.00)

Explores access to and use of archives and manuscript collections within the framework of archival description and representation. How archives are described and the surrogates that are used to represent them profoundly impact their access and use and are central to the archives profession. Students will explore various types of archival use including exhibits (physical and virtual) in addition to the creation of surrogates for primary sources and will gain a theoretical and practical understanding of EAD (Encoded Archival Description) as well as other emerging metadata standards.

Prerequisite: LIS-415, LIS-438 .

LIS 440T - Travel Costs Yonsei (0)

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LIS 441 - Appraisal of Archives and Manuscripts (3.00)

Archival appraisal, or the assessment and evaluation of archival records to determine their continuing value for permanent retention, is one of the central and most critical challenges and responsibilities of the archivist. Building on the introductory exposure to appraisal offered in LIS 438, this course will focus on developing a theoretical framework for appraisal. It will introduce students to the theories and methodologies of appraisal and will explore appraisal models developed and implemented within the profession. It will place the issues and activities within the context of the documentation of society and the preservation of organizational and community memory.

Prerequisite: LIS-438.

LIS 442 - Establishing Archives and Manuscript Programs (3.00)

Developing a knowledge base that encompasses a variety of competencies around sustaining an archives is vital for archivists who often work in small one or two person repositories or may face the challenges of establishing new repositories. This course will analyze the requirements of such small or emerging programs and focus on the ways to develop strategic plans, locate and pursue sources of funding, market and design outreach, understand the physical and intellectual resources of an archival facility; and sustain program growth. The class will also examine these issues within the context of different types of archives (i.e. government, academic, historical societies).

Prerequisite: LIS-438, LIS-440 .

LIS 443 - Archives, History and Collective Memory (3.00)

This is a bridge course between Archives and History that explores the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. It analyzes the role of archives and records in the process of documenting and remembering (or forgetting) history. Focusing on twentieth century events, it considers such archival issues as repatriation, records destruction, contested history, and memory construction. These issues are presented within the context of various types of records such as genealogical records, oral records, and records of material culture (artifacts) in addition to traditional print materials.

Prerequisite: None. Crosslisted as: HIST 527.

LIS 444 - Digital Preservation (3.00)

The preservation and retention of media in digital environments are increasingly urgent issues for archival digital repositories. This course focuses on archiving and preserving a wide variety of digital media (primarily text, image, sound, moving images, and web sites) as well as thinking in a long-term way about overcoming the many challenges. Topics under discussion will include the characteristics of digital media that make a difference in their long-term preservation, media formats, rights issues, digital asset management, each addressed theoretically, historically, and practically. Please note: This class is not limited to Archives concentrators.

Prerequisite: None.

LIS 445 - Metadata (3.00)

This course will cover the theory and practice of metadata as it is applied to digital collections. It will provide students with a comprehensive overview of current metadata standards in the library, archives, and visual resources communities, and offer them an opportunity to get hands-on practice using selected standards. It will examine the role of metadata in the discovery, delivery, administration, and preservation of digital objects, and consider current and emerging issues in metadata. The course will address all aspects of metadata, including creation, management, and use. In-class exercises and assignments will provide students with the opportunity to apply specific content and structure standards.

Prerequisite: LIS-415.

LIS 445M - Metadata (3)

This course will cover the theory and practice of metadata as it is applied to digital collections. It will provide students with a comprehensive overview of current metadata standards in the library, archives, and visual resources communities, and offer them an opportunity to get hands-on practice using selected standards. It will examine the role of metadata in the discovery, delivery, administration, and preservation of digital objects, and consider current and emerging issues in metadata. The course will address all aspects of metadata, including creation, management, and use. In-class exercises and assignments will provide students with the opportunity to apply specific content and structure standards.

Prerequisite: LIS-415. Corequisite: Required LIS-415.

LIS 445T - Yonsei: Program Costs (0)

LIS 446 - Art Documentation (3.00)

This course addresses the creation, management, and dissemination of art information in museums and in their archives adn libraries, as well as in academic art libraries and visual collections. Topics include: the historical development of art research collections in museums and libraries; impact of new technologies on research and collection management; use of social media and the related information management issues; developments in field-specific standards such as CCO and the various Getty vocabularies, with an emphasis on the impact on access to visual materials; develoments in cross-institutional projects; and issues specific to small museum libraries and archives.

Prerequisite: None.

LIS 447 - Collection Maintenance (3.00)

This course in preservation management deals with the planning, implementation, and management of an effective collections maintenance program, including an effective repair program for a small/medium general collection. Topics include developing criteria for the selection of items in need of repair, binding, or replacement; learning the proper repair and housing techniques for bound and unbound materials in order to be able to administer an in-house repair program; selecting and processing materials for remote storage facilities; the cost factors involved in developing a collections maintenance program for general collections; and selecting and managing staff, space, equipment, and supplies for such a program. This course takes place at the North Bennett Street School.

Prerequisite: None.

LIS 448 - Digital Stewardship (3.00)

This course teaches the core concepts and skills needed to create and manage digital collections and repositories. It covers the digital convergence of cultural heritage information in libraries, archives and museums. It introduces strategies for managing digital objects over the long term through active, ongoing oversight of the total environment (content, technologies, and user expectations) during all phases of the information life cycle. The course also includes extensive discussion of policy issues affecting digital collections, including sustainability issues for digital repositories, and open access to digital resources.

Prerequisite: None.

LIS 449 - Rare Book and Special Collections Librarianship (3.00)

With the growth of the Internet and the proliferation of electronic applications in librarianship, the role of the Special Collections and Rare Book library has not gotten simpler. In fact, the new technology has added a layer of complexity to the life of the librarian, while many operations remain unchanged. Often, Special Collections/Rare Books Departments are like a library in microcosm, for many of these departments do all of what the parent instituion does, in both technical and public services. On top of this, many administrators look to the Rare Books Department and use the department's facilities and holdings for public relations and other fund-raising activities. This course is designed as a practical introduction to Rare Book and Special Collections Librarianship, to cover the many issues of these departments' responsibilities for the neophyte as well as the experienced librarian.

Prerequisite: None.

LIS 450 - Public Libraries (3.00)

This course surveys the history, staffing, organization, development, and future of public libraries, addressing the principles and techniques associated with planning and delivering public library services to individuals and communities. Students will examine the governance and service structure of metropolitan and town libraries and consider the political, fiscal, and societal trends affecting them. Special attention will be given to the analysis of the library needs of specific groups and relationship of these needs assessments to the implementation of particular programs and services.

Prerequisite: None.

LIS 451 - Academic Libraries (3.00)

This course surveys the history, staffing, organization, development, and future of college and university libraries. Common issues-including managing change, scholarly communication, publishing, information technology, advocacy, evaluation and assessment, planning, budgeting, and higher education-will be addressed within a context that connects academic libraries, and their infrastructure, with their parent institutions.

Prerequisite: None.

LIS 451T - STC Academic Libraries Costs (0)

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LIS 452 - History of Libraries (3.00)

This course covers the history of libraries from earliest times to the present day. It includes specific institutions, trends in service and facilities, and individuals important in the development of these institutions. While the primary focus of the course is libraries in the Western World, consideration of libraries in other traditions will be covered as source material allows. The objectives of the course include gaining a broad perspective on the history of libraries, an understanding of the history of libraries in the context of socio-cultural, political and economic developments, and an understanding of historical methods both through the analysis of primary sources related to the history of libraries and through critical reading of texts on the history of libraries. Course material includes lecture, discussion, and field trips. Assignments include several writing assignments and in-class presentations.

Prerequisite: None.

LIS 453 - Collections Development and Management (3.00)

Activities through which library collections are systematically developed and managed are explored, especially the formulation and implementation of written collection development policies. Other specific topics include identification of user needs; collection evaluation; fund allocation among competing departments, subjects, and/or media; selection methods; intellectual freedom; storage alternatives; and cooperative collection development. Course includes readings, guest lectures, and a term project in which a collection development policy for a real information agency is prepared.

Prerequisite: LIS-407, LIS-415 .

LIS 454 - Digital Information Services and Providers (3.00)

The course addresses core principles and skills needed for information professionals to manage electronic resources and provide quality bibliographic search services in a variety of environments. The course provides a survey of database industry landscape, database structure and search techniques, a variety of domain-based database content and search strategies, and specialty searches. The course also covers budget planning, pricing models, licensing negotiation, and link and authentication technologies that are fundamental to managing electronic resources in libraries. Evolving roles of an electronic resource librarian, trends and development of electronic resource management are discussed. Instructional methods include lecture, search demonstration, hands-on practice, and guest speakers from vendors and libraries.

Prerequisite: None.

LIS 455 - Usability & User Experience Research (3.00)

This course covers the conceptual frameworks and applied methodologies for user-centered design and user experience research. Emphasis is placed on learning and practicing a variety of usability research methods/techniques such as scenario development, user profiling, tasks analysis, contextual inquiry, card sorting, usability tests, log data analysis, expert inspection and heuristic evaluation. Rather than a Web or interface design course, this is a research and evaluation course on usability and user experience with the assumption that the results of user and usability research would feed directly into various stages of the interface design cycle. Assignments may include usability methods plan, user persona development, scenario and task modeling, card sorting, usability testing project, and user experience research project. The usability test project will use actual real-time cases from organizations in the Greater Boston area. Usability experts and research specialists will be invited as guest speakers to present in class and some will serve as mentors/site supervisors for the usability testing project. Field trips to local usability labs will be arranged. Simmons GSLIS Usability Lab (http://slis.simmons.edu/usability/) will be used as the platform for class projects/assignments.

Prerequisite: None.

LIS 456 - Records Management Environments (3.00)

This course addresses the theories and methodologies associated with managing institutional records, both paper-based and electronic. It introduces the set of activities required for systematically controlling the creation, distribution, use, maintenance and disposition of recorded information maintained as evidence of business activities and transactions. With an emphasis on case studies, students will learn about records appraisal, scheduling and disposition, functional analysis and records management program implementation and policy. Prior experience working with institutional records and/or LIS438 is recommended.

Prerequisite: None.

LIS 456T - Yonsei Travel Costs (0)

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LIS 456W - Managing Info. System Prorgams (3)

NULL

LIS 457 - Digital Publishing (3.00)

Digital publishing has fundamentally altered who can be a publisher along with the formats and devices in which the content is consumed. This survey course focuses upon the technologies and the forces that shape them. Emphasis is upon how to select, manage, and evaluate these options both professionally and personally. Many of these systems are turn-key and/or paywall technologies deployed in cloud computing, tablet, and mobile applications that can be used in library, archives, museums and other institutions. There are many issues to consider including digital rights management, accessibility design, and privacy policies as we typically cannot design around or legally alter the content of these products. This course will also include discussion of micro-publishing venues, markup formats, and multimedia integration. Other considerations will include publishing on demand, crowd-created content, and international concerns.

Prerequisite: None.

LIS 458 - Database Management (3.00)

Principles and practices of database management and database design. Discussion and practice cover database application lifecycle, data modeling, relational database design, SQL queries, reports and other interfaces to database data, and documentation. Lectures also cover Web databases, XML, multimedia databases, and ethical and privacy issues associated with database systems. Individual and group projects.

Prerequisite: LIS-488 or LIS-460. Crosslisted as: CS 333.

LIS 459 - School Library Teacher Pre-Practicum (3.00)

Students complete structured field experience activities in elementary and secondary school libraries. Students will document their field experiences, make reflective written responses to readings and activities, and complete carefully designed learning projects that will help them develop professional skills, knowledge, and resources. This course fulfills 30 of the mandated 75 hours of pre-practicum field experience in preK-12 libraries for Massachusetts initial certification.

Prerequisite: None.

LIS 460 - Technology and the School Library Teacher (3.00)

This course will prepare the school library teacher to successfully integrate new and emerging technologies into the school library program, technology lab, and classroom. Technologies studied will be appropriate for integration into all areas of the school's curriculum. Web-based and mobile resources and tools are used extensively throughout the course and are directly tied to current topics in successful school library management and practice. Hands-on learning and discussion of issues that could arise as a part of technology integration with pre-K - 12 students are foundational elements of the course. The role the school library teacher plays in the professional development of teachers in his/her school as a resource person, leader in technology instruction, facilitator, collaborator, and instructor will be discussed throughout the course. Meets Technology Requirement for students in the School Library Teacher Program.

Prerequisite: None.

LIS 461 - Curriculum & Instructional Strategies (3.00)

This course provides an in-depth look at the pedagogy of teaching and learning including an analysis of the research base that informs the application of specific strategies used for effective instruction. Students will examine the organization, structure, and content of the Massachusetts Curriculum Frameworks, the Common Core State Standards, and the AASL Standards for the 21st Century Learner. Students will prepare lessons, teach, participate in peer reviews, and begin to develop as reflective practitioners. Students will develop an understanding of the wide range of instructional strategies as they learn to create and implement standards-based lesson plans. Students will learn how to assess these lessons, resulting in data that correlates to student achievement.

Prerequisite: LIS-459.

LIS 462 - Digital Libraries (3.00)

Digital libraries are regulated collections of distributed networked resources made accessible to users, usually through a transparent and standardized interface. This course will examine publicly and privately funded digital library projects in the US and internationally, and will explore evolving definitions and visions, as well as issues such as preservation and intellectual property. Through hands-on investigation, students will also become familiar with the components of digital libraries, and with digital library research. Assignments will include (but are not limited to) papers and presentations.

Prerequisite: LIS-415 and LIS-488 or LIS-460.

LIS 463 - Library Automation Systems (3.00)

This course provides an overview to the historical, current, and future automation and technological concerns facing information professionals in a variety of library information settings. It examines various functional components of automated library systems in acquiring, harvesting, organizing, maintaining, accessing, circulating, and disseminating collections. The course covers the process and principles of managing and evaluating library automation systems, including functional specifications, needs assessment, vendor review, RFPs, system implementation and customization, systems integration, and usability testing. It also addresses state of the art library automation trends, including incorporating new technologies such as wikis, RSS feeds, user tagging, and participatory services into library systems. Class activities may involve presentations and demos from vendors and systems librarians and possible site visits. Course requirements may include exercises using components of one or more integrated library systems (ILS). Projects may include vendor profiling, comparative analysis of online public access catalogs (OPACs) and other ILS modules, RFPs for library system products, and investigative reports on Library 2.0 technologies.

Prerequisite: LIS-415 and LIS-488 or LIS-460.

LIS 464 - The Medieval Manuscript: Charlemagne to Gutenberg (3.00)

This course will introduce students to the components of the medieval manuscript codex and teach them how to localize and date this kind of material, introducing them to the fields of paleography, codicology and manuscript illumination from the reign of Charlemagne in the ninth century to the invention of printing in the fifteenth. They will trace the development of book production and literate culture from its monastic origins to the later commercialization of the book trade. Different types of texts, such as Books of Hours, will be introduced. Students will learn the fundamentals of manuscript bibliographic description, and issues involving the modern book trade and curatorship of this type of material will be addressed.

Prerequisite: None.

LIS 465 - Knowledge Management (3.00)

This course will cover the entire knowledge management cycle from knowledge capture and codification, to sharing and communities of practice, transfer and application. It will also include major theories and models in knowledge management. Students will learn to apply the case study research design in knowledge management, and look at cases discussing the role of knowledge management in organizational improvement. Contemporary knowledge management software (including knowledge creation and sharing in social networking websites) will be covered. Finally, the course will explore knowledge management not just from the organizational perspective, but also from the individual perspective.

Prerequisite: None.

LIS 466 - Information Retrieval (3.00)

This course covers all aspects of Information Retrieval (IR). In this class, students study technical foundations of text-based retrieval: IR models, system evaluation, improvements on retrieval through relevance feedback, human-computer interaction for IR, multimedia IR, and IR in the library, especially Web, library, and digital library applications. Some specific class topics include interactive information visualization, IR and multimedia, free-text searching and the integration of semantically-tagged records, language issues that form domain-specific retrieval research programs (e.g. bioinformatics, medical librarianship; latent semantic indexing, generalized vector model and Markov-chain clustering techniques).

Prerequisite: LIS-488 or LIS-460.

LIS 467 - Web Development and Information Architecture (3.00)

Organizing and structuring content to help individuals, communities, and organizations find and manage internal and external Web-based resources and services. Application of current coding, metadata, and style standards to create Web documents. Evaluation of Web site quality and usability, and assessment of resource discovery tools. Strategic planning and user needs analysis for information architecture. Content inventory, organization, and management in support of wayfinding and navigation. Design documents for prototyping large Web sites. Readings, essays, design projects, in-class presentations.

Prerequisite: None.

LIS 470 - Visual Communication (3.00)

Intensive study and analysis, through illustrated lectures, of visual forms of information and communication. Upon a foundation of the history of graphic forms of communication, semiotics, philosophy, and media analysis, students study the basics of theory and iconographic languages to understand visual information resources in society in general and specifically in libraries, archives, and emerging visually-rich environments. Topics may include visual literacy, rare books, prints and printmaking, typography, photography, posters, ephemera, propaganda, digital images, exhibit construction, and other topics driven by student interests. The readings and activities from a foundation of (a) graphic/visual knowledge, (b) theory, (c) history, and (d) application in LIS. Students will be able to pursue media studies, human-computer interaction, information architecture and related topics with greater understanding.

Prerequisite: None.

LIS 470T - Travel Costs-Paris Vis Comm (0)

NULL

LIS 471 - Photographic Archives (3.00)

Photographs as visual information. Problems of meaning, context, and definition. Responsibilities of the photo archivist. History of major types of photographic artifacts and development of photographic genres. Characteristics of 19th century processes. Special problems of subject access and remote access. Utilization by scholars, visual researchers, and communication industries. Onsite examination of management practices in a variety of institutions. Guest specialists include, when possible, visitors from special libraries, historical societies, major archives, museums, and picture agencies.

Prerequisite: None.

LIS 472 - Moving Image Archives (3.00)

This course explores the primary formats, technologies, approaches, and social dimensions of archiving and preserving motion picture film, magnetic video tape, and digital moving images. We study the preservation of moving images from historical, theoretical, and critical perspectives that inform archival practice. Course topics include: the field of moving image archives; histories of moving image technologies; preservation approaches, field-specific standards; ethics; and the presentation of moving images.

Prerequisite: None.

LIS 473 - Information Visualization (3.00)

Information visualization is the interdisciplinary study of the visual representation of large-scale collections of non-numerical information, such as library and bibliographic databases, networks of relations on the Internet, query and retrieval set relationships. Collections of digital objects -- text-based and digitized visual resources -- are part of a larger stream in information work of presenting large volumes of data in graphic forms from library, archive, museum and scientific work. Traditionally information visualization has been associated largely with information retrieval, data mining and information graphics with purposively design explanatory images, but as the volume of digital resources grows and visualizing techniques are simplified, library systems, digital libraries, and special-purpose information systems in both the sciences and humanities turn to visualization techniques to display, explain, and help users establish meaning from the retrieved data sets. This course complements Visual Communication (LIS 470), Photographic Archives and Visual Information (LIS 471) and similar visual resource-centric classes as well as born-digital-oriented materials, stored and processed. It may be studied on its own or be an application of what is learned in Data Interoperability and XML classes.

Prerequisite: None.

LIS 474 - Competitive Intelligence (3.00)

Organizations and organizational units increasingly employ competitive intelligence (CI) to support decision-making, management, and to build and sustain competitive advantages. As the formal practice of CI has grown in adoption and sophistication, information professionals are often charged with intelligence-related responsibilities. This course examines competitive intelligence models, functions, and practices; the roles of information professionals in CI, and the management of CI. Discussion and practice topics include: intelligence ethical and legal considerations; identifying intelligence needs; intelligence project management, research methods, analysis, production, and dissemination; the uses of intelligence; intelligence sources and tools; managing the intelligence function; and the evolution of CI. A working knowledge of print and electronic business information sources is recommended.

Prerequisite: LIS-407 and LIS-404 or LIS-406 or LIS-442.

LIS 475 - Organizational/Information Ethics (3.00)

The course will examine the ethical implications of decisions made within various organizational contexts regarding issues such as property ownership, strategy formulation, the utilization of computer technology, employee relations, accountability, conflicts of interest, as well as other topics relevant to today's managers. Participants will examine the ethical implications of cases at the individual, organizational, and societal levels. The course will assist professionals to clarify and apply their own moral standards and ethical norms, beliefs, and values to unfamiliar, complex situations in which the appropriate application of these values may not be obvious. The course makes no effort to dictate what is "right," "proper," and "just"; that is left to the individual's own moral standards of behavior and ethical systems of belief.

Prerequisite: None.

LIS 475T - Yonsei Travel Costs (0)

NULL

LIS 476 - Archives & Cultural Heritage Outreach (3.00)

Outreach and advocacy are critical components of successful archives and cultural heritage programs, encompassing broad areas of user concerns from digital exhibits to educational programs, to social responsibility. Students explore the principles of outreach as well as strategies for identifying partners and the needs of diverse user populations. They learn how to develop public and educational programs including exhibits, and publicity and marketing tools for many audiences. Students also examine professional ethics and core values of advocacy and social responsibility in national and international settings.

Prerequisite: LIS 407 and LIS 438 or LIS 432.

LIS 477 - Digital Asset Management (3.00)

Discusses digital asset management for libraries, archives, and museums.

Prerequisite: LIS-488 or LIS-460.

LIS 481 - Library Collections & Materials for Children (3.00)

This course addresses the evaluation, selection, and organization of materials for children (ages 0 - 12) in public and school library collections. Students will become familiar with materials for children in various formats, including the picture book, easy reader, transitional book, and chapter book; and will attend to fiction and nonfiction published to meet young people's recreational and curricular reading and information needs and interests. This course places strong emphasis on the evaluation of both individual items and library collections of children's material as well as on the selection of material for children for the purposes of collection development.

Prerequisite: None.

LIS 482 - Library Programs and Service for Children (3.00)

This course examines trends and techniques in planning and delivering public library services to children and their families. Attention is paid to the learning needs and recreational interests of children through the various stages of childhood. Students have opportunities for observation and practice of storytelling and other program techniques. Emphasis on planning, developing, funding, publicizing and evaluation of services and programs.

Prerequisite: None.

LIS 483 - Library Collections and Materials for Young Adults (3.00)

This course addresses the evaluation, selection, and organization of materials for young adults (young people ages 12 - 18) in public and school library collections. Students will become familiar with materials for young adults in various formats and genres, including traditional and graphic novels, and will attend to fiction and nonfiction published to meet young adults' recreational and curricular reading and information needs and interests. This course places strong emphasis on the evaluation of both individual items and library collections of young adult material as well as on the selection of material for young adults for the purposes of collection development.

Prerequisite: None.

LIS 484 - Theories of Information Science (3.00)

This course covers the fundamental concepts and theories pertaining to information science. The course content includes core concepts and theories, information context, user and needs, information seeking and behavior, information interaction and retrieval, information use, and other related topics. Through this course, students will examine, analyze, and synthesize professional and scholarly work in this field, develop an understanding of the history of the field, and project the future of information science and their own leadership role within it. Assignments may range from literature search, opinion paper, annotated bibliography, in-class presentations on theories and models, to oral history interviews of persons in the field.   This is a required course for master's students in the IST concentration. IST students are advised to take the course early in their program of study.

Prerequisite: None.

LIS 485 - Introduction to Programming (3.00)

Introduces computer science and programming using a high-level programming language (currently Python). Teaches program design in the context of contemporary practices both object oriented and procedural. Presents fundamental computer science topics through initiation and design of programs. Students learn to think logically and to apply this thinking to debugging computer programs.

Prerequisite: None.

LIS 486 - Systems Analysis in Information Services (3.00)

From a foundation of systems theory, the software- and systems-development life cycle, intergroup communication, Systems Analysis & Design considers all aspects of the analysis of information systems documentation (needs analysis, feasibility study) and improved systems design (logical and physical design [e.g., technical needs; input and output requirements such as forms, screens, reports, networking, pseudocoding, UML and object-data models, SQL, evaluation and documentation]). The course also covers management, personnel, and resource issues of project management, such as "build-or-buy" analysis communicating with user groups. By casting libraries as small enterprises, students work with a specific library information systems project, such as a digital library project, to construct a professional-grade project analysis, in the form of a project portfolio, and present their analysis to the class.

Prerequisite: LIS-488 or LIS-460. Crosslisted as: CS 343.

LIS 487 - Data Interoperability (3.00)

Libraries and archives rely on data. While data is ubiquitous, the formats in which data is stored can vary widely. The differences in formats can hinder the accessibility of useful information and lead to difficulties in finding answers to questions. This class examines different data formats, and how the information they store can be transformed into other formats, and the inherent difficulties in some of these transformations. This class uses the Python programming language and related libraries to examine and transform data in a variety of formats, including .txt, CSV, XML, and JSON. By the end of the course, students will be able to write programs to perform these transformations accurately, and with awareness of potential ways that data can be lost or mistranslated.

Prerequisite: LIS-485 or LIS-532J.

LIS 488 - Technology for Information Professionals (3.00)

This course provides the conceptual foundation and context of computing, Internet and related technologies as used in information-intensive professions. With an emphasis both on concepts (along with an emphasis on terminology that appears in the professional literature) and skills (interactive demos and/or hands-on sessions), the course encourages students in trying out and learning new pieces of technology. The course provides an overview of topics such as how computers work (hardware, software, history of IT); networking; internet, related technologies and the future of WWW; content management systems; RDBMS and XML; ethics; security; information search and retrieval; the impact and implications of technological change on libraries, archives and other information centers; technology today and tomorrow; and other related topics. Along with providing the general technology foundation needed before taking other technology courses offered at SLIS, this course also introduces some of these other courses. Students are strongly encouraged to take this course early in their course program.

Prerequisite: None.

LIS 489 - Technical Foundations for Information Science (3.00)

LIS 489 is a wide-ranging, fast-paced but detailed introduction to many computer technologies used in Information Science and Informatics movements. The course introduces and demonstrates many fundamental aspects: object-oriented models, data models, scripts and programming, client-server and mobile architectures. We review computer-based information systems that are part of larger movements, such as digital library models, information architecture, information visualization, content management systems, information retrieval systems, data and text mining, informatics, and information science. The course includes many hands-on assignments applying techniques (web design, typography, color theory, various file types (full-text, sql, xml), etc.) to provide the student with skills and knowledge applicable immediately in any library, archives, museum, and other information-rich settings, as well as an introduction to systems design, analysis, and grounding for other information science courses. Students develop a web-based portfolio demonstrating their application of a host of skills to specific information resource project.The course is a recommended for students interested in the processing of RDBMS, XML records, full-text retrieval, data interoperability and integration, systems librarianship, web-mastering, and any of the various informatics courses.

Prerequisite: None.

LIS 490 - International and Comparative Librarianship (3.00)

Comparison of American and foreign library systems in terms of national differences in philosophy, objectives, and services. Evaluation and comparison of collection policies, technical processes, public services, professional training, management, and facilities. Selected in-depth area studies. International cooperation and major projects in the information fields; contributions of international organizations. Guest lectures, presentations, and individual research projects.

Prerequisite: None.

LIS 490M - Inter. & Comp. Librarianship (3)

NULL

LIS 490T - STC South Korea Program Costs (0)

NULL

LIS 493 - Intellectual Freedom (3.00)

This course provides with in-depth knowledge of intellectual freedom and related access issues that information professionals cope with in libraries and information settings. Students learn about the history of censorship practices, the evolving and sometimes controversial role of librarians/information professionals and others who promote the philosophy of intellectual freedom, the policies of various countries and associations regarding intellectual freedom and ethical practice, freedom of information and privacy legislation, and overall influence of technology on censorship and access issues.

Prerequisite: LIS-407 and LIS-415.

LIS 493T - Rome Class #2 Travel Costs (0)

NULL

LIS 495 - Practicum Equivalent Experience (PreK-12) (3.00)

The Practicum Equivalent Experience provides students with the opportunity to apply in a school setting the skills and knowledge that he/she has learned throughout the School Library Teacher Program. If a student is currently working in a school library as "the teacher of record," he/she can choose to substitute one of the practica with a Practicum Equivalent Experience. The Practicum Equivalent Experience allows the student to receive credit for work experience gained at the school in which he/she is employed. The Practicum Equivalent Experience is done under the direction of a college supervisor and supervising practitioner. The minimum time requirement for a Practicum Equivalent Experience is 300 clock hours. Registration is made by arrangement with the Director of the School Library Teacher Program. LIS 495 is a capstone experience which is completed after all pre-practicum course work has been completed.

Prerequisite: None.

LIS 498 - Practicum (PreK-8) (3.00)

This is an educational field-based experience at the preK-8 grade level for students needing a practicum as certification requirement. Students will have the opportunity to practice school library skills and methods under the direction of a college supervisor and supervising practitioner. A minimum of 100 clock hours will be arranged. Registration is made by arrangement with the Director of the SLT program.

Prerequisite: None.

LIS 499 - Practicum (7-12) (3.00)

This is an educational field-based experience at the 7-12 grade level for students needing a practicum as certification requirement. Students will have the opportunity to practice school library skills and methods under the direction of a college supervisor and supervising practitioner. A minimum of 100 clock hours will be arranged. Registration is made by arrangement with the Director of the SLT program.

Prerequisite: None.

LIS 500 - Independent Study (3.00)

The independent study program provides an opportunity for the student with a distinguished academic record, who has achieved degree candidacy, to pursue an individual topic related to his/her own interests for use in a substantial paper or project. A faculty member guides and advises the student in conferences, reviews preliminary drafts, and assigns the final grade. Academic credit is dependent upon substantial accomplishment at a distinguished level of quality. Members of the faculty actively encourage publication of those completed seminar studies that represent useful contributions to professional literature. The study proposal must be initiated by the student at least eight weeks before the semester in which it is to be undertaken. The student bears responsibility for formulating the study, approaching an appropriate faculty member, securing his/her consent to act as a sponsor, and submitting a full written statement outlining the study to that sponsor at least four weeks before the semester opens. Ask your advisor for instructions and Independent Study proposal forms.

Prerequisite: Complete 9 credits.

LIS 500T - Program Costs: Rwanda (0)

LIS 501 - Internship in Library & Information Science (3.00)

The internship involves a minimum of 130 hours of field experience that represents an important learning experience for the student. As a 3-credit course, it has a significant hands-on learning component. Through discussion with key personnel in the organization and working under professional librarian supervision the student gains hands-on experience in the information environment.

Prerequisite: Complete 18 credit hours, LIS-415, LIS-488.

LIS 502 - Archives Field Study (3.00)

This course is a field experience of 130 hours working in an archives setting.

Prerequisite: LIS-438, LIS-440, LIS-442 .

LIS 503 - Cultural Heritage Field Study (3.00)

This course is a focused practical experience combined with a related classroom component that addresses and experiments with the digital convergence of cultural heritage information. Using a case study approach, students will work in small teams (normally no more than three students) on projects identified by the cultural heritage site and pre-approved by the instructor. The practicum will include site visits as well as experimentation and problem solving in the Digital Curriculum Laboratory located at GSLIS. The classroom component applies the theoretical framework for cultural heritage convergence introduced in the "Concepts" course and offers students opportunities to share and discuss their projects within the framework. The instructor will work individually with each team throughout the project.

Prerequisite: LIS-432 or LIS-446.

LIS 503P - Open Access and Scholarly Communication (3.00)

Open access (OA) refers to the free and open distribution of knowledge that are digitally available worldwide typically under a form of open license that is maintained by an academic institution, scholarly society, museum, government or other well established organizations and agencies. There are many forms of OA content including-but not limited to-journals, books, data, open educational resources and courseware, theses and dissertations. The goals of such content is that it is well conceived and managed throughout its life-cycle that typically will include curation and preservation. This course provides an overview of the issues related to OA content development, creation and management. Topics include a survey of major OA activities, legal and policy concerns, best practices, and the major tools and resources used in OA. The course serves as a gateway for individuals who want to work in open access or who are already working in open access and want a broader understanding of the area.

Prerequisite: None.

LIS 505 - Special Topics: the Recordkeeping World International Perspectives on Managing Archives and Records (3.00)

The development of archival theory and practice has brought contributions from around the world. In addition, contemporary issues related to access, accountability, and memory offer plenty of examples and discussions from international archival contexts. This course introduces students to a diverse number of archival issues analyzed from an international perspective. Topics include historical developments of theory and practice in Archives and Records Management, archival solidarity, social justice, standards, and community archives. Students analyze these topics within the transnational environment offered by the collaboration between the School of Libraryand Information Science and the Department ofInformation Studies at University College London.

Prerequisite: None.

LIS 505A - Gamification (2.00)

Gamification is the process of using gaming tools (points, leaderboards, leveling up, etc.) to entice people into using your products or services. This is quickly building across all industries: Fitbit and Jawbone let you game your fitness, Foursquare games your attendance in different locations, airlines let you game your tickets and seats, and even medicine has used crowdsourcing and gamification with Foldit to learn about protein folding. Libraries have not been left out of this and have used gamification to increase patrons' interest and value they find in library materials and services. In this class, we will look at some of the principles of gamification, look at the way businesses and non-profits have used gamification to increase user interest, and study the ways libraries have used these principles. We will construct some gamification scenarios students may take into their library work.

Prerequisite: None.

LIS 505B - Readers Advisory (3.00)

This course is designed to teach students how to meet the popular reading needs of adult public library users. Genre fiction, literary fiction and non-fiction titles along with readers' advisory resources and tools are explored. The relationship of readers' advisory services with reference, and other library programs, research on adult reading, and with popular reading in an information society will be examined. While the course introduces the basic principles of reader's advisory work, subjects or genre, because of the immense body of literature available, will be covered in a brief, introductory manner. The fiction genres included are adventure, western, mystery/crime, science fiction, fantasy, romance, historical fiction, Christian fiction, and horror. Non-fiction subjects include how-to-do-it, biography, self-improvement, and consumer health. Readers' advisory services including the interview, book lists, and book discussion groups are examined. Relevant research, trends and issues related to readers advisory are discussed. In order to supplement Readers' Advisory, the course will also review trends in popular culture. Books and short stories have always been an excellent resource for movies, televisions shows, Internet memes and other media. Libraries no longer deal with just printed materials. Users come into our organizations looking for a variety of media, including movies, music, and online materials. In addition, it's important to note, this use of popular culture is not limited to just public libraries. Many academic libraries include a section for 'pleasure reading', the ability to check out or stream movies, and/or unrestricted Internet access. In order to serve our patrons, librarians need to have a strong familiarity with popular culture as it is becoming a growing part of patrons' needs.

Prerequisite: None.

LIS 505C - TEI (1.00)

This one-credit course focuses on the encoding standard, TEI. Students will discover the development of the TEI community, learn encoding protocols for various document formats, and consider the implications for choosing various encoding avenues.

Prerequisite: None.

LIS 505D - Multiple Literacies (2.00)

Information literacy has been a defining focus for libraries for several decades. Academic and public libraries draw on information literacy standards and definitions to organize their instruction, and to make direct connections between their work and the educational mission and goals of their parent institution or community. The ACRL competencies are in the midst of a major revision will which greatly impact how these standards are understood and applied. In the meantime, a host of new literacies (digital literacy, financial literacy, health literacy, archival literacy/intelligence, media literacy, metaliteracy, etc.) have been developed. Information professionals need to understand each of these literacy areas-from their various definitions and conceptualizations, to the frameworks that organize them, to stakeholder expectations related to them, to how they are applied in the field-in order to develop instruction programs, services, and collections to support them. This course will delve into these multiple literacies, examining the frameworks that underpin them, analyzing their relationships to one another as well as to related fields such as education and psychology, and determining how information professionals can respond to and support learning around these literacies. There is also a social justice aspect to supporting the development of multiple literacies. This course will examine the idea of information literacy as a human right, and explore the potential of various literacies to affect socio-economic status, self-efficacy, and democratic/participatory government.

Prerequisite: None.

LIS 505E - Race and Racism (3.00)

This course will discuss issues of race and the role of institutional racism in the LIS professions. The content will include discussions of racial theory, incidents of real life racial issues, and current programs and actions aimed at limiting racism within LIS. A wide range of concepts will be covered, including institutional racism, the construction of race, white privilege, and the role of cultural hegemony.

Prerequisite: None.

LIS 505F - Digital Humanities (3.00)

The Digital Humanities Seminar is an overview of the rapidly emerging field of digital humanities. Among the areas covered in depth are history, print culture, narrative and games, art and music, as well as social sciences such as linguistics and sociology. The course emphasizes information interaction and management and it will include modules aimed at developing skills such with GIS, with the Omeka content management system, and with established and emerging standards such as the TEI and the Open Annotation framework. Because this course will combine students from Yonsei University and from Simmons College cross-cultural issues will be highlighted. The language of instruction is English.

Prerequisite: None.

LIS 505G - Library Advocacy (2.00)

Developing skills necessary to become comfortable with the process of advocacy will help students to be advocates for themselves in their career, for their organization, and for the profession. They will reach out to community organizations for different needs: providing help or asking for help or both. Students will study current library advocacy programs, and explore existing resources from the ALA and other organizations, as well as looking ahead to the future advocacy needs and professional ideas and skills that will arise as we continue to develop and change to meet the needs of our communities.

Prerequisite: None.

LIS 505H - Copyright (1.00)

Copyright is an area of interest and necessity for all LIS professionals. Codification of the federal law brings some level of certainty and clarity to this area, but exceptions and practices abound. Making mistakes can be incredibly costly financially, and also in terms of public relations, for institutions and individuals who violate these laws. And yet, copyright violations are rampant in the area of library and education. A non-profit or educational status will does not give license to violate copyright; and librarians or archivists are often the ones charged with explaining and enforcing policies across their organizations.

Prerequisite: None.

LIS 505I - Middle East Librarianship (3.00)

This course is designed to introduce library science students to the growing field of Middle East Librarianship. It will examine major developments and various aspects of the field. Major topics will include: 1) the history of Middle East collections in North America, 2) collection development,and acquisition concepts as they relate to Middle East publications, 3) selection of Middle East research resources for digitization, 4) provision of reference services, 5) Romanization tables (and cataloging), 6) professional associations with particular focus on Middle East librarianship, and 7) other related topics. Assignments will include course readings, written papers, discussion topics posted on the discussion link in Moodle, Web sites to review and evaluate, as well as a final paper. All assignments will be posted on Moodle using the assignment link.

Prerequisite: None.

LIS 505J - Radical Librarianship: Critical Theory & Praxis (3.00)

Drawing on critical theory from across disciplines, this course will examine the role of the library as an inherently political/cultural institution and consider the ways in which libraries and librarians can work to perpetuate or challenge the status quo. We will analyze major theories/theorists (e.g., Habermas, Freire, Chatman, Giroux, feminist theory, critical race theory, critical literacy/information literacy). Beyond examining theory, we will analyze how libraries actualize these theories (or not) and what more librarians could do to move beyond reflection and put theory into action.

Prerequisite: None.

LIS 505K - Library Test Kitchen At Simmons (3.00)

Libraries represent the convergence of knowledge, space, community, and relationships. They offer a creative domain for designing, building, testing, and deploying devices, services, and experiences that will shape their future. In this course, students will gain experience with human-centered design skills, ethnographic observation and interviews, rapid ideation, applied problem-solving, developing and pitching ideas, identifying assumptions, and design fictions. No previous experience with design or fabrication is required. Resources and support for developing skills will be provided throughout the course.

Prerequisite: LIS-488 or LIS-489.

LIS 505L - Introduction to Social Network Analysis (3.00)

This course intends to give students a general introduction to doing social network analysis. The focus is on methodology, from data collection to data analysis (using UCINET software). Since methodology and theory is inseparable, this course is also about social network theory. What this course is not is a review of mathematics graph theory and computer programming on network analysis. Networks can be found everywhere. Relatives are a kind of a network connected by blood relationship with each other. In schools and companies, people are interconnected with all the way through a variety of other people living in the network. Not only is the relationship between people represented by the networks. Subway map is a network of subway stations. Interlibrary loan services are a network of libraries. Social network sites connections are a network of cyberspace. Citation map is a network of documents, institutions, nations, or patents. The spread of avian flu genes can be represented as a network that is based on genetic link between each other. The fact itself that so many things in the world can be represented as a network is simply a good reason to explore and analyze networks. With the rise of the network view, social network analysis is gaining attention in researchers, journalists, and the general public. It becomes increasingly popular in library and information science, physics, medical science, biology as well as in sociology, economics, and business administration. Network analysis helps better understanding the interdependence between the network components and provides an important solution for improving the efficiency and effectiveness of the entire network. Regarding the Silicon Valley innovations, the social network view focuses on the employee connections and communication networks across organizations while the traditional view is focusing on an individual employee's high educational level and expertise. This course will present an introduction to various methods, concepts, and applications of social network analysis drawn from the social and behavioral sciences. Topics to be discussed include a basic introduction to social networks, graphs and matrices, social network data collection, degree and density, centrality and power, structural holes and broker, cohesive subgroup, position and role, and visualization of social networks.

Prerequisite: None.

LIS 505M - Government Archives (3.00)

This special topics course focuses on the specific settings, requirements, opportunities and challenges faced by organizations charged with the collection, preservation, access and retention of records created through the activity of governing. Starting from the notion of a "record' as it applies in a government context, this course explores the unique legal, social and ethical responsibilities of government archives. It investigates the imperative of the appraisal, preservation and access to those records in a democratic society. Government archives represent a key category of archival institutions that confront the tensions between access and recordkeeping, and this course explores traditional archival functions, using the National Archives and Records Administration (NARA) as a point of analysis. In addition, the course will look at the challenges faced by State Archives as well as municipalities or towns. Prerequisite: LIS 438 Topics covered will include the relationship and development of legislation and record keeping, the impact that that legislation can have on the mission of government, and the public's understanding and expectations of the institution. While the course primarily focuses on government agencies in a U.S. context, international government archives will be explored.

Prerequisite: LIS-438.

LIS 505N - Cyber Security & Information Literacy (3.00)

This course will explore issues of online privacy and security in relation to higher education and give librarians the tools and understanding to protect their own and their patron's identities and information. The course will begin by framing online privacy and security within the ACRL Framework for Information Literacy, identifying the roles and responsibilities of academic librarians to address these issues in the context of library instruction. Students will analyze the issue from the perspectives of both information professionals and private citizens, including considering questions such as: What kinds of information are we creating and retaining about ourselves and our users? What are the implications if we ask our users to interact with us through social media, either as part of class instruction or as "friends?" How well do our patrons understand issues of privacy and security, and their own rights as they post and share information online? The course will include specific attention to cyberethics and issues of digital citizenship, or the roles and responsibilities of individuals as they create and share information and engage with each other in a digital environment, and will address potential hazards and traps such as accessing contraband materials, engaging in microaggressions, and violating copyright.

Prerequisite: None.

LIS 505T - Program Costs: Rwanda (0)

LIS 505W - Special Topics - WISE (3)

The development of archival theory and practice has brought contributions from around the world. In addition, contemporary issues related to access, accountability, and memory offer plenty of examples and discussions from international archival contexts. This course introduces students to a diverse number of archival issues analyzed from an international perspective. Topics include historical developments of theory and practice in Archives and Records Management, archival solidarity, social justice, standards, and community archives. Students analyze these topics within the transnational environment offered by the collaboration between the School of Library and Information Science and the Department of Information Studies at University College London.

LIS 512 - Advanced Field Experience in Library and Information Science (3)

This course is a focused field experience combined with a related academic components.   The field experience involves a minimum of 130 hours in an LIS setting and approximately 20 hours of coursework completed online. As a 3-credit course, it has a significant hands-on learning component. Through discussion with key personnel in the organization and working under professional supervision, the student gains hands-on experience in the information environment. Examples of coursework include: readings; discussion forums; reflections or journal entries; and/or examples of field work. Prerequisite: 18 credit hours including all SLIS core and concentration requirements.

Corequisite: Required LIS-407, LIS-415, LIS-488 or LIS-460 .

LIS 520M - Education & Optimism in Rwanda (3)

Students will travel to Rwanda to work with libraries and archives in schools. The schools are all secondary schools with students ranging from the equivalence of 6th-grade to 12th-grade. The work includes developing the fiction and non-academic reading materials, eastablishing an organizational schema for the materials, collaborating with school administration to create work spaces, and training the supervisor and students in the maintenance of the library and the materials.

LIS 520T - STC Program Costs Rwanda (0)

LIS 530P - Open Access & Scholarly Communication (3.00)

Open access (OA) refers to the free and open distribution of knowledge that are digitally available worldwide typically under a form of open license that is maintained by an academic institution, scholarly society, museum, government or other well established organizations and agencies. There are many forms of OA content including-but not limited to-journals, books, data, open educational resources and courseware, theses and dissertations. The goals of such content is that it is well conceived and managed throughout its life-cycle that typically will include curation and preservation. This course provides an overview of the issues related to OA content development, creation and management. Topics include a survey of major OA activities, legal and policy concerns, best practices, and the major tools and resources used in OA. The course serves as a gateway for individuals who want to work in open access or who are already working in open access and want a broader understanding of the area.

Prerequisite: None.

LIS 531G - Web Development and Information Architecture (3.00)

Organizing and structuring content to help individuals, communities, and organizations find and manage internal and external Web-based resources and services. Application of current coding, metadata, and style standards to create Web documents. Evaluation of Web site quality and usability, and assessment of resource discovery tools. Strategic planning and user needs analysis for information architecture. Content inventory, organization, and management in support of wayfinding and navigation. Design documents for prototyping large Web sites. Readings, essays, design projects, in-class presentations. Please note: This is a new course being offered beginning in the 2005-2006 academic year; it incorporates the content that was previously offered in LIS 520R (Information Services and the World Wide Web) and LIS 520X (Introduction to Information Architecture), and some of what was formerly in LIS 457 (Digital Publishing).

Prerequisite: LIS-407 and LIS-488.

LIS 531K - Archiving and Preserving Digital Media (3.00)

Preservation and retention of media in digital environments is an increasing issue for archival repositories. This course focuses on video and sound media but also includes some general discussion of digital preservation. Topics include the evolution of sound and moving image media into a digital world, description and history of moving image formats, ethical and 'rights' issues, and digital asset management.   Please note: This is a new course being offered beginning in the 2005-2006 academic year.

Prerequisite: None.

LIS 531L - Library Programs and Services for Young Adults (3.00)

This course examines the planning and delivery of information and recreational services to meet the diverse needs of young people between the ages of 12 and 18 in public libraries and school library/media centers. Examination of the developmental tasks of adolescents and relevant social, education, and demographic trends. Emphasis on the development of library policies and collaboration with youth serving community agencies. Attention to communication and program skills and the promoting, funding, and evaluating of library programs and services for teenagers.   Please note: This is a new course being offered beginning in the 2005-2006 academic year; it incorporates some content that was previously offered in LIS 483.

Prerequisite: None.

LIS 531UM - International Librarianship: Nicaragua (3.00)

The objective of this course is to provide students with the opportunity to gain hands-on, practical experience working in an international library. This course is offered in conjunction with the Simmons College Study Abroad Office. This course will take place at the international library San Juan del Sur Biblioteca Movil, the first public lending library in Nicaragua. Established by volunteers in 2001, the library currently serves almost 5000 registered patrons in San Juan del Sur with more than 12,500 books in Spanish and English. In addition, a mobile library project, begun in 2003, includes more than 8000 books and serves an additional 35 rural communities. Over the duration of this course, students will participate in a variety of projects that will include some of the following: initiating libraries, training librarians, software testing, working on business documentation for the SJDS library, presenting to the Nicaraguan Library Association, participating in book readings, book fairs, assisting SJDS library staff on the mobile book project and helping SJDS library staff with library activities. Requirements: Knowledge of beginner Spanish language skills. Those who do not meet this requirement but wish to attend this trip will be examined on an individual level.

Prerequisite: None.

LIS 531UT - STC Travel Costs: Nicaragua (0)

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LIS 531Z - Data Interoperability & Web-Based Resources (3.00)

As a result of simplified computer technology and popularity of creating websites, relational databases, and xml files, anyone in a data-centric work environment (librarians, archivists, web designers, information architects, etc.) almost faces the question of how to solve access and interoperability of locally-created and third-party data resources. Data interoperability is seen as critical in business processes, medical work, eGovernment, public safety, controlled vocabularies use and the technical core of Web 2.0 activities. This course explores, using web-oriented scripting and programming, means to bridge heterogeneous resources. It will provide the computing foundations for access, manipulating, exporting, and creating new information objects and will enable the student to confront the question of data interoperability on a stronger technical footing. Through lectures and demonstrations, students will see the Internet as a client/server architecture, what is necessary to communicate between C/S using different techniques, and various data stores (flat files, xml, rdbms), and to address real-world information resource need and practices in libraries, archives, and other information-centric organizations. Students will document the need, design screens and identify data, and adapt scripts, such as php, and programming code, such as Java, to create solutions. The course includes discussion of library applications of newer applications (e.g., mashups, drupal and so on). The course will help students to address real-world information resource need and practices in libraries, archives, and other information-centric organizations.

Prerequisite: LIS-488 or LIS-460.

LIS 532C - History of Libraries (3.00)

This course covers the history of libraries from earliest times to the present day. It includes specific institutions, trends in service and facilities, and individuals important in the development of these institutions. While the primary focus of the course is libraries in the Western World, consideration of libraries in other traditions will be covered as source material allows. The objectives of the course include gaining a broad perspective on the history of libraries, an understanding of the history of libraries in the context of socio-cultural, political and economic developments, and an understanding of historical methods both through the analysis of primary sources related to the history of libraries and through critical reading of texts on the history of libraries. Course material includes lecture, discussion, and field trips. Assignments include several writing assignments and in-class presentations.

Prerequisite: None.

LIS 532E - Archives & Cultural Heritage Outreach (3.00)

Outreach and advocacy are critical components of successful archives and cultural heritage programs, encompassing broad areas of user concerns from digital exhibits to educational programs, to social responsibility. Students explore the principles of outreach as well as strategies for identifying partners and the needs of diverse user populations. They learn how to develop public and educational programs including exhibits, and publicity and marketing tools for many audiences. Students also examine professional ethics and core values of advocacy and social responsibility in national and international settings.

Prerequisite: LIS 407 and LIS 438 or LIS 432.

LIS 532F - Digital Asset Management for Libraries, Archives & Museums (3.00)

The increasingly digital nature of the cultural heritage milieu is driving the convergence of practice in LAMs (libraries, archives and museums). Before appropriate technological solutions can be determined and implemented, requirements need to be defined and convincing use cases developed. Students taking this course learn the theoretical underpinnings and the practical skills specific to ascertaining user requirements, management and access of digital resources, focusing on commonalities among practice in libraries, archives and museums. Three areas crucial to the effective management of digital assets are emphasized: use-case analysis, technological skills, and project management. Students use applications, case studies and scenarios in the Digital Curriculum Laboratory, and complete a 60-hour guided project with a designated site.

Prerequisite: LIS-488 or LIS-460.

LIS 532H - School Library Programs and Services (3.00)

This course engages students with a range of educational issues, ideas, current trends, government laws, and regulations that are integral to providing appropriate school library programming and services to elementary, middle, and high school students. Topics include special education, learning disabilities, differentiation, equity, standardized testing, English Language Learners/Sheltered English Immersion, the role of the library in reading instruction, curriculum development, collaborative planning with teachers, and the integration of technology into teaching and learning.

Prerequisite: None.

LIS 532I - Sites of History (3.00)

"Sites of History" examines the practice and theory of public history at an advanced level, for those who plan to apply their academic historical studies in public settings. The seminar focuses on key challenges and issues that professionals confront in engaging the public in meaningful representations of history. We will also examine connections and differences between public historians and academic historians, as seen in particular in small museums, historical societies and history museums (including house museums). Questions we will explore include: How can historians constructively engage public audiences in examining the past? What role does historical research play within public history? How do public historians reconcile the need to attract audiences with standards of scholarly research, or with responsible museum stewardship? What commitment should public historians have to preservation versus innovation? Reading assignments will draw from interdisciplinary scholarship in museum studies, preservation, and public memory as well as history. Through field trips, guest lectures, and group or individual projects, we will take advantage of the abundant sites of history in the Boston area. The seminar's research component requires students to put historical scholarship to "public" use by identifying and investigating a topic that has immediate relevance to the interpretation of history at a public site. The course presumes experience working in a public history setting as well as a strong background in academic history.

Prerequisite: None. Crosslisted as: HIST 368, HIST 568.

LIS 532J - Introduction to Programming (3.00)

Introduces computer science and programming using a high-level programming language (currently Python). Teaches program design in the context of contemporary practices both object oriented and procedural. Presents fundamental computer science topics through initiation and design of programs. Students learn to think logically and to apply this thinking to debugging computer programs.

Prerequisite: None. Crosslisted as: CS 112.

LIS 532K - Theories of Information Science (3.00)

This course covers the fundamental concepts and theories pertaining to information science. The course content includes core concepts and theories, information context, user and needs, information seeking and behavior, information interaction and retrieval, information use, and other related topics. Through this course, students will examine, analyze, and synthesize professional and scholarly work in this field, develop an understanding of the history of the field, and project the future of information science and their own leadership role within it. Assignments may range from literature search, opinion paper, annotated bibliography, in-class presentations on theories and models, to oral history interviews of persons in the field.   This is a required course for master's students in the IST concentration. IST students are advised to take the course early in their program of study.

Prerequisite: None.

LIS 532L - Curriculum & Instructional Strategies For the School Library Teacher (3.00)

This course provides an in-depth look at the pedagogy of teaching and learning including an analysis of the research base that informs the application of specific strategies used for effective instruction. Students will examine the organization, structure, and content of the Massachusetts Curriculum Frameworks, the Common Core State Standards, and the AASL Standards for the 21st Century Learner. Students will prepare lessons, teach, participate in peer reviews, and begin to develop as reflective practitioners. Students will develop an understanding of the wide range of instructional strategies as they learn to create and implement standards-based lesson plans. Students will learn how to assess these lessons, resulting in data that correlates to student achievement.

Prerequisite: LIS-532M.

LIS 532M - School Library Teacher Pre-Practicum Field Experience (3.00)

Students complete structured field experience activities in elementary and secondary school libraries. Students will document their field experiences, make reflective written responses to readings and activities, and complete carefully designed learning projects that will help them develop professional skills, knowledge, and resources. This course fulfills 30 of the mandated 75 hours of pre-practicum field experience in preK-12 libraries for Massachusetts initial certification.

Prerequisite: None.

LIS 532N - Advanced Information Sources and Service (3.00)

This course focuses on the information behaviors and services, as well as the structure and dissemination of information within the broad subject/discipline areas, of the humanities, social sciences, and sciences. Students will explore standard and emerging information sources, and learn the structure and properties of the information sources as they relate to information generation, dissemination, and use, within each area, with an emphasis on searching, evaluating, and using sources within the structure of the discipline. Students will also explore the information behaviors of scholars and researchers within these disciplines, to understand the preferred sources, research methods, and communication behaviors within the fields. The course will explore issues related to information sources and services within these subject areas, including developing and managing collections, providing audience and discipline specific research support and instruction, reading and using research literature.

Prerequisite: LIS-407.

LIS 532O - Planning and Evaluation (3.00)

Libraries, archives and other information centers need to be able to gather and use data to demonstrate value and effectiveness to their stakeholders. Data can also guide information professionals to make strategic decisions as they respond to shrinking budgets, changing needs and behaviors of users and demand for improvement and innovation in services. In this course, students will apply the principles of planning and evaluation, problem solving, service improvement or innovation in the context of an information setting with an eye to leading and managing change. The course will cover various topics pertaining to the cycle of planning, design, data collection and outreach for a unique value proposition in an information setting. Students will be able to develop appreciation for the role of leadership in change management and decision making.

Prerequisite: None.

LIS 532P - Intersectionality, Technology and the Information Professions (3)

This course focuses on how race, gender, and other intersecting social identities, such as sexuality, social class, and ability, impact and are impacted by people's interactions with information, technology, and the information professions. The contexts include culture, inclusion, and equity within: information professions; information technologies and services; classification and information organization; and information environments, including virtual environments. Students will gain a deeper understanding of critical perspectives on expressions of identity, disparate impact on use and users of technology, digital equity, and implications for professional practice.

Corequisite: Required LIS-488.

LIS 532Q - Museum Studies (3)

This course provides a theoretical and practical introduction to Museum Studies. Students will read academic scholarship on the history of museums, the cultural and epistemological functions they have served and the ethical dilemmas they face. Through a combination of lectures, site visits and conversations with leaders in the field, they will also examine how real-world institutions organize, preserve and exhibit their collections, serve their audiences and make use of new technologies. Students will learn about professional roles including curation, collections management, registration, education and fundraising. The class will examine the continuing divide between arts institutions and historically marginalized communities, and analyze how (and how well) a variety of organizations are reaching out to diverse audiences today. Students taking this class at the graduate level will complete supplementary assignments and readings.

LIS 532R - Readers' Advisory & Popular Culture Tren (3)

This course is designed to teach students how to meet the popular reading needs of adult public library users. Genre fiction, literary fiction and non-fiction titles along with readers' advisory resources and tools are explored. The relationship of readers' advisory services with reference, and other library programs, research on adult reading, and with popular reading in an information society will be examined. While the course introduces the basic principles of reader's advisory work, subjects or genre, because of the immense body of literature available, will be covered in a brief, introductory manner. The fiction genres included are adventure, western, mystery/crime, science fiction, fantasy, romance, historical fiction, Christian fiction, and horror. Non-fiction subjects include how-to-do-it, biography, self- improvement, and consumer health. Readers' advisory services including the interview, book lists, and book discussion groups are examined. Relevant research, trends and issues related to readers advisory are discussed.

LIS 532S - Foundations of Interprofessional Informationist (ipi) Practice (3)

This course serves as an orientation course for IPI students on the fundamental concepts, theories, and practice of interprofessional informationists. It provides an overview of IPI as a profession by surveying the existing literature and professional discussions surrounding the conceptualization of the field. The information environment and workflow of an IPI will be outlined, as well as the organizational directions and systems thinking. The course may involve guest speakers from the field who have experience with IPI practices.

LIS 532T - Health and Biomedical Informatics (3)

This course provides students with an overview of the field of health and biomedical informatics and the foundational disciplines on which it is based. Course requirements include weekly discussion of readings, and a semester long project which involves a case study that documents and evaluates a particular health and biomedical institution in terms of its workflow and patient-doctor interactions. Project draft, project meeting, and final report and presentation will be expected as the project tasks.

LIS 532U - Scientific Research Data Management (3)

An introduction to the field of scientific data management, this course explores the current relationships between libraries and their stakeholders seeking institutional support managing their research data. The course discusses the research data management roles and services, and uses the case study method to prepare IPI students for roles in scientific research data management. In examining the data practices of researchers in scientific fields, such as biomedicine and engineering, to illustrate how researchers produce data, the course will address how other researchers re-use this data for purposes of inquiry. The information tools used for research data management planning and research and data life cycles will be explored, as well as a variety of strategies information professionals are using to provide data consultancy services to their institutions' researchers.

LIS 532V - Collaboration and Leadership (3)

This course provides the fundamental concepts and theories related to leadership and collaboration. It integrates an academic introduction to the features and implications of collaborative leadership with more pragmatic work that develops skills IPI students may use as they establish their leadership strategies and pursue effective collaborations within and across multiple organizational settings. The course will cover a number of leadership and collaborative tools and processes which may be used to make critical decisions to prioritize actions, to manage stakeholders, to leverage network connections, and to initiate a new team aligned for success. Issues related to leadership and collaborative work that ensure goal alignment, clear commitments are made and met, and the establishment of a collaborative mindset will be addressed, as well as approaches of building trust, dealing with conflict, and preventing and resolving problems that block collaboration.

LIS 532X - IPI Capstone I (1)

The capstone is a culminating academic and practical experience for the students in their second and final semesters. In Phase I, students will be introduced to various sites and mentors and will be observing and journaling what they learn about the sites. The end product of the Phase I Capstone is a proposal written by the students on their preferences of the sites and their plan of work for their proposed capstone project.

LIS 532Y - IPI Capstone II (2)

In Phase II, students are embedded into a research or clinical team at one of the partner institutions according to their Phase I proposal. They will participate in weekly online meetings to share their experiences with fellow students and the course instructor. Students are expected to keep a journal documenting their experiences and submit it as a part of their final report. The final report will also include a summary, reflection and critical analysis of the capstone and the IPI program.

LIS 533A - Decentering Whiteness in Library & Information Science (3)

This course will examine the social construction of whiteness in the United States and develop students' approach to decentering whiteness in library and information science. This graduate seminar is for students interested in gaining a deeper understanding of key ideas and concepts from whiteness studies, critical race theory, and other theoretical frameworks in order to develop a more critical analysis of the history of race and whiteness in libraries and other information environments. By the end of the course, students should be able to examine the impacts of whiteness in our institutions and create action plans for decentering whiteness in our professions.

LIS 533B - Crisis Management & Rapid Response in Libraries (3)

This course will explore the role that public and academic libraries play in mitigating crises by analyzing real- world examples. Students will learn what steps organizations can take to develop disaster management and crisis response plans, critically examine case studies ranging from Katrina to Ferguson to the coronavirus, and explore the resources and infrastructure necessary for creative and competent response. The course will also consider the impact these services have on staff, who are dealing with their own personal situations while supporting their communities, and will explore issues of self-care and staff well-being.

LIS 535 - Sem. in Public History: Sites of History (4)

Crosslisted as: HIST 335.

Prerequisite: Required take 12 credits.

LIS 540W - Organizational Info. Security (3)

Personnel/organizational skills for information security managers and officers: staffing, training, certification, incentives, and evaluation of information security personnel, non-security IT personnel, etc.; organizational development related to security awareness, threats, and responses; and ethics/codes of behavior in information security.

LIS 541W - Motivational Aspects of Information Use (3)

Theories of motivation and behavior affecting information use in learning, workplace, and virtual environments. Emphasis on applying motivational theories and models to management practices in information organization and to the design of information resources and presentations.

LIS 542W - Female Voices in Historical Narratives (3)

From picture books to teen novels, from history to folktale, this course will examine the voices of women and girls as they tell their own stories and as stories are told about them. We will work from a list of titles, most published within the past five years, and will read and discuss some of them together and some as individual projects. The emphasis in the course will be on reading widely and on intense engagement with the texts. Students will have the opportunity to create book lists, book talks, and/or Web pages to explore their interpretations of this literature. Prerequisites: coursework in children's literature plus experience working with children and literature; experience using email and basic World Wide Web searching techniques; your own reliable Internet account; and the hardware and software required for an online course (see Technical Requirements at http://rutgersonline.net).

LIS 543W - Poetry for Children & Young Adults (3)

LIS 544W - Theological Librarianship (3)

Provides an overview of the contexts, materials, services, and issues characterizing theological librarianship. Course activities include readings, online discussions, writing assignments, and a weekly two-hour live session. Students interact with a number of librarians currently working in the field. Students enrolled for 4 hours complete an additional term project.

LIS 545W - Information Use (3)

Nature and use of information and knowledge; model of information/knowledge cycle; information transfer systems in society; structure and functions of information systems; information users and their needs. Methods of inquiry and problem solving. Upon satisfactory completion of this course, students will: * Understand fundamental concepts in the study of information and its use * Appreciate the role of institutions and individuals in generating and disseminating information to users * Be acquainted with methods of inquiry for the study of information and information use * Be familiar with some of the past and current research in information use * Understand components and functions of information systems and services and how they relate to users needs * Be aware of current issues pertaining to information access * Appreciate the role of technology in information use * Be prepared for further study in information needs, information generation, information transfer, and information systems

LIS 546W - Managing Information Systems Projects (3)

Covers the issues necessary for successful management of information systems projects. Technical and behavioral aspects of project management are discussed. Major topics include: Managing the project adoption issues such as selection and approval of projects, cost/benefit analysis and requirements analysis; Planning for systems development and estimation; Scheduling and implementation issues such as project organization, implementation, and control; project closure.

Prerequisite: Required Take 12 credits from dept GSLIS.

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LIS 548W - Human Resources Management (3)

Prerequisite: Required Take 12 Credits from dept GSLIS.

LIS 549W - Information Seeking & Using:_Understanding How Young People Use_Electronic Information (3)

Prerequisite: Required Take 12 credits from dept GSLIS.

LIS 593D - Information Visualization (3.00)

Information visualization is the interdisciplinary study of the visual representation of large-scale collections of non-numerical information, such as library and bibliographic databases, networks of relations on the Internet, query and retrieval set relationships. Collections of digital objects -- text-based and digitized visual resources -- are part of a larger stream in information work of presenting large volumes of data in graphic forms from library, archive, museum and scientific work. Traditionally information visualization has been associated largely with information retrieval, data mining and information graphics with purposively design explanatory images, but as the volume of digital resources grows and visualizing techniques are simplified, library systems, digital libraries, and special-purpose information systems in both the sciences and humanities turn to visualization techniques to display, explain, and help users establish meaning from the retrieved data sets. This course complements Visual Communication (LIS 470), Photographic Archives and Visual Information (LIS 471) and similar visual resource-centric classes as well as born-digital-oriented materials, stored and processed. It may be studied on its own or be an application of what is learned in Data Interoperability and XML classes.

Prerequisite: None.

LIS 600 - Supervised Study (0.00)

Open only to students in the doctoral program. Required of all such students (1) not in residence in any regular semester in order to maintain matriculation, (2) not taking a course for credit during the fall or spring semester, and (3) working on their concept paper, proposal, or their field research project. Supervised study may not be applied toward academic credit requirements for the doctoral degree.

Prerequisite: None.

LIS 601 - Independent Study Doctoral (2.00)

Independent Study offers an opportunity for the doctoral student to pursue individual study related to aspects of management not covered in detail in the regular course offerings. Independent Study may be a reading course, a group investigation of a topic of mutual interest, or a directed research project. An end result will be an oral presentation to the faculty supervisor and the Committee on Doctoral Studies, as well as a possible paper of publishable quality.

Prerequisite: None.

LIS 605 - Special Topics (3.00)

This course offers an opportunity for elective doctoral seminars on different topics, and is designed to respond to current issues and interests. Each seminar topic must be approved by the Committee on Doctoral Studies before it is offered, and must be reapproved if it is repeated. The Doctoral Committee will bring each topic proposal to the Curriculum Committee for discussion prior to making a final decision. This course is open to master's students with the permission of the instructor. Each seminar will contain the following elements: (1) Focus on a narrow and clearly -defined topic which is not taught as a course in the master's program. (2) Focus on theoretical analysis and reflection. (3) A reading list at an appropriate level for doctoral studeis. (4) A final paper suitable for publication in a peer reviewed journal, or some other form of creative output.

Prerequisite: None.

LIS 620 - History, Concepts, and Research Opportunities (3.00)

LIS 620 serves as a foundation and a cohort-building course. The course takes an international perspective in exploring historical developments, current issues, and research activities of interest to library and information science, archival studies, and related information fields. It reviews the history and major developments in LIS education and considers the role of scholarship in higher education. It introduces key topics related to the research process, including problem identification, funding opportunities, the communication of findings, use of human subjects, research ethics, and research misconduct. Assignments include papers, presentations, leading classroom discussion and completion of the Simmons College Institutional Review Board "Investigator 101" module. This is the required first course for SLIS Ph.D. students. MS students admitted with the permission of the instructor.

Prerequisite: None.

LIS 621 - Conducting Research (3.00)

This course addresses the theories, principles, and practices of social science research. It examines reflective inquiry (including the development of the problem statement, literature review, theoretical framework, logical structure, research objectives, and questions/ hypotheses) and research design, data collection methods, and data analysis. The course also covers generalizability, reliability, and validity, and the report and presentation of research results. Methods in quantitative and qualitative data analysis are introduced. Students are able to develop their own research proposals and select appropriate methods based on scientific research questions. The course builds on themes and research concepts introduced in LIS 620: History, Concepts and Research Opportunities. The course requirement might include assignment, quizzes, research projects, and presentation of the results.

Prerequisite: None.

LIS 642 - Applied Statistics for Library & Information Science (3.00)

This course covers basic statistical methods and tools for exploratory data analysis in social sciences, focusing on basic concepts of probability theory, experimental design, descriptive statistics, inferential statistics, and regression analysis.

Prerequisite: None.

LIS 699 - Supervised Field Research (3.00)

Open only to students in the doctoral program who have completed 33 semester hours and have successfully passed the comprehensive examination. Note: while working on the dissertation students are enrolled in LIS 600 for the fall and spring semesters.

Prerequisite: None.

LIS 699A - Information Analytics (3)

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MPP - PUBLIC POLICY

MPP 501 - Policy Analysis & Theory (3.00)

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.

Prerequisite: None.

MPP 502 - Social Policy (3.00)

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.

Prerequisite: None.

MPP 503 - Economic Policy (3.00)

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.

Prerequisite: None. Crosslisted as: ECON 236.

MPP 504 - Quantitative Analysis (3.00)

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.

Prerequisite: None.

MPP 505 - Capstone (3.00)

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.

Prerequisite: None.

MPP 570 - Internship (3.00)

The opportunity guides students through an internship program in a workplace setting within our Simmons University partnerships. It focuses on the essential skills and competencies for getting started and being successful in the workplace, as well as readings and written reflections on the link between academic and career goals within Public Policy.

Prerequisite: None.

NURP - NURSING PRACTICE

NURP 345 - Contemporary Issues Professional Nursing (4)

NULL

NURP 387 - Nursing Care of Communities (4)

NULL

NURP 400 - Physical Assessment (0)

NURP 404 - Advanced Pathophysiology (4)

NULL

NURP 410 - Research Methods (3)

NULL

NURP 422 - Advanced Pharmacology Across Life Span (3)

NULL

NURP 423 - Advanced Pharmacology Across Life_Span II (2)

NULL

Prerequisite: Required NURP 422.

NURP 424 - Advanced Pharmacology Across Life Span (3)

Corequisite: Required Must take NURP 404 before NURP 424.

NURP 450 - Health Care System: Interdisiplinary_Perspectives (3)

NULL

NURP 454 - Leadership and Management (4)

NULL

NURP 492 - Health Assessment (4)

NULL

NURP 499 - Biology for Nursing Professionals (2)

NULL

NURP 500 - Advanced Health Assment Across Life Span (2)

NULL

NURP 500A - FNP I Clinical Decision Making (1)

NULL

NURP 501 - Pri Care Nurs Chldbrng Fam_Childbearing Family (4)

NULL

Prerequisite: Required NURP 500 and NURP 422.

NURP 501A - FNP II Clinical Decision Making (2)

NULL

Prerequisite: Required Take NURP 422;.

NURP 502 - FNP III Primary Care Nursing (4)

NULL

Prerequisite: Required NURP 501.

NURP 502A - FNP III Clin Decision Making (2)

NULL

NURP 503 - FNP IV Primary Care Nursing (4)

NULL

Prerequisite: Required NURP 502.

NURP 503A - FNP IV Clinical Decision Making (2)

NULL

NURP 504 - Family Theory: Health & Illness (3)

NULL

NURP 505 - Family Theory: Health & Illness (2)

NURP 507 - Scholarly Inquiry (2)

Scholarly Inquiry

Prerequisite: Required NURP 410.

NURP 508 - Scholarly Inquiry II (2)

NULL

Prerequisite: Required NURP 507.

NURP 530 - Adv. Hlth Assessment Across Life Span (3)

Corequisite: Required Must take NURP 404 before NURP 530.

NURP 531 - Fnp I Primary Care Nursing: Child Family (3)

NURP 532 - FNP II Primary Care Nursing (3)

NURP 533 - FNP III Primary Care Nursing (3)

NURP 537 - Clinical Advisement (0)

NURP 570 - Health Promo-Global Perspectiv (2)

NULL

NURP 589 - Informatics (3)

NULL

NURP 620 - Ethical/Legal Issues (3)

NURP 630 - Prof. Leadership & Prac Change (3)

NURP 640 - Advanced Research Methods (3)

NURP 650 - Epidemiology (3)

NURP 655 - Biostatistics (3)

NURP 660 - Evidence-BasedPrac: Informatics (3)

NURP 670 - Health Policy (3)

NURP 675 - Quality Improve in Health Care (3)

NURP 750A - DNP Project Seminar I (2)

NURP 750B - DNP Project Seminar II (2)

NURP 750C - DNP Project Seminar III (2)

NURS - NURSING

NURS 335I - Psyc & Mental Health Nursing EXTENSION (0)

NURS 404 - Advanced Pathophysiology (4.00)

This course in organ systems physiology is designed to teach the fundamentals of normal function that are essential to understanding clinical problems. Examples from pathophysiology are used to illustrate physiological concepts. This course includes all major organ systems. It assumes previous academic preparation in anatomy and physiology and an understanding of basic algebra and simple physiology. Discussion sessions and problem sets provide opportunities to synthesize content and discuss clinical problems. This course is only offered in the September semester and can be completed by non-degree students (excluding Direct Entry candidates and non U.S. citizens who must enroll full-time) to waive the GRE requirement for application if a grade of B or better is earned.

Prerequisite: None.

NURS 420 - Human Pathophysio. (4)

NULL

NURS 421 - Microbiology (4.00)

This course will investigate fundamentals of microbiology with an emphasis on aspects of medical microbiology that are of particular significance to clinical infections and therapeutic interventions. We begin with a survey of the microbial world, learning about bacteria, viruses, and eukaryotic pathogens including fungi and parasites. Key examples of each microbe class will be analyzed in detail in terms of pathogenesis and treatment. We then investigate the immune responses to infection with microbes, and learn about strategies that microbes have to defeat these immune defenses. An understanding of clinical strategies to prevent or combat infectious diseases including vaccination and drugs follows this discussion.

Prerequisite: None.

NURS 422 - Advanced Pharmacology Across the Life Span I (3.00)

Content focuses on current concepts in the pharmacologic therapies of common health care problems seen in primary health care. Basic pathophysiology, clinical pharmacology, modes of therapy, and monitoring parametrics are explored. Diagnosis and management of health care problems and their treatment regimens are discussed. Case studies are utilized to clarify, reinforce, and correlate therapeutics with specific health care problems.

Prerequisite: None.

NURS 423 - Advanced Pharmacology Across Life Span II (2.00)

This course is designed to meet the needs of the nurse practitioner prescriber in the primary care setting. It builds on acquired knowledge from nursing, pharmacology and pathophysiology. While emphasizing the pharmacological knowledge required by the advanced practice nurse to safely treat patients with common physical and mental illnesses, the course facilitates student awareness of clinical pharmacokinetics and pharmacodynamics in the management of common disease processes occurring throughout the life span. The course also meets the requirements for basic pharmacology preparation required for prescribing privileges in Massachusetts.

Prerequisite: None.

NURS 424 - Mgt/Health Care (4)

NULL

NURS 425 - Nursing Process and Skills (4.00)

This course introduces the student to the art and science of nursing. The nursing process provides the organizing framework for professional practice. Fundamental nursing concepts, skills, and techniques introduced in this course provide students with the foundations of nursing. Simulated clinical experience in the Learning Resource Center enables students to gain mastery of content. Includes lecture and laboratory sessions.

Prerequisite: None. Crosslisted as: NURS 225.

NURS 425L - Nursing Process and Skills Lab (0)

NULL

Crosslisted as: NURS 225L.

NURS 426 - Variances in Health Patterns of Adults and Elders I (2.00)

This course introduces the concepts of functional health patterns that optimize the health of individuals, families, and communities across the life span. The student integrates knowledge from the sciences, liberal arts, and nursing science into nursing practice with a major emphasis on functional health patterns. This nursing approach is holistic, with consideration given to physiological, psychological, socio-cultural development, and spiritual needs of the individual, family, and aggregate. The nursing process is utilized in the identification of all functional health patterns of clients who as individuals and aggregates are vulnerable and at risk for variance. Opportunities are provided to implement fundamental nursing care in the sub-acute care and community settings. Includes lecture and laboratory sessions.

Prerequisite: None. Crosslisted as: NURS 226.

NURS 426L - Patterns Adult/Elders I Lab (0)

NULL

Crosslisted as: NURS 226L.

NURS 431 - Anatomy and Physiology (4.00)

This course will provide basic knowledge of anatomy and physiology necessary for clinical practice. The course begins with an introduction to basic anatomy including descriptive terms and basic structures and a review of cellular physiology as an introduction to physiology. With this basis of knowledge the course continues with investigation of major systems including the integumentary, skeletal, muscular, nervous, endocrine, blood/lymphatic, cardiovascular, immune/defense, respiratory, digestive, urinary and reproductive systems. The emphasis of the course will be on learning basic anatomical structures and coordinating physiology and on their practical application to clinical practice.

Prerequisite: None.

NURS 435 - Integ Pharmac Pathophys (4.00)

This course focuses on the pharmacological and pathophysiological applications necessary for individual patient needs using a systems approach. Topics include specific drugs, classifications, side effects, and interactions with other therapies.

Prerequisite: None. Crosslisted as: NURS 235.

NURS 437L - Ind., Fam., Comm. Lab (0)

NULL

Crosslisted as: NURS 337L.

NURS 438 - Variances in Health Patterns of Adults and Elders II (6.00)

In this course, which builds on Variances of Health Patterns of Adults and Elders I, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the adult and geriatric client experiencing variances in functional health patterns. There is a special emphasis on health management and metabolic patterns. Within a systems framework, opportunities are provided to deliver nursing care with increased depth, complexity, and independence to adult and elderly clients in acute care and community settings. Includes lecture and laboratory sessions.

Prerequisite: None. Crosslisted as: NURS 238.

NURS 438L - Variances in Health Patterns of Adults_and Elders II Lab (0)

NULL

Crosslisted as: NURS238L.

NURS 439 - Biochemistry (4.00)

This course will investigate the biochemistry important to human health. We begin with a study of concepts foundational to biochemistry including basic chemical and nutritional principles of biomolecules, and then investigate the importance of proteins and the genetic processes that give rise to proteins. We will study functional classes of proteins, including enzymes examining specific examples such as the biochemistry of hemoglobin. This will lead to understanding bioenergetics, including carbohydrate, protein and lipid metabolism, and the metabolism of these biomolecules and nucleic acids. Finally we investigate the themes that reinforce and integrate these biochemical principles and then complete our investigation with the process of biotransformation.

Prerequisite: None.

NURS 440 - Persp/Womens Healh (3)

NULL

NURS 441 - Perspectives in Women's Study (3)

NULL

NURS 442 - Per Wm Hlth OB Preg Wm (3)

NULL

NURS 443 - Aspects of Aging (2)

NULL

NURS 445 - Family Sys Theory/Primary Care (3)

NULL

NURS 447 - Variances in Health Patterns of the Childbearing Family (4.00)

In this course, which builds on Variances of Health Patterns of Adults and Elders I, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the child-bearing and child-rearing family experiencing variances in functional health patterns. There is a special emphasis on health management and sexuality/reproduction. Clinical experiences encompass care of the high risk and chronically ill young family in both acute and community settings. Includes lecture and laboratory sessions.

Prerequisite: None. Crosslisted as: NURS 247.

NURS 447L - Childbearing Lab (0)

NULL

Crosslisted as: NURS 247L.

NURS 448 - Variances in Health Patterns of Clients with Psychiatric and Mental Illness (4.00)

In this course, which builds on Variances of Health Patterns of Adults and Elders I, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the client experiencing psychiatric and mental illness. Students apply knowledge of functional health patterns that form the basis for the delivery of care to these clients across the life span. Clinical experiences will be offered in inpatient and community psychiatric/mental health settings where students have the opportunity to care for clients and participate in creating the therapeutic milieu. Includes lecture and laboratory sessions.

Prerequisite: None. Crosslisted as: NURS 348.

NURS 448L - Clinical Lab (0)

NULL

Crosslisted as: NURS 348L.

NURS 449 - Variances in Health Patterns of the Childrearing Family (4.00)

In this course, which builds on Variances in Health Patterns of Childbearing Families, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the child-bearing and child-rearing family experiencing variances in functional health patterns. There is a special emphasis on health management and sexuality/reproduction. Clinical experiences encompass care of the high-risk and chronically-ill young family in both acute and community settings.

Prerequisite: None. Crosslisted as: NURS 249.

NURS 449L - Variances in Health Patterns of Child_And Family (0)

NULL

Crosslisted as: NURS 249L.

NURS 450 - Independent Study (1.00)

An individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing is provided. Analytic approaches are developed to enhance critical thinking. The processes of library research, clinical research, or analysis of advanced clinical practice are utilized.

Prerequisite: None.

NURS 453 - Prim Care Acutley Ill (1)

NULL

NURS 454GR - Leadership and Management in the Clinical Setting (4.00)

As a capstone nursing class, this course focuses on the leadership and management role of the nurse in a precepted, direct clinical experience. The course assists students to become effective organizational members as they assume responsibility in a professional role in a field-based internship. Weekly seminars offer self-actualization, independent learning, self-direction and understanding of group interaction in the teaching-learning process. Students are expected to evolve as nursing professionals as they begin their transition to future employees and future managers. The course explores leadership and management theory, critical thinking, nursing concepts, and personal/professional development within the clinical experience and a written project. Clinical Seminars are designed to increase knowledge and understanding of visionary leadership, management, communication, strategies for delegation, conflict resolution, and quality control while in direct clinical practice. Application of this content should be reflective of previous and current clinical and classroom experiences.

Prerequisite: None.

NURS 454L - Lab - Lead & Mgmt in Clinical (0)

NURS 455GR - Clinical Decision Making & Complex Care (4.00)

As a final nursing class, this course will focus on the synthesis of nursing knowledge required to care for the patient and family with complex nursing needs. The course focuses on nursing care of patients across the life-span, but will have a particular emphasis on the adult and geriatric patient. New knowledge will be assimilated with previously learned knowledge to add depth and breadth to the synthesis of knowledge necessary to provide holistic care for patients and families in challenging health care circumstances. The independent preparation and critical thinking required for the synthesis and acquisition of new understandings for this course will serve as a model for the ongoing professional development of the nurse as a lifelong learner. Students will be expected to prepare for each class by responding to NCLEX-type quizzes each week prior to class. Students will come to class prepared to apply integrated knowledge to case study situations developed by the faculty.

Prerequisite: None.

NURS 458 - RN Internship I (1.00)

This internship offers the newly-licensed registered nurse the opportunity to practice as a registered nurse in a precepted clinical generalist setting. It is required of all students in the spring semester of the second year for 24 hours a week, and in the summer semester of the second year for 32 hours a week. This experience provides the clinical foundation upon which to build advanced practice knowledge and clinical experience. Prerequisite: Massachusetts nursing licensure. (1 credit each semester)

Prerequisite: None.

NURS 459 - RN Internship II (1.00)

This internship offers the newly-licensed registered nurse the opportunity to practice as a registered nurse in a precepted clinical generalist setting. It is required of all students in the spring semester of the second year for 24 hours a week, and in the summer semester of the second year for 32 hours a week. This experience provides the clinical foundation upon which to build advanced practice knowledge and clinical experience. Prerequisite: Massachusetts nursing licensure. (1 credit each semester)

Prerequisite: None.

NURS 487 - Nursing Care of Individuals, Families, and Communities (4.00)

This course provides an overview of theoretical concepts related to community-based health care and family health. Concepts of health, health assessment, and therapeutic communication and interviewing are applied within the context of the family and community. The focus of this course is on assisting the student in the development of nursing skills necessary to promote health of families and communities. Attention is given to awareness of diversity, cultural sensitivity and knowledge to enable the students to provide culturally competent nursing care.

Prerequisite: None. Crosslisted as: NURS 387.

NURS 487L - Community Clinical (0)

NULL

NURS 488 - Nursing of Geriatric Client (2)

NULL

NURS 488A - Clin Dec Mak III: Geriatric (4)

NULL

NURS 489 - Occupational Health Nurs Mgmt (3)

NULL

NURS 490 - Iss/Pri Hlth Care (3)

NULL

NURS 492 - Health Assessment (4.00)

This course develops the students skills in the collection of a systematic health history and performance of a physical examination of the adult and pediatric client. Emphasis is on the attainment of motor and perceptual skills at the level of the beginning nurse practitioner. The student also learns how to record findings according to the Problem-Oriented Record System. Includes lecture and laboratory sessions.

Prerequisite: None. Crosslisted as: NURS 292.

NURS 492L - Health Assessment Lab (0)

NULL

Crosslisted as: NURS 292L.

NURS 493 - Occupational Health Nursing (3)

NULL

NURS 494 - Nursing Fundamentails & Health Assessment (4.00)

Fundamental Skills and Health Assessment introduces the student to the clinical skills and assessment techniques necessary to provide care to patients across the lifespan. The course will cover the nursing process, subjective/objective assessments, clinical skills, medication calculations and administration, and comprehensive physical examination skills of adults. The lecture content will be presented to the students and lab time will be utilized to practice the required skills, assessments and techniques.

Prerequisite: None.

NURS 495 - Contemporary Issues & Role Development for Advanced Practice Nursing (4.00)

This course builds upon NUR 454 Leadership and Management and gives the student an opportunity to explore the issues that are currently influencing both Registered Nurse practice and Advanced Nursing Practice and identifies the nursing role in improving the nation's health. Historical and theoretical foundations will be explored to examine the process of role development at all levels of nursing including Advanced Practice. Strategies and opportunities for role development of the Registered Nurse and Advanced Practice nurse will be discussed in light of the political, professional, and economic factors that are affecting today's health care system.

Prerequisite: None.

NURS 500 - FNP I Advanced Health Assessment Across the Life Span (2.00)

This course introduces the student to the essential competencies necessary to provide primary health care to patients and families of diverse populations. Students engage in study that will assist them in understanding the developmental and cultural needs of patients across the life span as they relate to delivery of advanced health assessment within a primary health care nursing framework. Family frameworks that reflect a developmental, systems approach are presented to guide the student in understanding the primary health care needs of patients, families and systems in this context. Includes lecture and laboratory sessions.

Prerequisite: None.

NURS 500A - FNP I Clinical Decision Making (1)

NULL

NURS 501 - FNP II Primary Care Nursing of the Child Bearing Family (4.00)

This is the second course in the sequence of the FNP Primary Care core curriculum. The focus of NUR 501 is on the holistic care, Ob/Gyn of the low risk childbearing woman and her newborn/infancy applying a developmental theoretical and family perspective. The clinical component provides the opportunity to integrate the theoretical content from prior courses and apply it to clinical practice. Throughout the weekly clinical conferences and clinical practice preceptorship experience, the beginning student family nurse practitioner will achieve the skills needed for patient-centered, safe, effective, quality primary care of the childbearing family in the ambulatory care setting. Includes lecture and laboratory sessions.

Prerequisite: None.

NURS 501A - FNP II Clin Decis. Making (1)

NULL

NURS 502 - FNP III Primary Care Nursing (3.00)

This course is designed to enable the student to integrate the theoretical and clinical components of primary health care nursing across the life span at an advanced level, both in the classroom and in supervised primary health care settings. The course builds on content from NURS 500 Advanced Health Assessment and NURS 501 Primary Health Care for the Child Bearing Family and Young Child, Normal and Abnormal Human Physiology, Scholarly Inquiry and Pharmacology. The course focuses on the students' application of clinical knowledge and skills to the delivery of primary health care nursing to families. Includes lecture and laboratory sessions.

Prerequisite: None.

NURS 502A - FNP III Clinical Decision Making_ (2)

NULL

NURS 503 - FNP IV Primary Care Nursing (4.00)

This is the third of three courses in the theory and practice of Family Primary Care Nursing. The course offers the opportunity to synthesize learning from prior courses including prior family clinical and theory courses, pathophysiology, health promotion, pharmacology and health assessment. Content will include selected topics in Adult/Geriatric and Pediatric Primary Health Care. An additional focus will the integration of professional issues as well as legal and ethical considerations in FNP practice. Includes lecture and laboratory sessions.

Prerequisite: None.

NURS 503A - FNP IV Clin. Decision Making (3)

NULL

NURS 503T - Program Costs Dublin (0)

NULL

NURS 504 - Family Theory (3.00)

This course is designed to provide the FNP student with an overview of family assessment, intervention and evaluation across the lifespan. This course will assist the FNP student to consider the relevant theoretical and research underpinnings of family based assessment in order to foster, promote and strengthen family functioning. Application of this content for practice will be facilitated through lectures, course discussions, case studies and selected written topics.

Prerequisite: None.

NURS 507 - Scholarly Inquiry I (3.00)

This course provides the philosophical and historical basis for the development of nursing science and the relationship of nursing theory, science, practice, and research from a qualitative perspective. Students analyze theories, concepts, and research methodologies within the perceived worldview.

Prerequisite: SNHS-410.

NURS 508 - Scholarly Inquiry II (2.00)

This course explores the development of nursing science and the relationship of nursing theory, science, practice, and research from the quantitative perspective. Students analyze theories, concepts, and research methodologies within the perceived worldview.

Prerequisite: None.

NURS 509 - Research Practicum (3.00)

This practicum experience focuses on the implementation of a research proposal, and the dissemination of the research findings. Students will implement identified research projects and work within one of three methodological approaches: qualitative research, qualitative research, or valuation research. Individual faculty advisement of student projects is the cornerstone of this course.

Prerequisite: None.

NURS 510W - Research Seminar (1)

NULL

NURS 511W - Research Seminar II (1)

NULL

NURS 512 - Nursing Leadership & Theory (3)

NURS 512L - Nursing Leadership & Theory (2)

NULL

NURS 512W - Nursing Leadership Theory (2)

This course will provide students with the theoretical underpinnings of leadership, management and nursing theory. Theoretical constructs in leadership and nursing theory are examined in relation to historical perspective, theory development, and theory-based practice. In addition to nursing theory, students examine the foundational constructs of leadership theory. Examination of leadership theory and process in relation to the professional role of the nurse leader is undertaken. Students perform a leadership self-assessment and create a personal leadership agenda during this course. The course also focuses on developing critical thinking in others, aspects of today?s professional leader, and developing models for transformational leadership. (2 credits)

NURS 513 - Nurse Manager Role (4.00)

This course examines the key roles and functions of the nurse manager in todays' rapidly changing health care system. The twin competencies of leadership and management, as they pertain to the nurse manager role, are explored in depth. Concepts such as motivation, morale, human resource management, budgets, information technology, health and safety, difficult employee situations, and a variety of other topics are addressed. This course will encourage students to develop themselves as nurse managers through the use of reflection, discussion and the development of creative strategies. New skills will be developed that allow the nurse manager to produce positive outcomes in the work environment. Transformational coaching and mentoring are introduced as leadership tools.

Prerequisite: None.

NURS 514L - Leadership & Mgmt. Practicum (4)

NULL

NURS 514W - L/M Practicum (4)

This practicum focuses on the clinical application and synthesis of the leadership and management concepts presented in earlier coursework. Practicum placements will be individually tailored to meet the professional needs of the students. The purpose of the practicum is to provide a structured field experience for the student, pairing them with a nurse manager/executive. The student will have an opportunity to apply theories, concepts and techniques learned in the didactic portion of the program in a selected health care setting, under the mentorship of an experienced nurse leader. (4 credits)

NURS 515 - Advanced Leadership (3.00)

This course builds on materials introduced in previous nursing administration courses, adding to the theoretical foundations of leadership and management. Students develop further in the role of nursing administrators through use of critical thinking, decision making, conflict resolution, problem solving and communication strategies. The course will provide management and leadership theory and offer students practical problems as a method of applying theory to practice. Ethics, legislative and advocacy issues as a component of leadership and management decision making will be explored. Emphasis on the management functions of planning, organizing, staffing, directing, and controlling will be covered. This final nursing course focuses on personal reflection of the American Organization of Nurse Executive Competencies (AONE) as the student prepares to assume and/or advance in the role of a nurse leader.

Prerequisite: None.

NURS 515W - Advanced Leadership (3)

NULL

NURS 516 - Advanced Leadership Practicum (2.00)

This practical course focuses on the clinical application and synthesis of leadership and management concepts presented in previous courses. This leadership practicum requires 80 hours. The practicum site will be mutually agreed upon by student and faculty member taking into consideration the student's preferred practice setting.

Prerequisite: None.

NURS 516W - Advanced Nursing Leadership Practicum (2)

NULL

NURS 520 - Quality & Safety in Nursing (3.00)

This course reviews the theoretical frameworks and methods to design and implement clinical quality, process improvement and performance management. The content will address approaches to creating a culture of quality and safety in health care settings and will examine the importance of leadership and collaboration in strategic planning and quality management. Evidenced based practice; the implications of variation in practice, the difference between research and clinical quality improvement; measurement, statistical tools, quality structure, process and outcomes will be addressed.

Prerequisite: None.

NURS 521 - Iss Care Chil/Adol Spec Needs (3)

NULL

NURS 540W - Fieldwork (2)

NULL

NURS 545 - Advanced Concepts in Leadership (3.00)

This course focuses on the development of the student in the role of nurse as leader/manager. It provides the conceptual basis and theoretical foundation of leadership and management. Emphasis is placed on providing an understanding of the nurse leader in evolving health care delivery systems. The course examines the interdependent relationships of leadership and management inherent in all phases of the management process.

Prerequisite: None.

NURS 560 - Advanced Health Assessment: Pediatrics (2.00)

This course introduces the student to the essential competencies necessary to provide primary health care to clients of diverse populations. The course addresses the history-taking process with an emphasis on communication strategies. Students engage in study that will assist them in understanding the developmental and cultural needs of clients as they relate to the delivery of primary health care. Theories and conceptual models from nursing and related disciplines are integrated. The cognitive processes underlying diagnostic and clinical decision-making are introduced. Common health issues encountered in primary care are presented in case studies where students implement the process of clinical decision-making.

Prerequisite: NURS-404; NURS-560A (recommended).

NURS 560A - Clinical Decision Making I: Pediatrics (1.00)

This course builds upon the principles presented in SHS 570 and is taught concurrently with NURS 560. It includes two components, a clinical practicum and a clinical decision-making seminar. The clinical component consists of a health assessment workshop where advanced health assessment skills including interviewing and physical examination are refined and practiced. Students work with model patients to learn these skills. Nurse practitioner preceptors guide students in developing further expertise in conducting health assessments of children. Students utilize nursing process in formulating plans for a diverse group of parents and children. Conducted in a small group format, this seminar emphasizes the synthesis of clinical and theoretical information. Using a case-study format and drawing from the students clinical practical, information-gathering skills, clinical judgment, critical thinking, and problem-solving skills are analyzed.

Prerequisite: NURS-560 (recommended).

NURS 561 - Primary Health Care Nursing I: Pediatrics (3.00)

This course provides the student with the clinical practice experience to develop the skills essential to the advanced practice role of nurse practitioner. Assessment and diagnosis of clients with episodic and chronic illnesses and the development of a management plan of care under the supervision of nurse practitioner faculty and preceptors are emphasized. The problem-based learning, case-study format of this course allows students to explore the issues relevant to the assessment, diagnosis, and management of clients with primary health care needs. Students develop clinical goals that guide their clinical decision-making. Evaluation of student progress is made routinely by student self-evaluation and feedback from faculty and nurse practitioner preceptors.

Prerequisite: None.

NURS 561A - Clinical Practicum- Peds (1)

NULL

NURS 562 - Parent-Child Nursing Ii: Pediatrics (3.00)

This course allows the student the opportunity to integrate the theoretical and clinical components of primary health care nursing for the pediatric/adolescent client and family at an advanced level. Concepts from Scholarly Inquiry, family systems theory, and developmental theory provide the conceptual framework. Emphasis is placed on the continued development of the skills and knowledge necessary for the assessment, diagnosis and management of common acute and chronic illnesses in these populations.

Prerequisite: None.

NURS 562A - Clinical Decision Making II: Pediatrics (3.00)

This course builds upon the principles of primary health care nursing of the parent-child dyad presented in NURS 560 and NURS 562 and includes the two components of clinical practicum and clinical decision-making seminar. Students develop clinical goals and objectives which guide clinical experience and which direct self-evaluation of clinical achievements. Evaluation of student progress is made routinely by nurse practitioner preceptors and nursing faculty.

Prerequisite: None.

NURS 564 - Primary Care Nursing III: Pediatrics (3.00)

This course offers students the opportunity to integrate the theoretical components of parent-child nursing at an advanced level. Content is used to identify, assess, and analyze health problems and evaluate the outcomes of interventions with specific target populations. Primary prevention continues to be emphasized. Client assessment and management continues through clinical experience with nurse practitioner preceptors and weekly faculty-student clinical conferences.

Prerequisite: None.

NURS 564A - Clinical Decision Making III: Pediatrics (4.00)

This course builds upon the principles of primary health care nursing of parents and children presented in NURS 560, NURS 561, NURS 562, and NURS 564 and includes the two components of clinical practicum and clinical decision-making seminar. Students will become increasingly independent in the delivery of health care services, and will consult with preceptors and other team members as appropriate. Faculty meets regularly with students and preceptors to evaluate student performance and successful attainment of course objectives. Written feedback on student clinical summaries and conferences facilitate this final component of the transition to the Masters-prepared nurse practitioner role.

Prerequisite: None.

NURS 566 - Primary Care Nursing of Women (3.00)

See NURS 584. In addition, women's health nurse practitioner students must achieve competencies in women's health specialty content such as infertility, acute and chronic vulovaginal health issues, gender disparities in health care, early options pregnancy counseling and interventions, caring for women cross-culturally, herbal and homeopathic remedies in well woman care, and LGBT health concerns including obstetrical issues via case studies, self-directed learning and workshops.

Prerequisite: None.

NURS 566A - Clinical Decison Making: Women's Health (4.00)

This course builds upon the principles of primary health care nursing of the adult including the obstetrical client presented in NURS 580, NURS 567, NURS 567A, NURS 582, NURS 582A, NURS 566 and includes the two components of a clinical practicum in women's health (16 hours week) and a clinical decision-making seminar. It is expected that students will become increasingly independent in the delivery of health care services and apply specialized knowledge to the care of women, consulting with preceptors and other team members as appropriate. Faculty meets regularly with students and preceptors for the purpose of evaluating students performance and successful attainment of course objectives. Written feedback of student clinical summaries and conference facilitates this final component of the transition to the masters prepared nurse practitioner role.

Prerequisite: None.

NURS 567 - Primary Care in Nursing Pregnant Women (3.00)

This course presents the theoretical and clinical knowledge essential to care for women during and after a pregnancy. It focuses on the continued development of advanced clinical knowledge and skills necessary for effective primary health care of the woman and family during the child-bearing cycle, and health promotion and maintenance in the provision of gynecologic health care throughout the womans life cycle. Content includes the physiology of pregnancy, prenatal care, laboratory testing relevant to pregnancy, assessment of fetal wellbeing, complications of pregnancy, preparation for childbirth, the puerperium, and diagnosis and treatment of common obstetrical complications.

Prerequisite: None.

NURS 569 - Family Nurse Practitioner Theory and_Practice (2)

NULL

NURS 571 - Practice of Occupational Health (2.00)

This course focuses on the assessment of workplace hazards, the physiology and biomechanical aspects of work, and a practical problem-solving approach to health problems in various work settings. Emphasizes the relationship between working conditions and health, with special reference to the recognition, measurement, and control of occupational hazards. Course activities: Oral and written projects, class discussions, walk-through field trips to local industries (field trips may take up to four hours).

Prerequisite: None.

NURS 572 - Occupational Health Policy/Administration (2.00)

Examines the legal and economic, and political foundations of occupational health activities in the United States. Discusses the roles of government, unions, and research organizations. Helps students acquire and understanding of management functions in corporations. Course Activities: Students develop the necessary knowledge and skills in the above areas to apply medico-legal and risk management principles to achieve a healthful workplace.

Prerequisite: None.

NURS 573 - Principles of Toxicology (2.00)

The course is designed to expose students to the principles and methods that should be used to determine whether a causal relationship exists between specific doses of an agent and an alleged adverse effect, observed primarily in humans. Integration of principles and methods of toxicology is extremely important since the primary purpose of toxicology is to predict human toxicity. Toxicological data obtained in animal studies must be placed in proper relationship to the exposure observed in human population. The course deals with organ systems and whole target organs, selected classes of toxic agents and the application of toxicological principles are covered. Students are assigned a topic for a short presentation.

Prerequisite: None.

NURS 574 - Occupational & Environmental Medicine (2.00)

Overview of Occupational and Environmental Medicine including: the diagnosis and management of illness following exposure to specific workplace substances, environmental and community hazards, such as asbestos, lead, organic solvents, and vibration; methods of diagnosis of early organ system effects of chemicals and techniques for assessing impairment and disability; as well as, medicolegal aspects of occupational health. Course Activities: Mid term exam and Final Exam. One case based, written project.

Prerequisite: None.

NURS 575 - Ergonomics/Human Factors (2.00)

Emphasizes the design of the job to fit the worker in terms of both productivity and prevention of injuries. Specific problems are investigated which result from the nature of the job itself, e.g., musculoskeltal disorders including low back pain and repetitive stress injuries of the upper extremity and human error. Fundamental ergonomic topics, such as human physiology, occupational biomechanics, epidemiology, and work place design, are considered in the development of good job design principles. Course Activities: Lecturers and group discussions, and term project analyzing a real world job.

Prerequisite: None.

NURS 580 - Advanced Health Assessment: Adult (2.00)

This course introduces the student to the essential competencies necessary to provide primary health care to clients of diverse populations. The course addresses the history-taking process with an emphasis on communication strategies. Students engage in study that will assist them in understanding the developmental and cultural needs of clients as they relate to the delivery of primary health care. A holistic approach to the client is stressed with attention to health promotion, disease prevention and management of common health problems encountered in primary care. Theories and conceptual models from nursing and related disciplines are integrated. The cognitive processes underlying diagnostic and clinical decision-making are introduced. Common health issues encountered in primary care are presented in case studies where students implement the process of clinical decision-making.

Prerequisite: NURS-404.

NURS 580A - Clinical Decision Making I: Adult (1.00)

This course builds upon the principles presented in SHS 570 and is taught concurrently with NURS 580. It includes two components, a clinical practicum and a clinical decision-making seminar. The clinical component consists of laboratory and health assessment workshops where advanced health assessment skills including interviewing, history-taking, and physical examination are refined and practiced. Students work with model patients to learn these skills. Nurse practitioner preceptors guide students in developing expertise in conducting complete health assessments. Students utilize the nursing process in formulating plans for a diverse group of clients with multiple health issues. Conducted in a small group format, the clinical decision-making seminar emphasizes the synthesis of clinical and theoretical information. Using a case study format, information-gathering skills, clinical judgment, critical thinking, and problem-solving skills are analyzed.

Prerequisite: NURS-580 (recommended).

NURS 581 - Primary Health Care Nursing I: Adult (3.00)

This course provides the student with the clinical practice experience to develop the skills essential to the advanced practice role of nurse practitioner. Assessment and diagnosis of clients with episodic and chronic illnesses and the development of a management plan of care under the supervision of nurse practitioner faculty and preceptors are emphasized. The problem-based learning, case-study format of this course allows students to explore the issues relevant to the assessment, diagnosis, and management of clients with primary health care needs. Students develop goals that guide their clinical decision-making. Evaluation of student progress is made routinely by student self-evaluation and feedback from faculty and nurse practitioner preceptors.

Prerequisite: None.

NURS 581A - Clinical Practicum: Adult Hlth. (1)

NULL

NURS 581B - Clinical Practicum-Wom. Hlth (1)

NULL

NURS 582 - Primary Care Nursing II: Adult/Women's Health (3.00)

This course develops the conceptual base for the practice of primary health care nursing. A holistic approach to the client is stressed, with attention to health promotion, prevention, and management of common health problems encountered in primary care. Interventions for health problems are addressed within the scope of nurse practitioner practice. Interventions for nursing and medical diagnoses are based on current research in advanced practice nursing and medicine.

Prerequisite: None.

NURS 582A - Clinical Decision Making II: Adult (3.00)

This course builds upon the principles of primary health care nursing of the adult and includes two components, a clinical practicum and a clinical decision-making seminar. Students develop clinical goals and objectives that guide their clinical experience and direct self-evaluation of clinical achievements. Evaluation of students progress is made routinely by nurse practitioner preceptors and nursing faculty.

Prerequisite: None.

NURS 582B - Clin. Dec. Mak Ii: Wmn's Hlth. (3)

NULL

NURS 583 - Clinical Geriatric Nursing (3.00)

Functional health patterns are utilized as a framework for the assessment and management of health problems and issues for the elderly adult. Research-based intervention strategies for specific nursing diagnoses are applied utilizing case study methodology. This course provides students with the necessary theoretical foundation to provide holistic primary health care nursing to the older adult in a variety of health care settings.

Prerequisite: None.

NURS 584 - Primary Care Nurinsg III: Adult (3.00)

The focus is now broadened to include primary health care of larger target populations. Assessment of the individual includes cultural traditions, family issues, and social and economic policies affecting the client. The primary care needs of target populations such as frail elders, the homeless, and the developmentally and/or physically disabled are the focus of in-depth discussions. Issues of advanced practice including prescription-writing, legislative initiatives, ethical dilemmas of primary care and collaborative practice are explored.

Prerequisite: None.

NURS 584A - Clinical Decision Making III: Adult (4.00)

This course builds upon the principles of primary health care nursing of the adult presented in NURS 580, NURS 581, NURS 582, and NURS 584 and includes the two components of a clinical practicum and a clinical decision-making seminar. It is expected that students will become increasingly independent in the delivery of health care services, consulting with preceptors and other team members as appropriate. Faculty meets regularly with students and preceptors for the purpose of evaluating student performance and successful attainment of course objectives. Written feedback of student clinical summaries and conferences facilitate this final component of the transition to the Masters-prepared nurse practitioner role.

Prerequisite: None.

NURS 584B - Clinical Decision Making in the Workplace (4.00)

This course builds upon the principles of primary health care nursing in the workplace and includes the two components of a clinical practicum and a clinical decision-making seminar. It is expected that students will become increasingly independent in the delivery of health care services, and will consult with preceptors and members of the interdisciplinary health care team as appropriate. In the clinical component, students are responsible for the delivery of primary health care to workers and for the evaluation of a specific occupational hazard or group. Faculty meets regularly with students and preceptors for the purpose of evaluating student performance and successful attainment of course objectives. Written feedback on student clinical summaries and conferences facilitate this final component of the transition to the Masters-prepared nurse practitioner role.

Prerequisite: NURS-584 (recommended).

NURS 585 - Health in the Workplace (3)

NULL

NURS 586 - Health in Workplace II (3)

NULL

NURS 588 - Primary Care Nursing III: Geriatrics (3.00)

This course builds on the previous primary health care courses and provides students with the opportunity to explore issues of the health care delivery system which affect primary health care. Clinical conferences facilitate synthesis of nursing theory and practice so that optimum primary health care delivery to elders is achieved.

Prerequisite: None.

NURS 588A - Clinical Decision Making III: Geriatric (4.00)

This course builds upon the principles of primary health care nursing of the geriatric client and includes a clinical practicum and a clinical decision-making seminar. Taught concurrently with NURS 588, the clinical component of this course allows students to deliver primary health care nursing to culturally-diverse populations of elders and their families in a variety of settings. Emphasis is on the critical analysis of biopsychosocial, cultural, environmental, political, and economic factors which influence the health status of elders. Conducted in a small-group format, the clinical decision-making seminar emphasizes the synthesis of clinical and theoretical information. Using a case-study format and drawing from the students clinical practice, information-gathering skills, clinical judgment, critical thinking, and problem-solving skills are analyzed. Self-evaluation and critique of written and verbal presentations of client encounters with increasingly complex clinical situations are conducted.

Prerequisite: None.

NURS 589 - Evidence-Based Practice: Informatics (3.00)

This course will provide the student with the skills to evaluate and apply the best available evidence-based knowledge and technology in solving clinical practice problems. The student will learn critical appraisal skills to determine the quality and applicability of information for practice. The use of electronic medical records, including implementation and implications for practice, will be considered.

Prerequisite: None. Crosslisted as: NURS 660.

NURS 591 - Cancer Pathobiology (2)

NULL

NURS 591A - Clin Dec Mak I: Diag. Reason. (2)

NULL

NURS 600 - Blended Student Orientation (0.00)

This non-credit course presents an introduction to the process of learning in an online environment. It will introduce you to the software used in the blended Doctor of Nursing Practice Program: eLearning and Simmons Webmail. Brief assignments are designed to provide you with experience with the different elements involved in online learning and establish your ability to learn in the online environment. You will be provided with ample practice exercises in a pressure-free environment, where you can participate in the activities you will utlize in the DNP program. You will interact with some of your future classmates and learn tips and tricks from previous online students for how to best manage your online learning. This course is designed to prepare you to be successful in obtaining your DNP degree and enjoy the process!

Prerequisite: None.

NURS 610 - Health Policy (3.00)

The primary objective of this course is to empower the DNP student with the tools to influence health policy. The course will analyze the legal, ethical and social issues inherent in policy development. Students will consider the many dimensions of the present health care crisis such as cost, access, equity, quality, globalization and provision of care to an aging population. Students will also learn the presentation of policy analyses in written, graphic and oral forms.

Prerequisite: None.

NURS 620 - Ethical & Legal Issues in Advanced Practice (3.00)

This course will address the underlying historical, philosophical and theoretical perspectives in ethics from a biomedical and nursing perspective. Ethical issues will be addressed in a case-based approach. Students will attend ethics rounds and participate in ethics advisory boards at health care facilities. The course will also explore legal issues in advanced practice and in the health care system. Topics will include scope of practice, state and federal practice regulations, risk management/malpractice, and legal issues in practice ownership/management.

Prerequisite: None.

NURS 630 - Professional Leadership & Practice Change (3.00)

This course is designed to advance the student's ability to use leadership and management theory in nursing practice within current and emerging organizational systems. Topics will include the following: practice management; strategies for analysis of and implementation of change in health care systems; organizational behavior and management styles; interdisciplinary collaboration; community/stakeholder collaboration; quality improvement; financial reimbursement for practice, including principles of billing and coding; creation and implementation of business plans.

Prerequisite: None.

NURS 640 - Research Methods in Advanced Practice (3.00)

This course will enable students to achieve skills required for conducting and evaluating practice-based research. Topics will include the following: needs assessment; program planning and evaluation; the application of quantitative/qualitative methods in the study of practice-related phenomena; grant-writing and funding for practice-based research. Students will begin their clinical project, considering the problem, research question (s) and appropriate research design.

Prerequisite: None.

NURS 650 - Epidemiology (3.00)

This course will enable the student to gain perspective about the context in which health problems occur and care is delivered. The course will consider the impact of environmental factors, including occupational exposures, living conditions, education, and financial resources on the health of populations. The relationship between these environmental factors, as well as social, cultural, and genetic influences on health will be evaluated, as will the role of the clinician in addressing these issues.

Prerequisite: None.

NURS 651 - Independent Study (Variable)

NULL

NURS 653 - Research & Epidemic Population Health (3.00)

This is the initial course in the research sequence of the DNP program and builds on the student's knowledge and experience in nursing research and extends that knowledge by introducing the concepts of managerial epidemiology.

Prerequisite: None.

NURS 655 - Biostatistics (3.00)

This course covers a wide range of statistical methods used in health care research. It begins with a review of descriptive statistics, hypothesis testing, and bivariate analyses including chi-square and correlation. It then introduces students to multivariate methods such as repeated measures ANOVA, linear regression, and binary logistic regression. The course is taught using an applied approach. Students are asked to relate the material to their own practice and use SPSS statistical software for assignments. The primary goal of the course is to prepare students to conduct statistical analyses for their Capstone project and other future research.

Prerequisite: None.

NURS 660 - Evidence-Based Practice: Informatics (3.00)

The focus of this course is on essential core concepts, skills, and tools that capture evidence based practice for the DNP and define the health care informatics field. We will examine a variety of current and emerging health information technologies to promote safe patient care, improve health care quality and efficiency and foster consumer-centric care to advance nursing practice and nursing science. We will be applying the theoretical perspectives derived from personal learning environments in adult education to foster a learning environment that promotes individual understanding and application of complex material.

Prerequisite: None. Crosslisted as: NURS 589.

NURS 665 - Business Development & Practice Management for the Advanced Practice Clinician (3.00)

The focus of this doctoral-level course is on the essential core concepts, skills, and tools needed by the DNP and the APN engaging in practice management and/or business development. This course will enable the DNP and APN to examine a variety of business opportunities, including the development of an NP-run business or improvement of an existing business model, through the development of a business needs assessment, business plan, marketing strategies, cost analysis and financing plan designed to promote innovation and improved practice management by the advanced practice clinician. In addition, each participant will have the opportunity to identify his/her own management style and will reflect upon the benefits and risks of this style of management in the advancement of his/her career. Upon completion of this course, the advanced practice clinician will have developed a comprehensive business plan or proposed practice improvement plan and will have gained tremendous insight into the various opportunities available to the Advanced Practice Clinician.

Prerequisite: None.

NURS 670 - Health Policy (3.00)

The primary objective of this course is to empower the DNP student with the tools to influence health policy. The course will analyze the legal, ethical and social issues inherent in policy development. Students will consider the many dimensions of the present health care crisis such as cost, access, equity, quality, globalization and provision of care to an aging population. Students will also learn the presentation of policy analyses in written, graphic and oral forms.

Prerequisite: None.

NURS 675 - Quality Improvement in Health Care (3.00)

This is an elective course in the Simmons Doctor of Nursing Practice Program, but students in any clinical discipline or those planning to lead health care programs or organizations would benefit from this course. The course focuses on the knowledge, skills and attitudes that when acquired and applied effectively, can assure a high quality and safe patient and family health care experience in a variety of practice settings. The importance of setting aims, applying statistical methods to measure variation, hypothesis identification and planning change using the PDCA (plan, do, check, and act) cycle form the basis of the course. Current health policy issues related to assuring safe, high quality, effective, equitable, timely, patient-centered and efficient care (Institute of Medicine [IOM] 2000, 2001, 2004, 2007) will be addressed.

Prerequisite: None.

NURS 690 - DNP Capstone Completion (0.00)

This non-credit course is for DNP students who have completed Capstone Seminar courses (NUR 750A-D), but require ongoing faculty advisment in order to complete their Capstone Project.

Prerequisite: None.

NURS 700 - Clinical Practicum/ Residency (3.00)

This practicum will enable students to achieve advanced clinical skills in a specialty area, apply evidence-based knowledge to practice, and develop the role of clinical practice leader. The DNP is expected to practice at an advanced level, applying comprehensive assessment techniques, astute differential diagnosis, and evidence-based knowledge of therapeutics. Students will also conduct a practice-based scholarly project, based on identified needs at the practice site. Students will participate in ongoing reflection, evaluation and critique of their practice through weekly online journaling, case study analysis, and sharing with faculty and classmates.

Prerequisite: None.

NURS 750 - Capstone Scholarly Project (1.00)

DNP students are required to complete a clinical research project, or Capstone, over the course of four semesters. In NURS 750A-D, students will work on their Capstone Projects with faculty and their Capstone Committees. In NURS 750A: Capstone Seminar I, students will complete the problem statement and literature review for their project. In NURS 750B: Capstone Seminar II, students will develop the proposal for their project. In NURS 750C: Capstone Seminar and Practicum III, students will implement the project and in NURS 750D: Capstone Seminar and Practicum IV, students will complete the project.

Prerequisite: None.

NUTR - Nutrition

NUTR 360 - Lifestyle Rx (4)

Lifestyle Rx will provide an overview of major health issues affecting the US population and how lifestyle medicine, an emerging evidence-based discipline, is being utilized to prevent and treat these noncommunicable diseases. Health interventions will be explored considering barriers to behavior change such as socio-economic, cultural, and environmental factors. The course uses various learning strategies, class discussion, group work, case studies, video and problem-solving activities and includes an intensive focus on the practice of motivational interviewing. Junior standing or consent of the instructor required.

NUTR 400 - Virtual Orientation (0.00)

This required orientation course introduces all Nutrition students to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. Intended for and appropriate to both online and face-to-face students, this course describes program requirements; college, school, and program policy; and offers information about the full range of resources available to the students in support of their program. It also offers basic tutorial and instruction related to the use of Moodle (the learning management system used in online and face-to-face courses), library resources, and other key tools used to support student learning.

Prerequisite: None.

NUTR 415M - Nutrition & Hlth:Med Diet STC (4)

NULL

NUTR 420 - Nutrition Therapy for Eating Disorders (3.00)

The focus of this class includes building a conceptual framework of nutrition fundamentals with the development of necessary counseling skills to deliver nutrition therapy in the treatment of patients with eating disorders. The goal of this class is to apply the most current research and further develop clinical skill in the art and science of nutrition therapy.

Prerequisite: None.

NUTR 434 - Advanced Medical Nutrition Therapy (3)

This course examines selected concepts in pathophysiology including mechanisms of disease causation and disease treatment with focused medical nutrition therapy. The course will begin with foundational aspects of nutritional assessment and diet therapy including nutrition support. Major organ system dysfunction including cardiovascular, gastrointestinal, renal, endocrine, pulmonary, central nervous system and immune processes/metabolic stress will be discussed. Throughout the course, we will use diverse patient-based case studies to illustrate the disease and treatment processes.   Through lecture, case studies, assignments and online discussions, students will learn to use logical and critical reasoning to approach complex clinical situations. Students are expected to identify problems and solutions and support their decisions with evidence-based, well-structured arguments.

Prerequisite: None.

NUTR 450 - Independent Study (1.00)

The student selects a problem for in-depth analysis and study. Prerequisite: graduate nutrition standing and consent.

Prerequisite: None.

NUTR 451 - Dietetic Fieldwork (9.00)

The Graduate Nutrition Program maintains special arrangements with Greater Boston health care agencies where staff dietitians supervise students in a variety of settings. Students spend approximately forty hours a week in the field for twenty-nine weeks.

Prerequisite: None.

NUTR 451A - Dietetic Fieldwork FALL (3.00)

The Graduate Nutrition Program maintains special arrangements with Greater Boston health care agencies where staff dietitians or other nutrition professionals supervise students in a variety of settings. Students spend approximately forty hours a week in the field for thirty-three (33) weeks.

Prerequisite: None.

NUTR 451B - Dietetic Fieldwork SPRING (6.00)

The Graduate Nutrition Program maintains special arrangements with Greater Boston health care agencies where staff dietitians or other nutrition professionals supervise students in a variety of settings. Students spend approximately forty hours a week in the field for thirty-three (33) weeks.

Prerequisite: None.

NUTR 452 - Nutrition Practice: Program, Plan, Evaluation (3.00)

This course focuses on individual and community assessment, program planning, implementation, and evaluation. Setting program goals that produce outcomes which improve health and support wellness are emphasized. Barriers to change are explored. Program evaluation to determine effectiveness, quality control, and costs is stressed. Students plan and evaluate a program for a specified population.

Prerequisite: None.

NUTR 453 - Advanced Topics in Preventative Nutrition (3.00)

This course surveys nutritional recommendations throughout the life cycle that pertain to disease prevention and health promotion. Special emphasis is given to the latest research findings in risk factors for chronic diseases. Students are encouraged to interpret research findings and develop strategies to promote healthy lifestyles.

Prerequisite: SNHS-410.

NUTR 455 - Nutrition, Fitness and Wellness (3.00)

This course develops the students understanding of how food fuels the body and affects athletic performance. The principles of nutrition are discussed to provide the student with an understanding of how optimal fitness is achieved. Students design a nutrition/fitness program as a course requirement. The course is offered only online.

Prerequisite: None.

NUTR 460 - Nutritional Epidemiology (3.00)

This course includes a study of the basic principles of epidemiology and nutritional epidemiology. The goal is to enable students to understand the strengths and weaknesses of research design for epidemiological studies, to analyze and interpret nutritional epidemiological data, and to define effective and safe nutrition recommendations for health promotion and disease prevention. The course is taught in a lecture/seminar format.

Prerequisite: SNHS-410.

NUTR 461 - Exercise Assessment and Prescription (3.00)

This course builds on the understanding of energy intake, transformation, and liberation. Students learn to evaluate, create, and implement exercise programs for a variety of populations. This course develops a critical reasoning approach to clinical situations. Students apply an understanding of how nutrition and exercise interact to influence work capacity in children and adults. The course is offered only online.

Prerequisite: None.

NUTR 462 - Consulting Nutrition Practice (3.00)

This course introduces the student to the essential competencies necessary to establish a clinical nutrition practice in fitness and wellness. Current nutrition practice delivery systems are investigated, as are reimbursement and legal issues, and market-driven service. Students develop a business plan for a targeted market. The course is offered only online.

Prerequisite: None.

NUTR 480 - Nutrition Fieldwork (3.00)

This elective course offers students the opportunity to participate in an individualized nutrition field experience.

Prerequisite: None.

NUTR 489 - Nutrition Proposal Development (2.00)

NUTR 489 provides the framework for the research project business plan including: problem: statements, literature review, questionnaire development, study design,and data analysis. A research proposal will be completed by the student in preparation for implementation in NUTR 490. This course prepares students for NUTR 490 and must be taken prior to NUTR 490.

Prerequisite: None.

NUTR 490 - Nutrition Research Project (3.00)

Students design, implement, and write in publishable format a research project related to nutrition and health promotion. Students are guided individually by a faculty member who will be their advisor for the research project. Students formally present their research to faculty and student colleagues.

Prerequisite: None.

POLS - POLITICAL SCIENCE

POLS 317 - Intersectionality and Public Policy (4)

Investigates the political and theoretical basis of policymaking as it reflects and affects relations between social groups, especially relations of gender, race, and class in the United States. Policy issues examined will include the structure of the welfare state, violence against women, wage gaps, affirmative action, immigration, reparations, and reproductive freedom.

Corequisite: Required POLS-101.

POLS 411 - Politics Of Cities(Grad Level) (4)

NULL

POLS 435 - Transgender Politics & Freedom (4)

This course aims to engage students in a discussion on transgender social, cultural, and political issues. Rather than focusing on individual identity, we will turn to structural and institutional forms of power that focus on gender. How have trans people historically resisted their subjugation and exclusion? What would transgender justice look like?

POLS 502 - Special Topics in Pols. Sci (4)

NULL

POLS 502M - Human Rights in S. Africa (4)

NULL

Crosslisted as: COMM 328M, POLS 302M.

POLS 502T - South Africa Program Costs (0)

NULL

POLS 517 - Intersectionality and Public Policy (4)

Investigates the political and theoretical basis of policymaking as it reflects and affects relations between social groups, especially relations of gender, race, and class in the United States. Policy issues examined will include the structure of the welfare state, violence against women, wage gaps, affirmative action, immigration, reparations, and reproductive freedom.

POLS 556 - Feminist International Relations (4.00)

Analyzes global politics from a feminist and gendered perspective on foreign policies, conduct of war, military, and prospects for development. Explores gender and sexuality in the construction of nationalism and identity, justice for war crimes and human rights abuses, trafficking in persons, resolution of conflict, and terrorism.

Prerequisite: None. Crosslisted as: POLS 356, WGST 556.

POLS 570 - Intership (4.00)

The opportunity guides students through an internship program in a workplace setting within our Simmons University partnerships. It focuses on the essential skills and competencies for getting started and being successful in the workplace, as well as readings and written reflections on the link between academic and Poltical science career goals.

Prerequisite: None.

POLS 590 - Senior Seminar (4.00)

Offers an intensive study of a specific topic in political science. Staff.

Prerequisite: None. Crosslisted as: POLS 390.

PT - PHYSICAL THERAPY

PT 600 - Professional Seminar (1)

Professionalism is the basis of a healthcare provider's contract with society. Each semester, approximately one hour per week is devoted to a required professional seminar. Topics vary and encompass broad issues related to becoming a physical therapist (0 credits)

PT 602 - Integrated Clinical Exp. (1)

This experience is designed to allow students the opportunity to apply the knowledge and skills learned in their introductory coursework. Emphasis will be on physical therapy practice in either cardiopulmonary or inpatient physical therapy practice. Students may rotate to a variety of settings which may include community hospitals, medical centers, acute or subacute rehabilitation centers, and extended care facilities (1 credit).

PT 604 - Integrated Clinical Experience (1)

The focus of this experience will continue to involve patients with musculoskeletal pathologies in either an inpatient or outpatient setting. Students can expect rotation to an outpatient setting for either the Spring or Summer ICE. (1 credit).

PT 606 - Integrated Clinical Exp. (1)

Students will rotate on (2) of (3) blocks of ICEs over the spring/summer semester. One of the blocks will focus on either adults or children with neuromuscular pathologies. Students will have opportunities in a wide variety of adult and pediatric practice settings (1 credit).

PT 607 - Integrated Clinical Exp. (1)

Students will have the opportunity to work with clinicians who incorporate manipulation in their physical therapy practice (1 credit).

PT 610 - Evidence Based Practice I (3)

This course focuses on preparing students to critically analyze research literature. Emphasis is placed on critically reading and interpreting published research in terms of applicability to the practice of health care professionals. Taught using discussions and lecture, this course provides a foundation for subsequent participation in research and evidence-based practice. (3 credits)

Crosslisted as: SNHS 410.

PT 612 - Appl. of Evidence to Practice (2)

This course builds on learning from PT 610 and integrates learning from PT 632. Students determine and write clinically-applicable and answerable questions that relate to diagnosis, prognosis, and interventions for patients with musculoskeletal problems. Using questions as a base, students implement literature searches and critically appraise the articles found based on the search. Students discuss the credibility of the research, including issues of bias, confounding, statistical significance and clinical importance. Emphasis is on discussion of the strength of the evidence and its relevance to the management of their patient. Students build a library of CATs related to management of patients with musculoskeletal conditions. (2 credits)

PT 622 - Advanced Human Anatomy (6)

Knowledge of human anatomy is essential for physical therapists to make clinical decisions regarding examination, evaluation, diagnosis, prognosis, and development of a plan of care for patients and clients. This course is an in-depth study of the human body through cadaver dissection and lecture/discussion. Students apply the knowledge gained in this course to all subsequent physical therapy courses. (6 credits)

PT 622L - Human Anatomy Lab (0)

NULL

PT 623 - Clinical Medicine (5)

NULL

PT 625 - Fund Movement Science I (3)

This course provides students with the basis for understanding normal human movement. Emphasis is on biomechanics, joint structure, muscle physiology, muscle activity, exercise physiology and neurophysiology. Students explore the interaction between the systems that produce normal human movement and begin to consider how movement is affected by pathological conditions.(3 credits)

PT 625L - Fund Movement Science I Lab (0)

NULL

PT 626 - Fundamentals of Movement Science 2 (4)

Students are introduced to the analysis of normal movement, posture, and gait. Through lecture, discussion and laboratory exercises, students learn to apply the principles of neuromuscular physiology, exercise physiology and biomechanics; laboratory activities focus on analysis of normal muscle and joint function through observation, palpation and application of biomechanical principles. (4 credits)

PT 626L - Fundamentals of Movement Sci.- Lab (0)

NULL

PT 629 - Fundamental Concepts & Skills in_Physical Therapy I (5)

NULL

PT 629L - Fund Concep & Skills PT I Lab (0)

NULL

PT 630 - Fund Concepts/Skills in PT (3)

Students learn and apply concepts and skills that are basic to the practice of physical therapy. Students learn how patients and clients move within their environments, and practice teaching and assisting them with the applicable skills. The semester includes lecture, laboratory, and discussion. There is an emphasis on developing professional behaviors and communication skills as well as hands-on skills.   (3 credits)

PT 630L - Fund Concepts/Skills PT Lab (0)

NULL

PT 631 - Clinical Medicine (2)

issues of disease risk and prevention, as well as medical, surgical, pharmacological, psychological and physical therapies, in the management of individuals with cardiovascular and pulmonary diseases. The semester includes tutorials, lecture, laboratory, and integrated clinical experiences. The core foundations for practice are blended into each tutorial case. Issues related to the care of patients of all ages are explored and discussed. Emphasis is on history-taking, system review, physical therapy examination, diagnosis, prognosis, evaluation, and development of a physical therapy plan of care. Students also practice clinical decision-making, professional communication, and documentation. (5 credits)

PT 631L - Cardio & Pulmonary Lab (0)

NULL

PT 632 - Frameworks for Physical Therapy Practice_Musculoskelatal 1 (9)

Students learn and apply anatomy, kinesiology, physiology, epidemiology, and pathology in exploring the issues of medical, surgical, pharmacological, psychological, and physical therapy management of individuals with musculoskeletal impairments. The semester includes tutorials, lecture and laboratory. The associated Integrated Clinical Experiences are covered in PT 603 and the experiences will be integrated into class discussions. The core foundations for physical therapy practice are blended into each tutorial case, including the role of the physical therapist as a member of a health care team. Issues related to the care of patients of all ages are explored and discussed. Students develop sound examination skills and learn to derive diagnoses, prognoses, evaluations, and effective physical therapy plans of care. Clinical decision-making, hypothesis generation, documentation, and evidence-based practice are emphasized through out the course. (9 credits)

PT 632L - Musculoskeletal I- Lab (0)

NULL

PT 633 - Frameworks of Musculoskeletal PT Pract (9)

This course is a continuation of PT 632. Students expand their knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of musculoskeletal problems and more complex patient cases. (8 credits)

PT 633L - Frameworks of Musculoskeletal PT Lab (0)

NULL

PT 650 - Pt Independent Study (1)

Students must be selected by a faculty member to pursue independent study. Selection is based on mutual interests between the faculty member and students as well as the academic record and professional behaviors exhibited by students in the previous semesters. Students work with faculty members to assist in their research, applying the skills learned in critical appraisal and research methods in PT 610. If students are selected for independent study, they do not take PT 612. (1 credit)

PT 651 - Directed Research/IND Study (1)

Students continue faculty directed research of projects initiated Spring semester of Year 1 in PT 650. (1 credit)

PT 674 - Clincal Education Experience I (5)

Students apply knowledge and skills in patient/client management in a health care setting and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 15 weeks. (5 credits)

PT 734 - Frameworks for Physical Therapy Prac:neu_Romuscular 1 (9)

Throughout the semester, students develop and apply theoretical frameworks for physical therapy clinical decision-making from a developmental systems perspective, recognizing the changes across the life span. Students learn and apply child development, psychosocial aspects of disease and disability, neuroanatomy, neurophysiology, epidemiology, and pathology to the medical, surgical, pharmacological, psychological, and physical therapy management of individuals with neuromuscular disorders. They develop competence in physical therapy examination, evaluation, diagnosis, and management of a plan of care. Teaching and learning methods include lecture, laboratory activities, patient cases, small group self-directed, problem-based tutorials, and integrated clinical experiences. (9 credits).

PT 734L - Neuromuscular I- Lab (0)

NULL

PT 735 - Fram Pt Pract: Neuromusc. 2 (5)

This course is a continuation of PT 734. Students expand their neuroscience knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of neuromuscular problems and more complex patient cases. Teaching and learning methods include lecture, laboratory activities, patient cases, and small group self-directed, problem-based tutorials, and integrated clinical experiences. (5 credits)

PT 735L - Fram Pt Pract: Neuromusc. 2 Lab (0)

NULL

PT 736 - Advanced Topics (4)

This course is designed to advance the hands on skills and clinical decision making strategies utilized in the evaluation and treatment of patients with musculoskeletal diagnoses. The course format will allow students to integrate and apply previous knowledge and skills to new contexts. The history, evidence, clinical decision making strategies and efficacy of manual therapy including thrust manipulation in contemporary physical therapy practice will lay the framework for the study of more advanced topics including the management of individuals with temporomandibular joint dysfunction, upper cervical spine and head ached related conditions, thoracic outlet syndrome, adolescent scoliosis, women's health related issues, and amputations. The semester includes lecture and laboratory, and will utilize concurrent integrated clinical experiences as applicable. (3 credits)

PT 736L - Advanced Topics Lab (0)

NULL

PT 738 - Complex Conditions (3)

This course integrates learning from all previous courses that addressed frameworks for physical therapy practice. A case discussion/presentation approach is used to enhance skills in differential diagnosis and clinical decision-making for patients of all ages with complicated and multi-system problems. (3 credits)

PT 740 - Principles of Practice Mgmt (3)

This course introduces students to the nature and functions of general business organizations, including physical therapy practices that are stand-alone or within larger institutions. Emphasis is on understanding the fundamental management functions such as marketing, operations, human resource management, finance and accounting, and how they apply to physical therapy practice management. Students work to improve skills in teamwork. Effective oral and written communications are stressed. (3 credits)

PT 741 - Prin. of Prac. Mgmt. II (2)

This course is designed to provide physical therapists with an understanding of advanced managerial competencies: communication, financial control, entrepreneurship, resource allocation, and leadership. It presumes familiarity with the healthcare system as well as with basic concepts and principles of management. Students engage in opportunities to develop some of the requisite skills of an effective practice leader. (2 credits)

PT 750 - Health Promotion, Wellness and Advocacy_With Service Learning (3)

This course addresses the social determinants of health and the major health issues facing western society. The focus is on epidemiology, prevention, and interventional strategies. Students examine the behavioral issues related to reducing the incidence of these conditions, and managing them when they are present, including learning, motivation, and behavior change strategies. Students use the literature to select strategies to address prevalent health problems at the individual, school/workplace, and community levels. As part of this course, students participate in a service-learning project organized through the Scott-Ross Center at Simmons, or have participated in the international service learning in Nicaragua or Bolivia. Only students who have completed PT 755 or SHS 526 may enroll in Section 2. (variable credits: 3 or 2-see PT 755 or SHS 526)

PT 755M - Service Learning Travel Course_In Bolivia (1)

(Service learning elective) This course may be substituted for the service learning component of PT 750. Students travel with faculty from SHS to Bolivia for a 2-week intensive service learning experience during Summer II. Students work with people in the community to address health needs. Basic conversational Spanish is preferred. Students are responsible for their travel and living expenses. (1 credit)

PT 755T - Service Learning Travel Course (0)

NULL

PT 759 - Research Seminar: Proposal (5)

NULL

PT 760 - Research Sem.: System. Review (3)

This is a seminar course on evidence-based health care that includes lecture, discussion, mentored small group activities, and peer presentations as the projects progress. Students working in small groups develop a health care case and researchable question, perform a systematic search, critically appraise each research study, synthesize the findings, evaluate the strength of the evidence, and apply the evidence to physical therapy practice. The course culminates in a formal presentation. Students who took PT 650 and PT 651 should register for PT 762, not PT 760. (3 credits)

PT 762 - Research Seminar (3)

This course is a continuation of PT 650 and 651. Students continue with the projects begun in the previous spring semester as designated by the faculty advisor. The course culminates in a formal presentation. (3 credits)

PT 770 - Service Learning (1)

NULL

PT 775 - Clinical Education Exper. 2 (5)

Students apply knowledge and skills in patient/client management in a health care setting, and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 15 weeks. (5 credits)

PT 775A - Clinical Experience A (4)

NULL

PT 775B - Clinical Experience B (4)

NULL

PT 776 - Clinical Education Exper. 3 (5)

Students apply knowledge and skills in patient/client management in a health care setting, and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 15 weeks. (5 credits)

PT 777 - Clinical Internship (0)

NULL

PT 778 - Clinical Internship (0)

NULL

PT 779 - Clinical Internship Cont. (0)

NULL

RDG - READING: LANG.& LIT. PROGRAM

RDG 406 - The Structure of Language for Teachers (4.00)

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.

Prerequisite: None.

RDG 410 - Multisensory Structured Language Strategies for Reading (4.00)

Focuses on identifying and developing appropriate multisensory structured language strategies in phonological/phonics awareness, reading comprehension, and textbook and study skills for learners with language and reading challenges. Emphasizes use of these techniques and strategies within inclusive and general education settings.

Prerequisite: None.

RDG 428 - Teaching of Writing (4.00)

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.

Prerequisite: None.

RDG 429 - Language Development and Disorders (4.00)

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, particul written language skills. Includes formal and informal evaluative procedures.

Prerequisite: None.

RDG 432 - Reading Assessment (4.00)

Provides experience in administering and interpret data obtained from formal and informal reading assessments and integrating this informati 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.

Prerequisite: None.

RDG 433 - Language Essentials for Teachers (4.00)

Studies language structure at the levels of semant syntax, and text structure as a vehicle for recognizing and interpreting learners difficultie 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 f l u e n c y, comprehension, and composition inst along with semantics, syntax, and text structure. Involves exercises in language analysis and manipulation and application of concepts for learner assessment and lesson planning.

Prerequisite: None.

RDG 450 - Independent Study (4.00)

An individual program of reading, research, and writing on an approved topic, under the supervision of a member of the department. Topic and assignments are to be determined by the faculty member and student.

Prerequisite: None.

RDG 457 - Literacy Support for Learners with Special Needs Using Technology (4.00)

Prepares professionals in trying to meet the literacy, learning and assistive technology 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.

Prerequisite: None.

RDG 461 - Reading Research (4.00)

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.

Prerequisite: None.

RDG 469 - Topics in Clinical Practice (4.00)

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

Prerequisite: None.

RDG 572 - Internship Experience (4.00)

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 an needs of diverse learners with disabilities. Emphasizes effective techniques in inclusive and general education settings. Includes the Massachusetts Curriculum Frameworks.

Prerequisite: None.

RDG 573 - Reading Practicum (4.00)

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

Prerequisite: None.

SNHS - SCHOOL NURSING & HEALTH SCIENCE

SNHS 359 - Caring At the End of Life (4)

This course explores the issues related to serious illness and end of life care experienced by   patients, families, and health care providers. The course utilizes the End of Life Nursing Education Consortium: ELNEC curriculum. The curriculum is being adapted to meet the educational needs of interdisciplinary students. Topics discussed include palliative care, serious illness, communication, cultural issues, sudden death, holistic practices and self-care. The class is highly participatory. As a final capstone project for the course, students will develop a creative, artistic expression representing personal meanings and emotions related to caring at the end of life.

Corequisite: Required SIM-301.

SNHS 400 - Virtual Orientation (0.00)

This online orientation class is designed for HPED students to introduce college services, faculty, and generally welcomes students to Simmons.

Prerequisite: None.

SNHS 410 - Research Methods (3.00)

This course focuses on preparing students to critically analyze research literature. Emphasis is placed on critically reading and interpreting published research in terms of applicability to the practice of health care professionals. Taught using small groups, discussions and lectures, this course provides a foundation for subsequent participation in research.

Prerequisite: None. Crosslisted as: PT 610.

SNHS 414 - Acquiring & Analyzing Research Data (3.00)

In this course students will learn, by experience, the entire quantitative research process, from designing an initial instrument to reporting on the results of data analysis of the responses to the instrument. Students learn to design a survey instrument to meet a specific goal, enter the resulting responses into a statistical software package, "clean" the data, obtain appropriate descriptive and inferential data analyses, and prepare a report describing the major finding. The course will involve a combination of individual assignments and group project work. Students taking this course will be required to obtain a copy of the statistical software package Minitab 14. This software is available only for the Windows operating system and so students must have access to a PC.

Prerequisite: None.

SNHS 415 - Sports Psychology (3.00)

This course addresses counseling for athletes and teams including performance enhancement, motivation, stress management, and career transitions. Students build on their skills as behavior change educators. They develop an additional understanding of appropriate educational and behavioral change theory and strategies as related to sports psychology. The course is taught online.

Prerequisite: None.

SNHS 423 - Crisis Management & Coping (1.00)

This one-credit course is intended for health care providers to learn more about crises, individual responses to stress and trauma, and models of crisis management. The overall purpose of the course is to provide information and resources directly relevant to clinical work by building skills in crisis management through a review of the evidence base and practical applications. Through class readings and on-line discussion, participants in the course will have an opportunity to (1) increase understanding of crisis, coping, and resilience; (2) increase awareness of crisis intervention theory and models; and (3) refine professional communication skills and management of specific crises. Participants will broaden their professional repertoire of skills and enhance their abilities as providers and as members of a health care team.

Prerequisite: None.

SNHS 425 - Caring for the Caregiver (1.00)

The focus of this weekend course is to explore and experience self-care strategies that can be utilized to decrease stress, improve personal health and strengthen professional skills. We become better care-givers when we devote the time and energy to take better care of ourselves. This course is designed to provide information and practical experience for health care professionals as they begin to develop the knowledge and skills and application of a holistic biopsychosocial-spiritual model of care. These interventions support behavior change and self-management skills for health promotion, and create a foundation for a holistic, health-care practice.

Prerequisite: None.

SNHS 427 - Advanced Counseling Skills (3.00)

This elective interprofessional course is open to senior level undergradutate health care students in nutrition, nursing and physical therapy students and all snhs graduate students who would like to deepen their interpersonal and counseling skills.

Prerequisite: None.

SNHS 429 - Holistic Healthcare (2.00)

"Holistic Health Care: Integrating Art and Science for a Caring Environment" is a fully on-line course designed for all caregivers, including (but not limited to) nurses, therapists, social workers, clergy and physicians. This course will help you: *   Expand an understanding of holistic practice and your role as an instrument of healing. *   Develop caring-healing interventions which will guide you in the art and science of a holistic approach to patient care. *   Explore new and emerging body-mind modalities including relaxation, guided imagery, biofeedback, meditation, therapeutic touch, spiritual healing, plus others. Course activities include: *   Weekly discussions with colleagues from a variety of disciplines and practices *   Projects designed to facilitate the experience different types of holistic interventions. Both new and experienced practitioners will benefit by an increased awareness of these emerging modalities for a caring patient environment.

Prerequisite: None.

SNHS 430 - Spiritual & Religous Diversity at Work (3.00)

As professionals in healthcare and related fields you will be interacting with many individuals (patients, consumers, clients, team members, colleagues, consultants, supervisors, supervisees, salespeople, your own students) and systems (families, departments, agencies, hospitals). Each of these provides an opportunity to connect, tend to and cooperate with those whose worldviews, beliefs, communication styles, values, attitudes, priorities, customs and behaviors may differ vastly from what you know, are used to and are comfortable with. How can you be an effective practitioner, colleague and leader under these circumstances? How can you successfully understand, develop realistic treatment plans, communicate and collaborate with people whose diversities in this area may be invisible, yet powerful? In this course we will examine the role of religion and spirituality - including atheism, secularism and humanism - in the work world, particularly health care. We will consider a range of traditions, including indigenous, Eastern and Abrahamic faiths. Our readings will draw upon scholarship in human development, religious studies and literacy, organizational psychology, leadership, law, health care/human services, peace and communication studies.

Prerequisite: None.

SNHS 450 - Health Care System: Interdisciplinary Perspectives (3.00)

The purpose of the course is to help the new generation of health professionals understand the environment within which they will practice. This health system in the U.S. is under extreme stress, and the organizations of health care, the conditions of practice, and the competitive environment will all be changing in response to those pressures. This course is about those institutions, those pressures, and those changes we may expect. The main objective here is to make each graduate of our health professional programs a knowledgeable and articulate analyst of the performance of, and challenges facing, the U.S. health care system.

Prerequisite: None.

SNHS 459 - Caring at the End of Life (4.00)

This course explores the issues related to serious illness and end of life care experienced by patients, families, and health care providers. The course utilizes the End of Life Nursing Education Consortium: ELNEC curriculum. The curriculum is being adapted to meet the educational needs of interdisciplinary students. Topics discussed include palliative care, serious illness, communication, cultural issues, sudden death, holistic practices and self-care. The class is highly participatory. As a final capstone project for the course, students will develop a creative, artistic expression representing personal meanings and emotions related to caring at the end of life.

Prerequisite: NURS-387.

SNHS 460 - Advanced Caring At the End of Life (3)

NULL

SNHS 521 - Domestic Violence: Elder Abuse (1.00)

This course explores the issue of Elder Abuse. The primary objective for this course is to sensitize the student to the signs of elder abuse. By the conclusion of the course, the student will be prepared to deal with elder abuse cases in her/his practice by be able to spot risk factors, make appropriate reports of abuse, and locate community resources to deal with elder abuse. We will look at the different types of abuse, legal issues, family resistance, and other topics.

Prerequisite: None.

SNHS 524 - Health Law (2.00)

Health care is delivered within the context of a legal framework that reflects the values and expectations of the larger society regarding relationships between providers, patients and organizations involved in the delivery of health services. Health care administrators and practitioners must be familiar with the general sources of law (i.e., statutes, regulations, cases) and the general legal principles that govern and affect their areas of responsibilities (i.e., drug dispensing, Medicare reimbursement), as well as that law which applies to society in general and from which specific health care legal issues frequently arise (i.e., tort law, contract law). Familiarity with the public policy underlying the law is also essential to an understanding of the law's operation.

Prerequisite: None.

SNHS 525 - Online Student Orientation (0.00)

This non-credit course presents an overview of the process of learning in an online environment. It will introduce you to the software used in the Online DPT Bridge Program, including Simmons eLearning, Simmons Webmail, and AskNow. Assignments are designed to provide you with experience in the different elements involved in online learning and assess your own ability to learn in the online environment. You will be provided with ample practice exercises in a pressure-free environment, where you can participate in the activities of most value to you. You will also be exposed to tips and tricks for being a successful online student. This course is designed to prepare you to be successful in obtaining your degree online and enjoy the process!

Prerequisite: None.

SNHS 531 - Health Management for Older Adults (3.00)

Health management for older adults is a major issue in contemporary society. Policy, economics, organizational structure, and clinical care are intermingled in responding on societal, institutional, and clinical levels. This course will challenge the inquisitive and creative student to approach the health of the older adult by addressing these complex issues. It will focus on effective outcomes and understanding the range of roles professionals may adopt. It will provide the knowledge base and skill set necessary for interdisciplinary professional practice.

Prerequisite: None.

SNHS 534 - Ethics for Healthcare Professionals (3)

NULL

SNHS 535 - Cultural Comp in Healthcare (3.00)

This course will introduce students to a basic understanding of cultural competence. This discussion will address a very important and timely topic ? multicultural and spiritual preferences in the healthcare setting, and how providers can best meet those needs and address controversial issues such as racism, abuse, and empowerment/disempowerment of roles.

Prerequisite: None.

SNHS 570 - Health Promotion (2.00)

This interdisciplinary course explores health issues from a societal perspective. An issues from local, community, national, and global perspectives. Healthy People 2000 is used to analyze data on current health issues. Leiningerstranscultural model and Penders model of health promotion focus the discussions. Health promotion of diverse populations is emphasized. Students conduct a needs assessment of a particular population group which allows for the integration of health promotion issues as they are affected bysocial, political, economic, ethical, and cultural policies.

Prerequisite: None.

SNHS 581 - Negotiation (3.00)

Due to the ubiquitous nature of negotiation, it is an absolute necessity that people in virtually any profession must have at least a basic understanding of the negotiation process. As such, this course has two objectives. The first objective is to have students comprehend the basic theories about negotiation. The theories focus on the two dominant models of negotiation, the strategies negotiators employ, why negotiators make certain decisions, why negotiations proceed forward and end in settlement, and why negotiations become deadlocked and end in stalemate. The second objective is to have students learn and practice the critical skills associated with effective negotiation. In order to achieve this objective, experiential learning exercises and simulations will be employed. The overriding challenge for the students will be to absorb these theories and skills and translate them into a form that is applicable to their personal and professional lives.

Prerequisite: None.

SOCI - SOCIOLOGY

SOCI 420 - Soc of World Syst (Grad Level) (4)

NULL

SOCI 464 - Family & Society-Grad Level (4)

NULL

SOCI 481 - Womanhood: A Social. Perspect. (4)

NULL

SOCI 482 - Wom in Soc Movemts (4)

NULL

SOCI 500 - Special Topics: Race Theory (4.00)

Stereotypes and sincerely held beliefs about human sexuality abound. Often, these beliefs are rooted in racialized ideas about race, embodiment, and gender. In this course, we will explore the connections between race and sexuality to understand the logics that underpin these beliefs. What is the relationship between race and sexuality? How do these intersections manage everyday social life? How do they manage desire and desirability? In what ways do race and sexuality shape commodification and consumption? We attend to these and other questions throughout the course.

Prerequisite: None. Crosslisted as: SOCI 300.

SOCI 500A - Citizenship & Immigration (4.00)

This course examines the relationship of immigration laws and policies in the United States to citizenship. The formal (legal) as well as social aspects of citizenship will be analyzed as they intersect with race, class, gender, sexuality and religion. This course will cover the history of exclusionary immigration laws and policies (such as the Chinese Exclusion Act) as well as inclusionary ones (such as the Immigration Nationality Act of 1965) to contemporary immigration policies and laws that target Latinos and Muslims in the United States. These topics enable a deeper understanding of who is included and excluded from claiming an American identity.

Prerequisite: None. Crosslisted as: SOCI 300A.

SOCI 501 - Disability and Society (4)

Examines the concepts of normalcy and disability, using personal narratives, literature, film, legal documents, social science research, and public health statistics. Students question how and why disability is socially constructed as a social category. Demonstrates the power of this concept in terms of policies created to "control" disability, and those people with disabilities have created.

Prerequisite: None.

SOCI 521 - Sociology of Food (4.00)

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.

Prerequisite: None. Crosslisted as: SOCI 321.

SOCI 530 - Transnational Studies (4)

Introduces students to transnational studies. Addresses transnational studies as a critical tool for examining subjects, social relations, and cultural processes. Highlights issues of race, nation, gender, class and sexuality in a world where cultural and political borders are being reconstituted by capital. Focuses on themes of nationalism and belonging, citizenship, migration, cultural practices, and diasporas.

SOCI 538M - Cross Cult All. Building (4)

NULL

SOCI 538T - Program Costs: Mexico (0)

NULL

SOCI 539 - Qualitative Research Workshop (4.00)

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.

Prerequisite: None. Crosslisted as: SOCI 339.

SOCI 540 - Intimate Family Violence (4.00)

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.

Prerequisite: None. Crosslisted as: AST 340, AST 540, SOCI 340, WGST 340, WGST 540.

SOCI 544 - Sociology of Poetry & Prose (4.00)

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.

Prerequisite: None. Crosslisted as: SOCI 344.

SOCI 545 - Health Systems & Policy (4.00)

Examines the current U.S. health system and health policies focusing on interests of individuals, groups, and organizations as clients, providers, and citizens. Explores the impact of policy and systems on the health of various populations. Describes the evolution of the U.S. health system and uses organizational concepts and theories to explain and predict its form and functions; the influence of organizations on the definition of health, illness, and healing; and the application of organizational analysis to health policy issues.

Prerequisite: None. Crosslisted as: SOCI 345.

SOCI 546 - Society and Health (4)

Introduces a framework and methods for understanding societal characteristics as powerful determinants of population health and the implications for research and policy. Examines the theoretical underpinnings of each social construct (e.g., gender or ethnicity) and the empirical research linking each to population health status. Borges.

Crosslisted as: SOCI 346.

SOCI 547 - Antiracism and Justice Work (4.00)

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

Prerequisite: None. Crosslisted as: SOCI 347.

SOCI 548 - Re-Envisioning the Third World (4)

Explores the meaning and politics of the concept of the Third World from a post-colonial, feminist perspective. Critically considers histories of colonialism anti-colonial movements, nationalism, decolonization, science, and geography. Encourages re-thinking the concept of the Third World to enable transnational networks of alliances. Puri.

Crosslisted as: SOCI 348.

SOCI 575 - Birth and Death (4.00)

Explores the interrelationship between birth and death as literal and metaphorical realities. Examines how structural inequalities shape people's birth and death rituals and how race, class, nation, and gender impact birthing and dying processes. Explores birth and death as uniquely individual and profoundly social processes.

Prerequisite: None. Crosslisted as: SOCI 275.

SPND - SPECIAL NEEDS EDUC

SPND 400DL - Digital Literacy Modules (0)

SPND 400P - Phonemic Awareness: a Key to Developing_Literacy for All Ages (3)

Provides training in advanced techniques for teaching reading, focusing on auditory discrimination and multisensory learning. Uses the Lindamood Auditory Conceptualization (LAC) Test and the Auditory Discrimination in Depth (ADD) Program to identify individuals with poorly developed phonemic awareness.

SPND 401 - Teaching Learners With Special Needs:_English/ Language Arts (4)

Identifies and develops appropriate strategies to meet the needs of diverse learners with disabilities in English/language arts. Applies instructional strategies and curricular adaptations effective in inclusive and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork. Tierney, Hardin.

Crosslisted as: SPND 403.

SPND 402 - Teaching Learners With Special Needs:_Math (4)

Develops curricula and alternative instructional strategies for mathematical thinking, computation, and problem-solving processes to help meet the special needs of diverse learners with disabilities in inclusive and general education settings. Includes the MA Common Core Standards. Requires fieldwork.

SPND 403 - Teaching Learners With Special Needs:_Social Studies and History (4)

Identifies appropriate strategies to meet the needs of diverse learners with disabilities in social studies and history and applies instructional strategies and curricular adaptations in content area classrooms within the general education setting. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork. Baker.

Crosslisted as: SPND 401.

SPND 405 - Phonemic Awareness: a Key to Developing_Literacy for All Ages (4)

Provides training in advanced techniques for teaching reading, focusing on auditory discrimination, and multisensory learning. Uses the Lindamood Auditory Conceptualization (LAC) Test and the Auditory Discrimination in Depth (ADD) Program to identify individuals with poorly developed phonemic awareness. Staff.

SPND 405P - Teaching Writing: Sentences to Paragraph (1)

Focuses on strengthening writing skills at the sentence and single-paragraph level. covers techniques to activate a student's background knowledge and facilitate brainstorming fo key vocabulary and concepts. Uses structured linguistic activities at the phonologic, semantic, syntactic, and dicourse level.

SPND 406P - Teaching Writing: Para to Ess (1)

NULL

SPND 407P - Teaching Reading and Spelling (1)

Presents the essential elements of an explicit, multisensory, structured-language approach to teaching reading. Reviews current research relating to developments in reading and spelling skills with an emphasis on the role of phonological awareness. Emphasizes prescriptive plans for teaching reading and strategies for integrating meaning-based approaches with reading instruction.

SPND 408 - Teaching Pragmatic Lang. Skill (4)

Introduces students to a theoretical framework of pragmatic development. Demonstrates strategies and techniques for remediation, with an emphasis on utilizing a collaborative model. Uses case studies throughout to illustrate pragmatic language deficits and accompanying teaching methodologies. Staff.

SPND 409 - Teaching Elementary Math Using Alternat (4)

NULL

SPND 409P - Teaching Algebra and Beyond (3)

National Council of Teachers of Mathematics (NCTM) Standards emphasize application and exploration as a way of learning math concepts. This seminar examines the learning styles displayed by students with language-based learning disabilities and the learning theories as they apply to the math learner with LD through examination and examples from the Pre-Algebra, Algebra (I and II), and Geometry classroom. The focus of this seminar is to provide teachers a new way to think about their students and some specific strategies that can be applied to the topics that they teach.

SPND 410 - Multisensory Structured Language_Strategies for Reading (4)

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

SPND 410P - Teaching Arithmetic: Processing Numbers_Visually (3)

This interactive course features innovative methods to manipulate numbers using minimum language demands. Students perform the four basic operations of whole numbers, fractions, percentages, and elementary algebraic concepts using concrete manipulatives, graphic organizers, gross motor/kinesthetic processing, and visual imagery techniques. After problems are solved through alternative modalities, language is used to describe and document the solution process. Thematic, language-based instruction will be presented in a hands-on format which aids student conprehension by integrating concepts and procedures with related word problems through experiential learning. Participants will explore several thematic units and will receive necessary guidance and materials to adapt one for their own use. While these methods are essential for individuals with auditory processing issues and/or exectuive function disorders, all students can benefit from these startegies.

SPND 412 - Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum (4.00)

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.

Prerequisite: None.

SPND 412P - Implementing a Language-Based Program in_The Classroom (1)

Examines ways to integrate language-based instruction across the curriculum. Introduces application of expressive language techniques in content classes including a theme-centered, developmental curriculum designed for learners with expressive language deficits. Covers instruction at phonologic, semantic, syntactic, and discourse (paragraph) levels of language.

SPND 413P - Assessment and Evaluation for Diagnostic_, Prescriptive Teaching (1)

Focuses on using the results from formal diagnostic evaluations to determine effective, individualived teaching programs for learners with language-based learning disabilities. Examines test results in several areas of assessment including cognitive (WISC-III), speech and language, perceptual, and skills achievement. Addresses early literacy skill development in order to maximize effective reading and language instruction.

SPND 414 - Classroom Methods of Manual_Communication (4)

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

SPND 414P - Study Skills: Overview and Application_At the Middle School Level (1)

Reviews methods for teaching organization and study skills and focuses on practical applications of these methods at the middle school level. Includes organizational skills (notebooks, assignments), recognizing and formulating main ideas, note taking, and basic summarizing skills.

SPND 415 - Applied Research I (4.00)

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.

Prerequisite: None.

SPND 415P - Study Skills: Overview and Applications_At the Secondary Level (1)

Reviews methods for teaching organization and study skills and focuses on practical applications of these methods at the secondary level. Includes organizational skills (notebooks, assigments), recognizing and formulating main ideas, note taking, and basic summarizing skills.

SPND 416 - Applied Research II (4.00)

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

Prerequisite: None.

SPND 417 - Strat for Exposit. Express. (4)

Examines ways to introduce and strengthen writing skills of learners with language-based learning disabilities at the sentence and single paragraph level. Uses a theme-centered developmental curriculum to demonstrate basic sentence and paragraph development. Covers techniques to activate a learners background knowledge and facilitate brainstorming of key vocabulary and concepts. Staff.

SPND 417P - Language-Based Classrooms:ELE (1)

NULL

SPND 418P - Teaching Students With Expressive_Language Disorders (1)

NULL

SPND 419P - Teaching Writing Across Curriculum (3)

Today's state standards, curriculum frameworks, and state mandated tests challenge readers to supplement content courses with effective writing instruction. This course provides a practical and proven approach to teaching writing that meets the divers needs of a variety of students. The focus will be on the expository writing process including instruction from single paragraphs to essays, useful formats to structure the writing process, and techniques to create writing units for content classes.

SPND 420 - Introduction to Assistive Technology (2.00)

The purpose of this course is to strengthen the preparation of teachers of students with severe and moderate disabilities to enable them to teach PreK-12 learners who are nonverbal, have limited speech, and may or may not already use Augmentative and Alternative Communication (AAC) and Assistive Technology (AT). Acknowledging the critical role of special educators in educating students who use AAC/AT in identifying students who might benefit from such systems, the Massachusetts legislature enacted a law to ensure that special education teachers acquire specific knowledge and skills in this area.

Prerequisite: None.

SPND 420P - Assessment 1 (3)

This course will examine formal and informal tools of assessment. Participants will learn to administer, score, and integrate results from other sources to understand a child's specific learning needs and implement strategies in the classroom. Specific topics include definitions and profiles of students with learning disabilities, and overview of measurement, and an examination of tools used to assess skill areas such as reading, spelling, written language, and math. Finally, participants will learn how to use assessments in the development of IEP goals and objectives.

SPND 421P - Assessment II (3)

This course will provide an in-depth examination of cognitive assessment and psycho-educational evaluations for the purpose of developing and implementing appropriate individual and school programs. An emphasis will be placed on cognitive tests, including the WISC-IV, WJ-III, and Kaufmann batteries. In addition, participants will focus on determining eligibility for services, the discrepency model, and the Response to Intervention (RTI) models.

SPND 422 - Differentiating Instruction Using Technology Across the Curriculum (4.00)

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

Prerequisite: None.

SPND 423 - Multimedia to Create Curriculum Interventions (4.00)

Explores how multimedia can serve to create software activities to adapt the curriculum and for making portfolio templates that document learning. Uses authoring technologies to create custom lessons and to design electronic portfolios for performance-based authentic assessment. Designs alternate assessment methods with customized rubrics to show what individual learners achieve.

Prerequisite: None.

SPND 424 - Behavior Analysis in Behavioral_Education (4)

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

SPND 426 - Behavioral Assessment (4)

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

SPND 427 - Methodologies for Changing Behavior (4)

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

SPND 428 - Writing Across the Curricula (3)

Addresses the effect of weaknesses in receptive and expressive language, organization, memory, and visual coordination on written production. Includes concrete teaching techniques, graphic organizers, and teaching of text structures. Wilson.

SPND 430 - Legal and Ethical Issues (4)

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

SPND 434 - Pedagogy & Systems in Applied Beh. Educ. (4)

NULL

SPND 435 - Practicum: Moderate (Pre K-8) (4.00)

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.

Prerequisite: None.

SPND 436 - Formal & Informal Assessment (4.00)

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.

Prerequisite: None.

SPND 437 - Data Collection, Display, and_Interpretation (4)

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

SPND 438 - Practicum: Moderate Disabilities (PreK-8) (2.00)

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

Prerequisite: None. Crosslisted as: SPND 439, SPND 468.

SPND 439 - Practicum: Moderate Disabilities (5-12) (2.00)

Involves full-time supervised teaching responsibilities in a public school classroom (5-12) or Chapter 766 approved school with learners with moderate disabilities. Requires papers and attendance at weekly seminars.

Prerequisite: None. Crosslisted as: SPND 438, SPND 468.

SPND 440 - Practicum: Moderate (5-12) (4.00)

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.

Prerequisite: None.

SPND 441 - Classroom Management for Learners With Needs in Inclusive Settings (4.00)

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.

Prerequisite: None.

SPND 442 - Analysis of Behavior: Principles and Classroom Applications (4.00)

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.

Prerequisite: None.

SPND 443 - Special Education Laws, Regulations, and Process for Teachers (4.00)

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.

Prerequisite: None.

SPND 444 - Special Education Laws & Regulations For Teachers & Administrators (2.00)

Offers an examination of the historical, philosophical, legal and ethical perspectives of educational services for learners with special needs. Reviews 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.

Prerequisite: None.

SPND 445 - Individualized Education Program: Strategies for Development, Interpretation & Implementation (2.00)

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.

Prerequisite: None.

SPND 446 - Learners with Special Needs (4.00)

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.

Prerequisite: None.

SPND 447 - Assessment and Curriculum Modification And Development for Learners With Severe Disabilities (4.00)

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.

Prerequisite: None.

SPND 448 - Foundations of Transition Education & Services (4.00)

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.

Prerequisite: None.

SPND 449 - Directed Study (4.00)

For graduate students only.

Prerequisite: None.

SPND 450 - Independent Study (2.00)

For graduate students only.

Prerequisite: None. Crosslisted as: SPND 350.

SPND 453 - Language and Cognitive Development and Alternative Assessment Using Technology (4.00)

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

Prerequisite: None.

SPND 456 - Curriculum Support for Learners With Special Needs, Using Technology Technology (4.00)

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

Prerequisite: None.

SPND 458 - Curriculum Access Using Assistive Technology Devices for Learners With Special Needs (4.00)

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

Prerequisite: None.

SPND 462 - Evidence Based Evaualtion in Autism and Devlopment Disabilities (4.00)

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.

Prerequisite: None.

SPND 463 - Universal Classroom Design: Creating an Accessible Curriculum in the Inclusive Classroom (4.00)

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

Prerequisite: None.

SPND 465 - Mentoring in Behavioral Education (8)

Prereq.: Consent of the department. Provides supervision and mentoring to students using the basic principles of behavior analysis in the classroom or work setting. Cameron.

SPND 467 - Practicum: Severe (4.00)

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.

Prerequisite: None.

SPND 468 - Practicum: Severe Disabilities (Levels: All) (4.00)

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

Prerequisite: None. Crosslisted as: SPND 438, SPND 439.

SPND 469 - Topics in Clinical Practice (4.00)

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.

Prerequisite: None.

SPND 470 - Curriculum Modifications Using Augmentative and Alternative Communication Technologies (4.00)

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

Prerequisite: None.

SPND 473 - Providing Specialized Curriculum and Environmental Access Using Customized Technology Tools (4.00)

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

Prerequisite: None.

SPND 475 - Evaluation of Educational Software and Internet Resources for Curriculum Support (4.00)

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

Prerequisite: None.

SPND 487 - Seminar (2.00)

Involves developing curriculum materials using the Massachusetts Curriculum frameworks and demonstrating service to learners with special needs. Requires papers and attendance at seminars.

Prerequisite: None.

SPND 488 - Seminar & Fieldwork in Education (8.00)

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

Prerequisite: None.

SPND 490 - Introduction to Exceptionalities (4)

This course is part of the Autism Specialization Program. SPND 490 course provides an overview of the major disability categories under IDEA. The course builds on the foundation of typical cognitive and physical child development, devoting attention to early childhood theorist in the field of child development. An in-depth study of IDEA disability categories, accommodation strategies, assistive technology to promote independence, language and communication development, social and emotional development, home/school collaboration and inclusive lesson planning will be a focus of this course.

Prerequisite: None.

SPND 491 - Analysis of Behavior (4)

This course is part of the Autism Specialization Program. SPND 491 encompasses the applied behavior analysis training sequence offered at the New England Center for Children. This sequence is offered throughout the year. The course sequence also incorporates NECC orientation classes, a subsequent series of trainings in applied behavior analysis, online modules, and competency-based fieldwork with learners with autism as outlined below. The Behavioral Analytic Strategies for Teachers of Learners with Autism sequence covers topics such as defining behavior, data collection systems, matching-to-sample techniques, prompting, shaping, naturalistic teaching, and amongst other teaching procedures specific for learners with autism. Trainings are provided in a variety of formats, including lecture and discussion, enhanced instruction, and behavioral skills training. Acquisition of skills is measured through successful completion of competencies, and mastery of verbal knowledge is measured through written tests. Field work required.

SPND 492 - Assessment and Curriculum Modification for Learners With Autism (4)

This course is part of the Autism Specialization Program. Content in this course will focus on standardized and criterion-referenced assessment, curriculum development, and teaching/learning procedures to plan instructional programs for individuals diagnosed with an autism spectrum disorder. Emphasis will be placed on creating a functional IEP based on assessment results, developing individualized educational programs, and modifying the instruction and curriculum if the students are not making progress.

Prerequisite: None.

SPND 493 - Methods of Behavior Assessment (4)

This course is part of the Autism Specialization Program. SPND 493 provides an introduction to and overview of evidence-based strategies for evaluating the behavior of individuals with autism and developmental disabilities. The 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.

Prerequisite: None.

SPND 494 - Applied Autism Research I & Lab (4)

This course provides an introduction to research methods in special education. The course content will focus on information and experience necessary to be a skilled consumer of research conducted by others and in application of these results and planning, implementing and evaluating comprehensive services for students with special needs, including autism. An emphasis will include methods of inquiry, the framing of research questions, research designs, strategies for data collection and analysis, and the components of a successful written literature review. Students will participate in a research lab supervised by individuals experienced in conducting research for the effective treatment and teaching of individuals with autism. Field work required.

SPND 494 - Applied Autism Research I & Lab (4)

This course provides an introduction to research methods in special education. The course content will focus on information and experience necessary to be a skilled consumer of research conducted by others and in application of these results and planning, implementing and evaluating comprehensive services for students with special needs, including autism. An emphasis will include methods of inquiry, the framing of research questions, research designs, strategies for data collection and analysis, and the components of a successful written literature review. Students will participate in a research lab supervised by individuals experienced in conducting research for the effective treatment and teaching of individuals with autism. Field work required.

SPND 495 - Applied Autism Research Ii/Lab (4)

This course builds on the content of Applied Autism Research I and Lab. In this course, students will complete an empirical project based upon the principles of experimental design. Each project will incorporate observation and measurement techniques, and students will learn how to summarize, analyze, interpret, and graphically display data. Students will present a completed research project, in oral or poster format, to colleagues in the field of special education who are experienced in conducting research with learners with autism. Field work required.

SPND 496 - Practicum: Severe Disabilities / Autism I (2)

This course is part of the Autism Specialization Program. SPND 496 involves students working with learners with intensive special needs/autism in their full time severe practicum placement under the mentorship of a Program Supervisor. Students study classroom teaching techniques and procedures and work with the Massachusetts Curriculum Frameworks to write well-structured lesson plans incorporating all Candidate Assessment of Performance elements. Students will participate in a internship in a public school inclusive classroom with learners with special needs and English Language Learners.

Prerequisite: None.

SPND 497 - Practicum: Severe Disabilities/Autism II (2)

This course involves students continuing to work with learners with intensive special needs/autism in their full time severe practicum placement under the mentorship of a Program Supervisor. Students study classroom teaching techniques and procedures and work with the Massachusetts Curriculum Frameworks to write well-structured lesson plans incorporating all Candidate Assessment of Performance elements. Students will continue to participate in their internship in a public school inclusive classroom with learners with special needs and English Language Learners. Students focus on their adjustments to practice and reflective practice as they strengthen their ability to write and implement well-structured lessons in their severe practicum placement and their Inclusion Internship placement.

SPND 498 - Seminar / Autism I (2)

This course is part of the Autism Specialization Program. This course content is based on the Massachusetts Curriculum Frameworks and the Candidate Assessment of Performance. The seminar supports student's experiences in their practicum and inclusion placements. Students will learn and demonstrate understanding on how to use and incorporate the Massachusetts Curriculum Frameworks into teaching well-structured lessons for students with autism. Through class discussions, article reviews, peer evaluations and the development of their professional teaching eportfolio, students will incorporate the six essential elements from the Candidate Assessment of Performance into all their coursework and teaching. This course includes modules to meet the assistive technology state requirements.

Prerequisite: None.

SPND 499 - Seminar/Autism II (2)

This course builds on the content taught in SPND 498 Seminar/Autism I. The seminar supports student's experiences in their practicum and inclusion placements. Students will demonstrate understanding on how to incorporate the Massachusetts Curriculum Frameworks into teaching well-structured lessons for students with autism. Through class discussions, article reviews, peer evaluations and the development of their professional teaching eportfolio, students will incorporate the six essential elements from the Candidate Assessment of Performance into all their coursework and teaching. This course includes modules to meet the assistive technology state requirements.

SPND 500 - Special Education Oraganization,_Leadership and Change (4)

Examines the principles of effective special education leadership, organizational structure, and techniques for facilitating and responding to institutional change. Explores the impact of demographics on general education and special education policy and practice and program evaluation. Analyzes contemporary operational and administrative problems and trends. Staff.

SPND 501 - Special Education Management: Personnel_And Structure (4)

Explores techniques used to maintain effective human relations and use of human resources specific to special education. Analyzes supervision, staff evaluation systems, team building, school security and safety, personnel management, and labor relations. Staff.

SPND 502 - Staff Development, Performance and_Evaluation (4)

Analyzes theories of human development and adult learning for effective staff development and in-service education. Reviews methods of staff evaluation, performance review, and orientation specific to special education, including options for professional plan development for self and external evaluation. Staff.

SPND 503 - Managing Schools in a Democratic and_Diverse Society (4)

Considers the impact of changing demographics on special education and educational opportunities, including the role of individual and group differences, historical and political backgrounds, and identified educational resources and agencies that provide support of all within a diverse society. Reviews bias in teaching materials, assessment, practice and organization. Staff.

SPND 504 - Special Education and School Law for_Administrators (4)

Evaluates basic principles of school laws and regulations with special attention to special education, implications of liability, and requirements of due process. Defines and reviews problems of developing effective communication strategies, union and labor organizations, civil rights issues, media relations, and student and staff advocacy and negotiation. Includes related topics such as teacher retention, dismissal, employment, and limitations with respect to federal and state laws and regulations. Staff.

SPND 506 - Educational Finance for Special_Education Administrators (4)

Explores school finance and school business administration at all levels. Applies economic theories, funding, resource allocation, sources of revenue, and current trends in school district structure and operation. Includes review of special education budgets. Staff.

SPND 531 - Teaching Writing - Paragraphs to Essays (3)

Examines a five-step sequential model for teaching writing skills, including brainstorming, organizing (via mapping and outlining), rough drafting, proofreading, and final drafting. Demonstrates how these writing strategies can be applied to paragraph, multiparagraph, or essay-level writing for assignments across the curriculum. Includes techniques for oral rehearsal, paragraph framing, and report writing. Staff.

SPND 532 - Reading Assesement for Administrators (4)

NULL

SPND 534 - Algebra and Beyond (3)

As emphasized in NTCM Standards, explores application and exploration as a way of learning math concepts. Examines the learning styles displayed by learners with language-based learning disabilities and offers effective strategies for teaching pre-algebra, algebra, and geometry. Provide alternative techniques for teaching difficult math concepts. Staff.

SPND 538 - Assmt & Eval for Diag Presc. (1)

Focuses on using the results from formal diagnostic evaluations to determine effective, individualized teaching programs for learners with language-based learning disabilities. Examines test results in several areas of assessment including cognitive (WISC-III), speech and language, perceptual and skills achievement. Addresses early literacy skill development in order to maximize effective reading and language instruction. Staff.

SPND 540 - Study Skills - Secondary (1)

Reviews methods for teaching organization and study skills and focuses on practical applications of these methods at the secondary level. Includes organization skills (notebooks, assignments), recognizing and formulating main ideas, notetaking, and basic summarizing skills. Staff.

SPND 544 - Teaching in a Language Based Classroom (3)

NULL

SPND 569 - Topics in Special Ed. Admin. (8)

Reviews learning environments for all students, integration of research and practice related to curriculum development, individual differences in learning styles, and human development as well as other current and relevant topics.

Crosslisted as: SPND 580, SPND 580A.

SPND 580 - Practicum Exp. Spec. Ed. Adm. (8)

Each student is assigned administrative responsibilities, under supervision, with a special education administrator. A minimum of 300 clock hours of direct administrative responsibilities must be documented.

Crosslisted as: SPND 569, SPND 580A.

SPND 580A - Practicum Experience: Special Education_Adminsistrator (8)

Each student is assigned administrative responsibilities, under supervision, with a special education administrator. A minimum of 300 clock hours of direct administrative responsibilities must be documented. Staff.

Crosslisted as: SPND 569, SPND 580.

SW / SWO - Social Work

SW 401 - Social Policy and Services (3.00)

This course focuses on the social welfare policy context in which social workers practice and social welfare benefits and services are received. Course content familiarizes social work students with the history and evolution of social welfare policies as well as current-day examples of policies that influence social work practice. To appreciate the complexities, contradictions, strengths, and weaknesses of the American approach to social welfare, a number of factors will be analyzed including history, economics, politics, ideologies and values, and alternate policy models. In this course, students learn to analyze historical and current social welfare policies in light of principles of social and economic justice and human rights. The role of power and privilege in social welfare policy will be assessed as it pertains to equality, equitability and discrimination based on race, ethnicity, age, gender, sexual orientation, nationality, class, disability and other individual and population characteristics. Ways in which social work practice is both influenced and is impacted by social welfare policies will be emphasized.

Prerequisite: None.

SW 401A - Social Policy & Services (3.00)

This course focuses on the social welfare policy context in which social workers practice and social welfare benefits and services are received. Course content familiarizes social work students with the history and evolution of social welfare policies as well as current-day examples of policies that influence social work practice. To appreciate the complexities, contradictions, strengths, and weaknesses of the American approach to social welfare, a number of factors will be analyzed including history, economics, politics, ideologies and values, and alternate policy models.   In this course, students learn to analyze historical and current social welfare policies in light of principles of social and economic justice and human rights. The role of power and privilege in social welfare policy will be assessed as it pertains to equality, equitability and discrimination based on race, ethnicity, age, gender, sexual orientation, nationality, class, disability and other individual and population characteristics. Ways in which social work practice is both influenced and is impacted by social welfare policies will be emphasized.

Prerequisite: None.

SW 401B - Social Policy and Services (3)

SW401B: Social Policy and Services (required) The second semester of this course builds on learning from the first, using analytic tools developed in the previous semester to focus on social welfare policies as they affect current social work practice and society Prerequisite SW401A. Two consecutive semesters of SW401 are required: SW401A and SW401B. Students must register for the same section each semester.

Prerequisite: Required SW 401A.

SW 402 - Information Literacy Program (0.00)

This online course focuses on information literacy for graduate social work students.

Prerequisite: None.

SW 402B - Social Work Technology Comp. (0)

The technology workshops that you take this September are an important part of your social work education. In addition to practice and research skills, we believe that technology skills are no longer peripheral to the lives of social workers and their clients. Being familiar with key social work-related electronic resources, knowing how to access information, and being able to communicate with others electronically have become important skills in our profession. We believe that the information presented in these workshops will provide you with a foundation in computer- and information-based technologies that will be useful to you in your classes and fieldwork and will also be helpful to you after graduation.

SW 402U - Community Politics (0)

NULL

SW 403 - Social Policy and Social Work in Organizations and Communities (3)

This course focuses on the context of macro social work, defined as policy practice, community practice, and organizational administration and management. This course will familiarize students with each of these practice environments by grounding them in the relevant historical and contemporary background of social work and social welfare policy; and then focusing on the theoretical frameworks and evidence-informed practice models for organizational and community engagement, assessment, and intervention. This course will underscore the responsibility that social workers have to understand and address the systemic factors that create circumstances of social, economic, and environmental injustice, with specific attention to the complexity of practice contexts and the influence of power and privilege on human rights. Students will learn strategies for social work at the macro level (i.e., policy, communities, and organizations) to influence, formulate, and advocate for social change related to social injustices based upon, but not exclusive to, race, ethnicity, language, class, religion, gender identity, sexuality, ability, citizenship status, age, and nationality. Throughout the course, examples will be drawn from local, national, and international contexts.

SW 404 - Advanced Policy (3)

This course provides students with the necessary skills to analyze the social welfare policies, benefits, and services that create the context in which all social workers practice. Students will learn about current state and federal policies related to a range of social welfare concerns (e.g., poverty reduction, health, housing/homelessness, criminal justice, disability, child welfare, immigration), the evolution of these policies, and the socio political and economic environment that has influenced their development and implementation. Students will build upon what they learned in SW403 Macro Social Work: Social Policies, Communities and Organizations by delving more deeply into various policy analysis frameworks, the mechanics of conducting policy analysis, and the evaluation methods to determine a policy's impact and effectiveness. To appreciate the complexities, contradictions, strengths, and weaknesses of the American approach to social welfare, students will be encouraged to think critically about the role of economics, politics, ideologies, values, and alternate policy models in each of these areas. The roles of power and privilege in social welfare policy will be assessed as they pertain to equality, equitability, and discrimination based on identity and social location. Class discussion, readings, and assignments will underscore the reciprocal relationship between clinical social work practice and social welfare policy.

SW 407 - Community Politics (0.00)

This course orients students to the structure and function of government at the federal level. Topics include an introduction to key concepts of government and the relationship of federal, state, and local levels. Current news and events will help illustrate how work gets done.

Prerequisite: None.

SW 408 - Transformative Public Speaking: Oral Presentations for Leadership (0.00)

Social Workers often need skills in public speaking to effectively perform their roles. In case presentations, board meetings, legislative hearings, and team meetings, social workers must communicate their ideas in a clear and succinct manner. This course addresses the basics of public speaking, types of speeches, and helps prepare students for presentations that are either prepared or spontaneous.

Prerequisite: None.

SW 409 - Dynamics of Racism & Oppression (3.00)

This course is an intensive examination of the dynamics of various forms of oppression in U.S. society. The selection of the oppression of racism is deliberate. Through the analysis of critical race theory and intersectionality, students will come to understand the reasoning for this initial emphasis. The course begins with an analysis of racism from structural, (social) psychological and applied perspectives. This approach frames the analysis of other forms of oppression. Types of oppression (sexism, classism, homophobia, etc.) are examined in relationship to sociopolitical and economic factors, and historical themes that continue into the present day are identified. The course will explore the costs of oppression to all individuals and its differential impact on individuals in dominant and subordinate positions. The importance of power and the dynamics of domination and subordination in all forms of oppression will be explored. Practice issues will be examined in relation to multi-level interventions (i.e., individual, group, organizational and institutional).

Prerequisite: None.

SW 410 - Comun'ty Ment Hlth (2)

NULL

SW 411 - Human Behavior and Social Environment (3.00)

Human Behavior in the Social Environment addresses two areas of focus. One is an ecological-developmental approach to human behavior in the social environment, taking a social constructionist perspective, emphasizing the ways in which culture (of large groups and small) and the broader social environment shape human behavior and identity. Concepts of resilience and resistance to oppression are emphasized using frameworks such as empowerment theories, systems theory and human ecology. This course emphasizes micro, meso, and macro level social systems that influence individual behavior, including families, groups, organizations and communities, as well as the larger society within historical and cultural contexts. Particular attention is paid to culture, race, class, gender and sexual orientation as dynamic social constructions that can be sources of both oppression and strength at all levels of social systems. The second area of focus is on current theoretical frameworks to understand the bio-psycho-social-cultural processes that shape human behavior and development of self across the life span. We emphasize the interaction of individuals with their environments as they mutually influence each other, emphasizing cultural diversity and social justice. The application of multiple theoretical perspectives to Social Work practice is emphasized.

Prerequisite: None.

SW 411A - Human Behavior in the Social Environment (3.00)

Human Behavior in the Social Environment addresses two areas of focus. One is an ecological-developmental approach to human behavior in the social environment, taking a social constructionist perspective, emphasizing the ways in which culture (of large groups and small) and the broader social environment shape human behavior and identity. Concepts of resilience and resistance to oppression are emphasized using frameworks such as empowerment theories, systems theory and human ecology. This course emphasizes micro, meso, and macro level social systems that influence individual behavior, including families, groups, organizations and communities, as well as the larger society within historical and cultural contexts. Particular attention is paid to culture, race, class, gender and sexual orientation as dynamic social constructions that can be sources of both oppression and strength at all levels of social systems. The second area of focus is on current theoretical frameworks to understand the bio-psycho-social-cultural processes that shape human behavior and development of self across the life span. We emphasize the interaction of individuals with their environments as they mutually influence each other, emphasizing cultural diversity and social justice. The application of multiple theoretical perspectives to Social Work practice is emphasized.

Prerequisite: None.

SW 411B - HBSE (3)

SW411B: Human Behavior in the Social Environment (required) The second semester of HBSE focuses on development throughout the life cycle. Developmental theories such as object relations, cognitive development, and self-psychology are presented as an integrated approach to an individual's development. The importance of attachment throughout the life cycle is presented. Students are introduced to the growing body of literature on neurobiological development. Personal strengths, societal inequities and the rich diversity of human experience is emphasized. Prerequisite SW411A. Two consecutive semesters of SW411 are required: SW411A and SW411B. Students must register for the same section each semester.

Prerequisite: Required SW 411A.

SW 412 - Small Grp Dynamics (2)

SW 414 - Assessment and Diagnosis (3.00)

This one semester course provides knowledge of the major categories of diagnoses for adults as formulated in DSM-5 and of theoretical perspectives in those categories. Attention is given to the dynamics of development and culture, and to the interrelationship among biological, psychological, and social/cultural systems that impact diagnosis. Focus will be on utilizing these elements in order to provide a comprehensive bio-psycho-social assessment. Treatments specifically related to these diagnoses will be noted.

Prerequisite: SW-421A or Advanced Standing.

SW 418 - Crisis Intervention With Children and Adolescents (3.00)

This course examines crisis intervention and treatment approaches for children and adolescents, with a particular emphasis on vulnerable populations. Since crisis intervention is an integral part of social work practice, this course aims to provide students with knowledge of contributing factors, theories and practice models which best inform crisis intervention in social work with children and adolescents. Students will use a systems-based framework in their analysis of crisis situations and become familiar with the skills necessary to implement effective techniques with children and adolescents. The course will provide students with the opportunity to apply critical thinking skills when working with crises, as well as examine policy issues, ethical issues, and the intersectionality of oppression and the implications of oppression and discrimination on crisis experiences and interventions. Further, students will develop an awareness of the importance of engaging in self-care practices that will support their well-being when working with crises.

Prerequisite: None.

SW 421 - Social Work Practice (3)

Prerequisite: Concurrent Field (446) This two-semester course exposes students to selected practice theories for social workers. Students are introduced to the general processes that are common to every client system level: preparation and engagement, differential use of self, assessment, contracting, intervention planning, intervention evaluation, and termination of services. Considered over two semesters is work with individuals, families, groups and, more briefly, organizations and communities. The broad range of settings, problems, and roles of the practitioner are addressed. A special concern is the impact of diversity and oppression for client and worker. Actual practice dilemmas are examined through case discussions, videotapes, role play, and other exercises.

Prerequisite: Required Take SW 446.

SW 421A - Social Work Practice (3.00)

This two-semester course exposes students to selected generalist practice theories for social workers. The course will examine various levels of intervention, practice settings, and theoretical perspectives. Students are introduced to the general processes that are common to every client system level: preparation and engagement, differential use of self, assessment, contracting, intervention planning, intervention evaluation, and termination of services that are applicable no matter the setting or client group. Considered over two semesters is work with individuals, families, groups and the social context in which these client groups exist. A special concern is the impact of diversity and oppression for client and worker. Emphasis of this semester is mastering multi-level assessment. Actual practice dilemmas are examined through case discussions, videotapes, role-play, and other exercises.

Prerequisite: SW-446A.

SW 421B - Social Work Practice (3.00)

The second semester of this yearlong course will carry forward the ecosystems perspective from the first semester and will introduce students to four main practice theories: psychodynamic, cognitive behavioral, narrative, and solution-focused. Within each framework, we will examine core principles and begin to explore implications for each phase of the helping process: engagement, assessment, planning, evaluation, and termination. Drawing upon these theoretical frameworks as an organizing framework for thinking about generalist social work practice, the course proceeds to explore work with individuals, families, and communities in various contexts and circumstances. Students will deepen their assessment skills and their intervention skills at micro, mezzo, and macro levels. An emphasis will be placed on collaborative consultation of student case presentations as one way of conceptualizing the work and thinking from multiple perspectives about intervention strategies. We will explore the use of evidence-based (or informed) practice. Ways of evaluating practice and using the professional literature as an aid to practice choices will also be discussed.

Prerequisite: SW-421A, SW-446B .

SW 422 - Substance Use and Social Work (3)

Social workers across all sectors of practice are faced with individuals, families, and communities that are significantly affected by substance use disorders. The focus of the class is on exploring the nature, etiology and treatment of substance use disorders and how they relate to social work practice. Set within a social justice framework, students critically analyze the intersections of substance use with racism and other forms of oppression. Ethical and legal frameworks for substance use treatment are identified and analyzed. Students explore the complex interactions of biological, psychological, and social causes and consequences of substance use, and learn how to develop a comprehensive, multidimensional biopsychosocial assessment. The class prepares students to develop knowledge of, and skills in, evidence-informed substance use prevention, education, and treatment with individuals, groups, families, organizations, and communities.

SW 424 - Advanced Clinical Practice (3.00)

Contemporary clinical social work practice is ever evolving and is shaped by a number of stakeholders. Within this context of transition and change sound clinical social work practice is culturally responsive, flexible, and demonstrably effective, and when appropriate, community-based. Building on foundational knowledge and skills mastered from the first year social work practice course, this course will have four foci: 1) professional use of self; 2) the professional/therapeutic relationship; 3) continued development and refinement of more sophisticated assessment skills; and 4) mastery of brief/time-effective approaches to intervention/treatment. The goal is for students to acquire skill sets related to a variety of practice frameworks/theoretical perspectives and to learn how to decide which particular approach is most beneficial for each specific client in achieving positive outcomes.

Prerequisite: SW-447A.

SW 424A - Advanced Clinical Practice (3.00)

Building on foundational knowledge and skills mastered from the first year social work practice course, this course will have four foci: 1) professional use of self; 2) the professional/therapeutic relationship; 3) continued development and refinement of more sophisticated assessment skills;and 4) mastery of brief/time-effective approaches to intervention/treatment. Contemporary clinical social work practice is ever evolving and is shaped by a number of stakeholders. Within this context of transition and change sound clinical social work practice is culturally responsive, flexible, and demonstrably effective, and when appropriate, community-based. The goal is for students to practice and acquire skill sets related to a variety of practice frameworks/ theoretical perspectives and to learn how to decide which particular approach is most beneficial for each specific client in achieving positive outcomes. The second semester will deepen the knowledge, skills, and values addressed in first semester and will provide an opportunity for students to integrate their course work across the curriculum as it applies to professional practice.

Prerequisite: None.

SW 424B - Advanced Clinical Practice (3.00)

This is a required two-semester advanced clinical practice course that is taken concurrent with advanced year Field Education. Building on foundational knowledge and skills mastered from the first year social work practice course, this course will have four foci: 1) professional use of self; 2) the professional/therapeutic relationship; 3) continued development and refinement of more sophisticated assessment skills; and 4) mastery of brief/time-effective approaches to intervention/treatment. Contemporary clinical social work practice is ever evolving and is shaped by a number of stakeholders. Within this context of transition and change sound clinical social work practice is culturally responsive, flexible, and demonstrably effective, and when appropriate, community-based. The goal is for students to practice and acquire skill sets related to a variety of practice frameworks/theoretical perspectives and to learn how to decide which particular approach is most beneficial for each specific client in achieving positive outcomes. The second semester will deepen the knowledge, skills, and values addressed in first semester and will provide an opportunity for students to integrate their course work across the curriculum as it applies to professional practice.

Prerequisite: None.

SW 424C - Advanced Clinical Practice (3.00)

This is a required one-semester course to be taken in the Fall semester concurrent with advanced year field placements. In the second semester students are required to take a clinical elective course of their choice to run concurrent with the second semester of advanced year field placement. Building on foundational knowledge and skills mastered from the first year social work practice course, this course will have four foci: 1) professional use of self; 2) the professional/therapeutic relationship; 3) continued development and refinement of more sophisticated assessment skills; and 4) mastery of brief/time-effective approaches to intervention/treatment. Contemporary clinical social work practice is ever evolving and is shaped by a number of stakeholders. Within this context of transition and change sound clinical social work practice is culturally responsive, flexible, and demonstrably effective, and when appropriate, community-based. The goal is for students to practice and acquire skill sets related to a variety of practice frameworks/theoretical perspectives and to learn how to decide which particular approach is most beneficial for each specific client in achieving positive outcomes.

Prerequisite: SW-421B.

SW 425 - Family Approaches (3.00)

This course focuses on advanced ways to conceptualize, assess, and intervene in families. Modern and postmodern theories will be examined, practiced, and critiqued. Practice examples will include nontraditional and traditional families, and applications of family and systems theories to work with individuals and dyads will additionally be discussed. Developing one's own clinical voice and attending to ethnicity, class, and other social identities will be emphasized. Students are encouraged to bring case materials and to take full advantage of varied experiential learning techniques.

Prerequisite: SW-421B, SW-411B or Advanced Standing.

SW 426 - Clinical SW: Groups (2)

SW 427 - Clinical SW: Children (2)

SW 428 - Clin SW W/Families (2)

SW 429 - Clin SW: Cross Cultural Issues (2)

NULL

SW 430 - Clin.Sw Groups (2)

SW 431 - Plan Brief Treatmt (2)

SW 432 - Clinicl Sw/Couples (2)

SW 434 - Chldn/Prnt At Risk (2)

SW 435 - Wrkg/Patient's Fam (2)

SW 436 - Client & Work Plac (2)

SW 437 - Social Work with the Elderly (2)

SW 438 - Alcohol, Drugs & Social Work Practice (3.00)

The focus of the class is on exploring the nature, etiology and treatment of substance abuse disorders and how they relate to social work practice. Students are introduced to different theories that frame substance abuse treatment models, including harm reduction neurobiology and the traditional medical model. Students explore self-help programs such as AA and NA and other modes of treatment, including CBT, motivational interviewing, outpatient treatment and psychopharmacology. Policy, prevention and education issues are also addressed.

Prerequisite: SW-421A.

SW 439 - Clin Prac with Chil and Family (2)

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SW 440H - Mul Perspect Adult Diagn Asses (2)

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SW 441 - Social Work Research (3.00)

In this introductory course, students examine the research process as it applies to the specialized interests and needs of social work. Illustrations are chosen from the studies of social work practice. The course is designed to enable students to be critical consumers of research, to understand the principles and process of research and the evaluation of practice, to become familiar with ethical considerations when designing and implementing a project, and to be capable of participating in practice related research. Sections with some online class sessions are designated as "blended."

Prerequisite: None.

SW 444 - Hope, Empowerment & Mental Illness (3.00)

In this one semester elective students will develop empowerment-oriented, evidence-informed knowledge and skills necessary to effectively work with individuals with serious mental illnesses. After an overview of diagnostic criteria and the history of treatment of serious mental illnesses in the United States, students will critically examine recent scientific literature, consider first-person accounts, and gain competency using empowering practices that promote healing and hope, while considering cultural and social justice implications. Teaching techniques will include didactic presentations, discussions, guest presenters, videotapes, and role plays.

Prerequisite: SW-401, SW-401A or SW-411, SW-411A .

SW 445 - Behavioral Health (2)

Almost two-thirds of all problems seen in primary care medicine have a significant psychosocial dimension. Primary care physicians are rarely trained in, or interested in, the assessment or treatment of the psychosocial dimension of illnesses. Thus, social work and psychology have made a major contribution to the development of the behavioral health field. This course reviews a variety of mind/body methods used in treatment of four broad domains of behavioral health: psychophysiological disorder; immune-related illness; addictive; and adaptation to chronic medical illness like diabetes, heart disease, and kidney disease. The course also addresses the ethnic and cross-cultural considerations in behavioral health.

SW 446 - Field Education I (5.00)

Students in the field must always be concurrently in a class which addresses practice issues and is taught by a social work professor. *Note: Section 01 is for students doing a 24 hour per week or regular field placement and section 02 is for students doing a 16 hour per week field placement. The field department must approve all 16 hour placements prior to a student registering.

Prerequisite: None.

SW 446A - Field Education (5.00)

Weekly agency-based field placement, which focuses on foundation social work skills. Students complete agency based assignments in addition to process recordings and assessments. SW446A section 01 is for students doing a 24 hour per week field placement (Sept-May) SW446A section 02 is for students doing a 16 hour per week field placement. (Sept-Aug) The field department must approve all 16 hour placements prior to a student registering.

Prerequisite: SW-421A.

SW 446B - Field Year 1 (4.00)

Continuation of SW446A, weekly agency-based field placement which focuses on foundation social work skills. Students complete agency based assignments in addition to process recordings and assessments. SW446B section 01 is for students doing a 24 hour per week field placement SW446B section 02 is for students doing a 16 hour per week field placement. The field department must approve all 16 hour placements prior to a student registering.

Prerequisite: SW-421A; SW-421B (recommended).

SW 447 - Field Education II (6.00)

Students in the field must always be concurrently in a class which addresses practice issues and is taught by a social work professor. *Note: Section 1 is for students doing a 24 hour per week field placement and section 2 is for students doing a 16 hour per week field placement.

Prerequisite: SW-446B or Advanced Standing.

SW 447A - Field Year 2 (4.00)

SW447A section 01 is for students doing a 24 hour per week field placement SW447A section 02 is for students doing a 16 hour per week field placement.The field department must approve all 16 hour placements prior to a student registering.   The goal of field education is to learn the application of theoretical concepts and social work principles and values learned in the classroom to clinical practice. Field education provides supervised learning of advanced practice skills with individuals, families and groups in a variety of clinical settings.

Prerequisite: None.

SW 447AA - Pre Field Education II (0)

Prerequisite: Required SW 446B;.

SW 447B - Field Year 2 (4.00)

SW447B section 01 is for students doing a 24 hour per week field placement SW447B section 02 is for students doing a 16 hour per week field placement. The field department must approve all 16 hour placements prior to a student registering.   The goal of field education is to learn the application of theoretical concepts and social work principles and values learned in the classroom to clinical practice. Field education provides supervised learning of advanced practice skills with individuals, families and groups in a variety of clinical settings.

Prerequisite: SW-447A or Advanced Standing.

SW 447C - Field Year 2 (4.00)

The goal of field education is to learn the application of theoretical concepts and social work principles and values learned in the classroom to clinical practice. Field education provides supervised learning of advanced practice skills with individuals, families and groups in a variety of clinical settings. This course section is for Advanced Standing students only in their summer semester of study.

Prerequisite: SW-447B.

SW 447CC - Field Education II Extension (0)

Prerequisite: Required Take SW 447B;.

SW 448 - Social Work Practice With Sexual and Gender Minorities (3.00)

This course is designed to help students develop foundational knowledge and skills for social work practice with sexual and gender minority populations. Students will utilize a multi-dimensional framework to critically analyze power, privilege, and oppression relative to LGBTQ+ populations. Grounded in a social justice perspective, the first few weeks of the course are designed to help students gain an understanding of relevant ethical principles and dilemmas; models of identity development across race, class, ethnicity, socioeconomic class, and historical period; health disparities and resilience; history of social work discourse related to LGBTQ+ populations; and basic principles for affirmative social work practice. Students will develop knowledge about the mutual influence of individuals, families, and institutional factors, including social policies and cultural factors. Students will learn basic skills for competent practice with LGBTQ+ populations over the life course, with a particular focus on engagement, assessment, and intervention. Specific areas of practice will be explored, including intimate partner violence, suicide risk, HIV/AIDS, and substance use disorders. Students will critically examine the values of the social work profession and reflect on their personal values for the purpose of raising self awareness and examining personal biases related to heterosexism, heteronormativity, transphobia, and cisnormativity.

Prerequisite: None.

SW 449 - Social Work W/Jewish Clients (4)

Required for all Simmons MSW/Hebrew College Certificate students. This course, taken concurrently with the students field placement in a Jewish agency, considers the development of Jewish values, foundations of Jewish identity, family structure, roles and responsibilities as members of a community, and relationships to other groups in a multicultural society. Family, synagogue, and communal organizations are also discussed. From this foundation, issues of clinical practice and practice theory are addressed, including case illustrations. Non-MSW/HC students and doctoral students may also take this course as an open elective.

SW 450 - Introduction to Urban Leadership (3)

This course focuses on the skills and knowledge associated with leadership in urban settings. Topic areas include community politics, public speaking, grant writing and understanding agency budgets.

Prerequisite: None.

SW 451 - Seminar in Leadership I (3.00)

The course will expose students to a working definition of leadership and the various contexts in which leadership skills are exercised. Beginning with a vision of leadership, students will have the opportunity to examine their own leadership skills, learn to understand leadership in an urban organizational context, explore leadership practices in multicultural environments and reflect on their own multiple identities and their influence on leadership. In addition, the similarities between social work skills and leadership skills will be discussed.

Prerequisite: SW-446B.

SW 452 - Seminar in Leadership II (3.00)

This course will deepen students understanding of systemic interdependency and highlight the importance of strengths as a mechanism for transformation and change. Students will examine processes associated with varying contexts for social work leadership organizations as well as at the community and local grassroots level. Students will also critically examine emerging scholarship relevant to social justice leadership framework such as principled leadership and transformational leadership. Collaborative organization and community assessment and capacity development will provide students with opportunities to explore key course concepts in the field directly.

Prerequisite: SW-451.

SW 453 - SW Health Care Policy (3)

Prerequisite: Required SW 401a.

SW 454 - Soc Work Advocacy (2)

SW 455 - Human Sexuality & Social Work Practice (3.00)

Sexuality is an essential component of the human experience. Exploring our attitudes and belief systems about human sexuality, and how they are informed by our social location, is important so that we can be self-aware and mindful in how we engage in conversations with our clients about their sexuality, gender identity, and social location. This course presents a multi-faceted overview of the challenges, concerns, and attitudes about human sexuality -- how it evolves over the lifespan and is directly informed by social, familial, and political contexts. Regardless of client population or method of practice, all social workers will be required to address sex and sexuality with clients, and will need to understand best practices, but also when and how to put personal values aside in order to be present for clients from a curious and non-judgmental stance. The course integrates macro, mezzo and micro approaches to sex and sexuality, explores the historical, political, and biological aspects of sex and sexuality, sexual health, safe-sex education and prevention, violence and trauma, and enhances the development of clinical skills for practice with adolescents and adults across the lifespan. Ethical considerations will also be explored.

Prerequisite: None.

SW 456 - Intro Macro Mthds (2)

SW 457 - Implimnt'g Soc Pol (2)

SW 458 - Child & Family Policy And Family Welfare. (3.00)

This course is designed to provide an in-depth analysis of the needs of children and their families, child and family policy and practices. The course examines definitions of the family and how such definitions influence the development of policies and services. Societal responses to address the needs of children and families will be explored with a focus on the broad range of child and family policies, services and practices that support family, supplement the roles of family, or substitute for family when families are unable to care for their children. Students are required to identify gaps in services, issues of social injustice or oppression and develop a social action or advocacy agenda to effect improvement in the availability or delivery of services for clients.

Prerequisite: SW-401B or Advanced Standing.

SW 459 - Policy Practicum (Variable)

SW 460 - Motivational Interviewing (3.00)

Motivational Interviewing (MI) is a person-centered, goal-oriented method of communication for eliciting and strengthening intrinsic motivation for positive change. This elective provides a foundation of knowledge of MI concepts and specific therapeutic skills. The course will focus on the core MI processes of engaging, focusing, evoking, and planning. Students will learn specific MI skills of open-ended questioning, affirming, reflective listening, and summarizing. Students will also learn how to develop personalized feedback, create change plans, and evaluate effectiveness. Teaching techniques may include case vignettes, role plays, guest presenters, videotaped interviews, and class discussions. There will be ample opportunity to practice skills for guiding change-focused client conversations in this course. This course meets the requirement for a clinical practice elective.

Prerequisite: None.

SW 461 - Frameworks for Evidence-Based Group Work Practice (3)

SW 462 - Advanced Group Work with Vulnerable Populations (3.00)

Focusing on vulnerable client systems in an array of settings, students will further develop the capacity to promote mutual aid by responding to and catalyzing group dynamics and process. Additional attention will be paid to the impacts of difference amongst group members, and between the worker and the group members. Through action and reflection, participants will examine their own group work practice very closely through the use of experiential exercises, journaling, and critical incident analysis, and by hearing about their colleagues' work. Students must have an ongoing group to facilitate or observe in order to benefit from this class.

Prerequisite: SW-411A, SW-421A, and SW-577 or Advanced Standing .

SW 463 - Advcocay and Social Action with Disability and Chronic Illness (3.00)

The course focuses on issues and interventions regarding disability and chronic illness that affect adults and children physically, cognitively, and/or emotionally. Students gain understanding of historical and contemporary experiences of that population from the perspectives of their oppression and their response to oppression through rights and self-advocacy movements. Philosophical and practical frameworks studied include civil rights, inclusion, interdependence, and universal design in the built and social environments. Techniques are discussed for actions as advocates and allies with individuals, as social activists in coalitions, and as policy change agents.

Prerequisite: SW-401A or Advanced Standing.

SW 464 - Understanding Suicide: Prevention, Intervention, and Postvention (3.00)

This course will examine the public health problem of suicide, with specific attention to prevention, intervention, and postvention approaches. Students will gain an understanding of suicide epidemiology and underlying theory, as well as risk and protective factors for suicide. This course will familiarize students with evidence-based practices and ethical considerations with suicidal clients, including learning directly from individuals with lived experience with suicidality. Students will also learn about the current state and national strategies for suicide prevention, as well as policies related to suicide. Upon completion of this course, students will gain skills in assessment and management of suicide risk, intervention and treatment techniques with suicidal clients, and postvention approaches with survivors of suicide loss.

Prerequisite: None.

SW 465 - Independent Study (2)

SW 466 - Curative Factors (1)

SW 467 - S.P. Implic. of Aids (Variable)

SW 468 - Social Welfare Pol/Pub. School (Variable)

SW 469 - Social Policy & the Addictions (2)

SW 470 - Independent Study (2)

SW 471 - Spirituality and Social Work (3.00)

What does it mean to integrate spirituality into one's social work practice? What models and forms of spirituality are appropriate and meaningful today? This class addresses how to best define, integrate, and use spiritual practices that will uphold the integrity and authenticity of the client, community, and practitioner. Readings, discussion, case presentations, and experiential exercises are used to deepen one's comfort level with spirituality in social work practice. This course meets the requirement for a clinical practice elective.

Prerequisite: SW-411B or Advanced Standing.

SW 473 - Proc of Clin SW Indepth Look (3)

This seminar helps advance a students knowledge of clinical issues of interest. Based on subjects the class chooses, syllabus and reading assignments are developed. Case presentations are used, and frank and open discussion is encouraged. For the main assignment, students study a treatment dilemma of their own choice through review of relevant clinical literature, and by examining their own relationship to the issue. Additionally, each clinical situation is explored from the perspective of social justice.

SW 474A - Conversational Spanish (1.00)

This interactive course gives students the opportunity to develop conversational Spanish skills from the start. Social work-related vocabulary and idiomatic expressions are introduced and practiced in authentic, real-life professional situations starting in the first class. Please note, a verbal proficiency level test must be taken prior to starting the course and a group of students at the similar level is needed to run this class. This class is a one-credit enrichment class and does not meet an elective requirement.

Prerequisite: None.

SW 474B - Intermediate Spanish for Social Workers (1.00)

This one-credit course uses an integrated approach to teach Spanish listening, speaking, reading and writing skills in a cultural context. The course requires basic knowledge of the language and focuses on the use of Spanish in Social Work. Class sessions are conducted entirely in Spanish and the language is used in communicative, creative and critical thinking activities. Students will re-enact real life situations where they learn culturally appropriate responses. Lectures will introduce and clarify grammatical structures, as well as compare and contrast cultural differences around the Spanish-speaking world. Weekly preparation prior to the class and active participation is required. A verbal proficiency level test must be taken prior to starting the course to ensure that students are at a similar level. Social work students and professionals will be integrated in this course. The class will be limited to 15 participants. This class is a one-credit enrichment class and does not meet an elective requirement.

Prerequisite: None.

SW 475 - Narrative Approaches to Social Work (3.00)

This course explores newer systematic approaches to work with groups, families, and individuals. Narrative/constructivist approaches that are often applicable to short-term work are examined. Students will also consider what it means to think of treatment as involving the co-construction of new narratives. The course incorporates experiential learning and makes use of student case material. This course meets the requirement for a clinical practice elective.

Prerequisite: SW-421A or Advanced Standing.

SW 478 - Social Work Practice in Healthcare (3.00)

The course focuses on knowledge and skills essential for practice in health care settings including: understanding psycho-social influences on illness and the disease process; clinical analysis of problems, such as ethical dilemmas or end of life issues; the need to respond quickly in a fast moving system; knowledge in the scientific advances in health care as well as alternative therapies; intervening in multiple systems and the need to approach a situation from both macro and micro perspectives. Practice skills include rapid assessment tools, brief focused treatment, and "care mapping" strategies for a range of acute and chronic health issues across the life span. Course format includes students' case materials, live patient interviews, and guest lecturers.

Prerequisite: SW-421A or Advanced Standing.

SW 479 - Comm & Home-Based Work Family (3)

This course focuses on the students' ability to conceptualize, assess, and intervene in families, particularly emphasizing systemic thinking. It considers particular needs of traumatized and multi-stressed families, and the unique opportunities and challenges of community and home based work. Emphasis is given to families involved with multiple services, and to a broad range of family forms both traditional and non-traditional. Particular attention is given to ethnic diversity and the experience of immigration. Practice applications are emphasized through case presentations, video tapes, and other means.

SW 480 - Couples Therapy (3)

Prerequisite: Field (446) and Social Work Practice (421) The focus of this advanced level course will be on an in-depth examination and analysis of theories, research, and intervention strategies with couples. It builds on the knowledge and skills concerning assessment and intervention acquired in the first year clinical practice courses and field work. The course is designed to study and critically evaluate the use of cognitive, behavioral, insight-oriented, brief treatment, and skills-training approaches with couples. There will be an emphasis on the adaptation of couples therapy to the needs of minority couples, intercultural couples, and same-sex couples. Also, interventions with couples around special issues, such as living with chronic illness, facing divorce, and sexual dysfunction will be explored. In-class lecture and discussion of required readings, in-class video-taped role plays, and written assignments will be used to advance students' knowledge and skills in practice with couples.

SW 481 - Social Work Health & Health Care (3.00)

This course will examine health from the social work perspective, and how it concurs and contrasts with the perspective of other disciplines including medicine, public health and psychology. Definitions of health and well-being will be discussed to more fully understand the state of physical, mental and social health. Students will gain an understanding of the determinants at multiple levels that contribute to health and to disparities/inequities in health and health care. Special attention will be focused on how social, economic and cultural factors impact health and access to high quality health and social services. This course will also familiarize students with prominent theories of health behavior, and how they may be integrated into prevention and intervention programs to promote health and health equity. Students will learn about the movement towards an integrated health care model, the Affordable Care Act, and its implications for their work on an interdisciplinary health care team. Additionally, students will gain the initial practice and knowledge skills relevant for social workers in health and health care settings.

Prerequisite: None.

SW 482 - Domestic Violence Family Welfare (3.00)

This is a clinical practice course with intimate partner violence in the context of family (broadly defined) life. Students will learn specific skills in identifying, assessing and intervening with and on behalf of family members where domestic violence is present. You will be encouraged to reflect on your own knowledge about families, violence, and systems responses to violence, both as family members and as helpers. We will consider the experiences of women and men in heterosexual and same-sex relationships as both victims and abusers, and of children living with domestic violence, attending carefully to community and cultural contexts. We will address legal issues and criminal justice system responses, child protective services, and health care system responses. We will discuss and research current controversies in the field of intimate violence.

Prerequisite: SW-421A or Advanced Standing.

SW 483 - Cognitive Behavioral App Practice (3.00)

The object of this course is to provide a working knowledge of the basic principles and specific techniques of a contemporary multi-modal approach to cognitive-behavioral therapy with consideration of its integration with other therapeutic approaches. Issues presented include: substance abuse, anger, interpersonal relationships, stress, anxiety disorders, depression, personality disorders with an emphasis on borderline personality disorder and issues of affect regulation. This course meets the requirement for a clinical practice elective.

Prerequisite: SW-421A or Advanced Standing.

SW 485 - Mindfulness and Social Work Practice (3.00)

There is a growing interest in psychotherapists of all theoretical orientations, for information about "Mindfulness", the cultivation of intentional, present focused awareness. Mindfulness is a core healing process in psychotherapy and has become a significant influence on contemporary Psychotherapy over the past decade. It has been shown to be a key component in many empirically validated interventions like Mindfulness-Based Stress Reduction, Mindfulness-Based cognitive therapy, Acceptance and Commitment Therapy and Dialectical Behavior Therapy. In this course we will examine the application of mindfulness to a wide range of clinical populations and conditions as well as the current neuroscience findings of its effects and the history of its development in the west. The course will ask participants to participate in experiential exercises of mindfulness and meditation and practice what they've learned each week between classes. They will also be asked to embody mindfulness as they learn, ensuring the essential qualities of compassion for self and others in the learning.

Prerequisite: None.

SW 487 - Ethical & Legal Issues (3.00)

Using case based material and the Socratic Method, this course provides an understanding of legal and ethical issues confronted by social workers in clinical practice. The course includes an overview of basic legal concepts and principles as well as an examination of the NASW Code of Ethics. Students are expected to develop a systematic reasoning process through which values conflicts within clinical practice are addressed constructively and productively. Topics include informed consent and refusal; confidentiality and privacy; capacity and competence, guardianship and conservatorship; duty to warn/protect; assisted suicide and euthanasia; malpractice and risk management issues and mandated reporting for child, elder and disabled abuse and neglect.

Prerequisite: SW-421A or Advanced Standing.

SW 488 - Clinical Practice With Young Adults & Adolescents (3.00)

The purpose of this course is to develop knowledge and skills necessary for work with adolescents and young adults across a variety of practice settings (mental health, youth development, community settings, schools, residential treatment). This course builds upon knowledge of human behavior in the social environment assuming command of person in environment, systems and resiliency theories in practice. Drawing upon strengths, developmental, life course and psychodynamic perspectives, emphasis will be on the use of theory to guide engagement, assessment, intervention and evaluation of practice with adolescents and young adults; especially those challenged by economic disadvantage and urban environments. Attention will be paid to the influence of social and cultural context, and the use of research to guide interventions. Students will be challenged to identify those factors supporting or compromising healthy development and to target interventions that enhance change and growth over time.

Prerequisite: SW-411A, SW-446A and SW-446B or Advanced Standing .

SW 490 - Org Process & Chg (1)

SW 491 - Disturb Chld/Adole (2)

SW 492 - World in Your Eye (2)

SW 493 - Behavior in Contex (2)

SW 494 - Multiple Faces of Trauma (3.00)

Understanding and intervening with trauma theoretically and clinically is a critical skill for clincial social workers. The course examines trauma both interpersonal and communal in various contexts and in relation to various vulnerable populations: people at war, women, residents of violence-torn communities. Treatment of acute traumatic events, as well as the impact of persistent, developmental and historic trauma, is explored in adult populations. Students explore some of the theoretical and clinical controversies in the field and are asked to apply their learning to case situations.

Prerequisite: SW-421B or Advanced Standing.

SW 495 - Multicultural/Feminist Persp (2)

SW 496 - Prevention (3)

Effective prevention programs in social work require the social work professional to have an understanding of the elements associated with behavior change and health promotion theory. This course provides the groundwork for understanding, assessing, intervening and applying theories of human behavior of the field of social work. Health promotion and wellness in the social sciences has become essential in our efforts to improve the health of individuals, families and communities. Goals associated with primary and secondary prevention theories/models are to prevent disease and health compromising conditions, reduce risk, and to promote health and wellness. This course focuses on providing an introduction to emerging models of prevention and how they are incorporated into social work practice and programs, bridging theory and practice. Knowledge and skills associated with these theories/models assists us in understanding why people engage in health risk behaviors and why they choose to adopt/not adopt health protective behaviors. In addition, we will discuss the importance of theory in program development and implementation. Due to the multidisciplinary nature of prevention, readings will cover a wide range of literature. Selected health, behavior, and social problem areas will be highlighted as indicated by student interest. Some course topics include substance abuse prevention, HIV prevention, smoking cessation, violence prevention, sexual health education and other topics.?

SW 497 - Culture, Illness and Coping (3.00)

This course is designed to advance MSW students' knowledge, awareness, and clinical practice skills to provide culturally appropriate social work services. Based on its widely used person-in-environment framework, the social work profession requires practitioners to recognize the importance of culture when making assessments, diagnoses, and interventions. By drawing knowledge and insights from various disciplines including sociology, anthropology, psychology, and psychiatry, students in this course will analyze the role of culture in the definition of illness and coping behaviors of diverse client groups. Especially, this course will introduce Kleinman's explanatory model of illness and the Cultural Formulation Interview recommended by American Psychiatric Association to enhance the clinical insights of MSW students. While applying these practice models to a number of case examples, students in this class will promote their clinical skills in understanding illness and coping behaviors of clients from diverse cultures. Such clinical exercises will boost the ability of MSW students to assist their clients in meeting their needs in culturally appropriate ways.

Prerequisite: None.

SW 499 - Addressing Violence (Variable)

This seminar is organized into four modules examining violence. In each, the phenomena of violence and contexts that sustain it are explored, the literature and our own clinical and human efforts to make sense of violence examined, and skills and interventions appropriate for clinical practice learned. The intention of the seminar is to deepen student knowledge of violence relevant to social work practice and to assist student mastery of a range of clinical and systemic methods of working with violence.

SW 501 - Social Work Practice With Older Adults (2.00)

This course is intended to support students' interest in gerontological social work practice, and to provide a solid foundation for assessment and intervention with older adults in direct service settings. Students will develop their ability to respectfully engage a broad range of older clients, will build bio-psychosocial assessment and treatment planning skills, will learn intervention skills and approaches that will enable them to effectively intervene to address common presenting problems, will develop greater understanding of clinical/ethical issues that are specific to treatment with elders, will build specialized knowledge for practice, and will increase their familiarity with various gerontological social work practice roles and settings. Each class will include time for informal case presentations, allowing students to share their work and its challenges and to take part in collective problem solving in order to build their repertoire of practice skills.

Prerequisite: SW-421A or SW-ADVST.

SW 502 - Adolescents (2.00)

This course studies the critical, controversial, and misunderstood period of life known as adolescence. Although practice-oriented, this course also draws from policy, social action, ethics, and human behavior. Written, oral, and video materials, including literature and case materials, are used. Students will focus on various settings and issues, such as courts, hospitals, residential centers, families, schools, peer groups, and work places.

Prerequisite: Advanced Standing or SW-421, SW-411, and SW-446 .

SW 507 - Developing an Interdisciplinary Approach To Health Management for Older Adults (3.00)

Health management for older adults is a major issue in today's society. Policy, economics, organizational structure, and clinical care are intermingled in responding on societal, institutional, and clinical levels. This course challenges creative and inquisitive students to approach the health of older adults by addressing these complex issues. It will focus on effective outcomes and understanding the range of roles professionals may adopt, as well as providing the knowledge base and skill set needed for interdisciplinary professional practice. Students and faculty from various disciplines will use a case study approach as the primary teaching model.

Prerequisite: SW-421B or Advanced Standing.

SW 509 - Evaluation in Social Work Practice (3.00)

Building on the concepts and principles from SW 441 this course prepares students in basic principles of practice and program evaluation and their application to social work practice in agency settings. Using their agency settings as laboratories, students learn the major approaches to evaluation (needs assessment, process, and outcome) with attention to the struggles, tensions, and ambiguities related to current evaluation models and agency demands for evaluation. Sections with some online class sessions are designated as "blended".

Prerequisite: SW-421B or Advanced Standing.

SW 513 - Integ Sem Clin Communal SW (3)

Required for all Simmons MSW/Hebrew College Certificate students. This seminar meets once monthly over the course of a student's career at Simmons. Credit is given at the completion of the Certificate/MSW Program. In this seminar students discuss ways to integrate their learning about Jewish life and thought with their learning from their social work courses and field placements. Students also address issues relevant to social work practice in the Jewish community and to development of their identity as participants. A major assignment for the seminar is the capstone project due at completion of the program.

SW 514 - Advocacy & Action in the Justice System_System (Variable)

Prerequisite: Social Policy (401), HBSE (411) This course will focus on policy and practices in the adult and juvenile justice systems in the United States, and an examination of various roles and functions of the police, prosecutors, courts, probation, county sheriffs, jails and prisons, corrections, and community-based programs, and the various professional roles of clinical social workers in these systems, such as clinician, policymaker, and/or advocate in providing clinical social work services in a forensic setting. The course will also include an examination and understanding of what is forensic social work, the theoretical explanations for crime, criminal behavior delinquency, and treatment implications. Issues and rights for victims and offenders involved in these systems will be explored, and the development of social action methods to affect change. The course format will include the use of didactic presentations, video, guest speakers, and student presentations.

Prerequisite: Required   Take SW 401A SW 421B or SW ADVST.

SW 523 - Advocacy and Social Action (3.00)

Relevant theories and strategies of social and political action that promote social justice within organizations and the larger community are the focus of this course. Students gain understanding of policy practice theory and skills in regard to social, economic, political, and organizational systems, and use this knowledge to then influence, formulate, and advocate for policy changes to meet the needs of clients. Students develop skills to create change at the client, agency, community, and/or societal level that is founded on the principles and ideals of social, distributive, political, and economic justice.

Prerequisite: SW-401A or Advanced Standing.

SW 524 - Crit. Iss. Child. Welf. Polic (3)

This course provides students with an opportunity to explore a number of critical and emerging practice models within the field of child welfare. These models will be examined within the context of the laws and policies that guide them and the research that informs them. Students will critically analyze these models and their potential to improve the capacity of the child welfare system to address the safety, permanence, and well-being needs of the children it serves. The development of these models will be explored within the context of the driving forces that promote and the barriers that restrain their acceptance, development, and implementation. Cultural competence will be a consistent lens through which these models and the child welfare system will be examined. Among major topics included are: Structured decision-making models that support the child welfare agencys ability to make consistent and well-founded decisions regarding child safety in different settings and across the life of a case. Prevention and family support models that build on community collaboration and strengths-based approaches to meeting the full range of family needs. Inclusive and culturally competent models for working with families of children who may not be safe in their own homes including kinship care, family group decision-making, enhanced visitation and family involvement in the placement, and the placement of siblings together. Effective models for decision-making and planning to support the timely achievement of permanency for children in out-of-home care including concurrent planning, coordinated work with the legal system, and creative and culturally competent recruitment of alternative permanent resources for children of all ages and special needs. Enhanced funding strategies for child welfare services that maximize public and private sources of revenue and cost-effective models of service delivery. The roles that child welfare professionals perform as advocates for, implementers of, and leaders in systems change efforts at the agency and broader systems levels.

Prerequisite: Required SW 421 SW 411 SW 446 or instructor consent or advanced standing.

SW 527 - SW Pract. and Ethics (3)

This course will explore the principles and practicalities of ethical decision-making in relation to a variety of practice issues and contexts.

SW 528 - Child and Adolescent Trauma (3.00)

An advanced seminar addressing psychological, sociological, legal, and ecological aspects of family violence in its varied forms, especially in the sexual, physical, and psychological abuse of children and adolescents, as well as wife battering. Theories of and research on intra-familial and extra-familial abuse are discussed. Counter-transference phenomena are identified and alternate forms of treatment are explored.

Prerequisite: SW-421B or Advanced Standing.

SW 528A - Trauma Pract With Children & Adolescents (3.00)

In this course we will begin examining best practices for trauma treatment with children, adolescents and families. Using the social work assessment process we will begin to use a phase oriented treatment paradigm to examine clinical applications of trauma treatment across various settings and client presentations. Special attention will be given to the in vivo utilization or role plays to deepen and enhance our clinical skill set when working with diverse traumatized clients. Our clinical social work practice will focus on integrating the social work paradigms of engagement, assessment, practice and evaluation while incorporating methods of addressing s ocial justice and client-centered policy engagement.The course will build on the knowledge and skills acquired in the foundation year Human Behavior in the Social Environment and Practice courses.

Prerequisite: SW-421B or Advanced Standing.

SW 528B - Life Span of Trauma Treatment (3.00)

This course examines best practices for providing treatment to adult survivors of complex trauma as well as intervention strategies designed to work with families who have experienced chronic stress and trauma. Clinical social work with traumatized individuals and families requires a flexible and informed skillset. This course will provide an overview of current literature and empirical evidence relating to the treatment of complex trauma in adulthood, and emphasis will be placed on work with vulnerable and oppressed populations. Students will engage in live in-vivo role plays with trained actors several times throughout the semester so that they may enhance their clinical skills and gain greater mastery of intervention strategies. This course will provide students the opportunity to understand and engage in a variety of treatment approaches, as well as examine ethical issues, policy issues and issues pertaining to social justice, and their relationship to trauma treatment. The course will build on the knowledge and skills acquired in the foundation year Human Behavior in the Social Environment and Practice courses

Prerequisite: SW-421B or Advanced Standing.

SW 529 - Clinical Social Work in Forensic Settings (3.00)

This semester long course will focus on working with the increasing number of individuals incarcerated and impacted by the criminal justice system. We will focus on issues that arise within the practice of forensic social work in correctional settings (jails, prisons, probation and parole departments, and the court system) and will consider what it means to work within a host environment while continuing to uphold social work values. We will discuss and identify the ways in which institutional racism and classicism impact incarcerated individuals and identify interventions and skills used to work with specific populations including: people living with mental illness, women, individuals who have committed a sexual offense, those experiencing an addiction to drugs or alcohol, youth, and those diagnosed with psychopathy. Finally we will discuss and identify additional methods of dealing with offenses by exploring options such as restorative justice and community based reparations.

Prerequisite: SW-421B or Advanced Standing.

SW 530 - Introduction to Grant Writing (0.00)

This course exposes students to the principles and skills necessary for effective grant writing. Course topics include identifying the priorities of funders, developing ideas for a winning proposal, and writing succinctly and clearly. Each student prepares a grant proposal for the final course assignment.

Prerequisite: None.

SW 531 - Key Concepts for Development and Fundraising (0.00)

Raising unrestricted dollars for agency budgets is a crucial skill in today's practice world. Focusing on the practitioner as fundraiser, students will learn about social entrepreneurship and the key factors for making fundraising decision.

Prerequisite: None.

SW 532 - Demystifying Agency Budgets (0.00)

Direct practitioners are often confused by agency budgets. In this mini course you will learn to read and understand a standard agency budget. Emphasis will be on key indicators that guide reviewing budgets such as revenues, expenses, cash flow, restricted and unrestricted dollars.

Prerequisite: None.

SW 533 - Selected Tools for Strategic Planning (0)

An important role for social work practitioners is helping agencies produce a strategic plan for agency mission advancement. This mini course will provide an overview of this process, focusing on learning to use selected tools and activities. Emphasis will be on developing of consulting and facilitating skills.

SW 534 - Supervision (0.00)

This mini course will focus on the fundamentals of supervision including assessment of supervisees, contracting, assignments, and supervision techniques and strategies.

Prerequisite: None.

SW 535 - Attachments Across the Life Cycle (3)

Attachment Theory is an interactive and cross-cultural model that takes into account the interplay between internal experience and the emotional-cultural surround. It provides an empirical base for our understanding of human development, motivation, and behavior across the life cycle. Early relationships are the matrix within which culture, self, and world outlook are initially fashioned. The skills and modes of communication acquired through important relationships have a profound effect upon the adults enduring sense of agency and meaningful engagement with the world. The course will explore cutting edge research and clinical data generated by Attachment Theory. Topics include the earliest infant-caregiver relationship, the development of intersubjectivity, affect regulation, the roots of the narrative structure and their impact upon adult narrative and adult attachment types. This class will consist of a theoretical section followed by application of concepts to student cases.

Prerequisite: Required   Take SW 421 SW 411 SW 446 or SW ADVST;.

SW 536 - Perspectives on Severe Mental Illness (3)

This course is designed to increase interest in and sensitivity to issues related to having a persistent mental illness. We will explore the question of who constitutes those with severe mental illnesses, evaluate historical explanations and address the implication of the stigma associated with the illnesses. The contributions of different theoretical perspectives and how they expand our understanding of these complex situations are discussed. Various models of treatment are presented, including: medications, psychodynamic, psychoeducational, and rehabilitation focuses. The actual experiences of those with the illness and their families will be highlighted through guest presentations and film. Students are encouraged to bring in materials from their field experiences.

SW 538 - Radical Social Action: Don't Mourn, Organize! (3.00)

The economic and social systems in this country are in crisis and social workers are frequently asked to continue to "do more" with less time and resources. This class will attempt to examine some of the root causes of the crisis and develop action plans, which draw upon various models of empowerment theory and practice. Particular attention will be focused upon the Paulo Freire conceptual framework as it applies to organizing models in working class communities. Students will have the opportunity to meet experienced community organizers and learn about successful social justice campaigns here in Boston and in Latin America. This course meets the requirement for a social action elective.

Prerequisite: SW-401B or Advanced Standing.

SW 539 - Social Work in Schools (3.00)

The course outlines the unique and demanding role that School Social Workers play in our public schools as the primary providers of mental health services, crisis intervention, teacher training and community and parent outreach. Students in this course will identify and explore critical issues related to School Social Work such as: confidentiality, school culture and climate, peer aggression, school violence and policies such as "No Child Left Behind." Students will learn to create and carry out school-based social work interventions. Students taking this course will be expected to participate in the learning process through discussions, interviews, intervention evaluations and case presentations.

Prerequisite: SW-421A or Advanced Standing.

SW 545 - Political Action and Strategies for Professional Social Workers (3.00)

The course is designed to help students learn, in depth, about the policy-making process at the federal level, and to develop skills for political action. The course includes seminars and workshops taught by faculty from Simmons SSW, George Washington University, and George Mason University. Other speakers will include key leaders and advocates in policy and lobbying organizations, as well as professionals from the NASW. Other goals include learning about the health care system in the United States and, specifically, the Medicaid Program.

Prerequisite: SW-401A.

SW 545T - Prog Costs: Pol. Act. & Strat (0)

SW 546 - Integrative Seminar for students in the_Excelerated Placement Program (3)

SW 547 - Field Course: Accelerated (6.00)

Enrollment limited to students in the One-Year Placement Option program. Advanced Standing students should NOT register for this course.

Prerequisite: None.

SW 547B - Field Course: Accelerated (6.00)

The goal of field education is the application of theoretical concepts and social work principals and values learned in the classroom to clinical practice. Field education provides supervised learning of advanced practice skills with individuals, families and groups in a variety of clinical settings. This course section is 32 hrs/4-days-per-week fall and spring semesters.

Prerequisite: None.

SW 548 - Advocacy & Social Action in the Military (3.00)

This course will focus on the common themes and issues that active military, veterans, and their families experience in (a) addressing mental health issues linked to military service and (b) understanding the initial and ongoing experiences in transitioning from military to civilian life and addressing the mental health, vocational, and housing issues related to this transition.   Relevant theories and strategies of social and political action that support an understanding of and promotion for social justice within organizations or agencies and the larger community offer the "scaffolding" for this course. Students gain understandings of policy practice theory and related skills in regard to social, economic, political, and organizational systems. This knowledge is applied to considerations of change, identifying strategies of influence and advocacy for policy changes to meet the needs of clients (micro perspective) and service delivery systems (macro perspective). Students develop skills to create change at the agency, community, and/or societal level that is founded on the principles and ideas of social, distributive, political, and economic justice.

Prerequisite: None.

SW 550 - Principles of Website Design (0)

SW 551 - Turn Your Professional DreamsInto_Reality (0)

Following your professional dreams is key to maintaining a vital and fulfilling professional life, realizing your fullest and most authentic potential and having the most significant impact. Learn steps for achieving your dreams, gain clarity about what you are looking for in a job and about what you have to offer that makes you stand out, and discover an inner resource of energy and inspiration that will inform every decision, give real meaning to your life and work, and sustain you through both the challenges and rewards of human service work.

SW 552 - Liberation Health in the Comm (0)

Empowerment is an important role for social work practitioners. This mini course will focus on helping clients and participants make connections between their individual personal problems and the larger systemic issues that affect their and our lives.

SW 553 - International Social Work (3.00)

The course will focus on advocacy and social action from a global perspective. Themes pertinent to international social work in developing countries, such as poverty, hunger, education, globalization, sustainable development, colonialism, and imperialism will be addressed. In addition, the role of civil society, non-governmental organizations, the United Nations, the World Bank, WTO, and IMF in eradicating these conditions will be explored and analyzed using a social justice and human rights perspective in developing countries. In this course, students will also learn about what constitutes international social work, social action and advocacy, and the role of social work in promoting change. Students will be required to develop and implement a project that involves some aspect of advocacy and social action.

Prerequisite: SW-401A or Advanced Standing.

SW 553M - International Social Work: Advocacy and_Social Action From a Global Perspective_A Global Perspective (3)

This three-credit, spring semester course, is designed to allow students to learn in-depth about international social work, social welfare policy, advocacy, and social action from a global perspective.   In this course students will learn about international social work and, social welfare services, advocacy and social action practices in Third World, developing countries. Using principles of social justice, human rights, and development as the overarching theoretical frameworks, the course will include content on topics and themes ranging from colonization, globalization and its impact on Third World countries, sustainable development, poverty, discrimination, oppression, and human rights, etc. This course offers a study abroad component to Ghana, W. Africa (SW 553-M) where students will learn first-hand about social work, social welfare, advocacy, and social action in a Third World, developing country. Please registrar for this course through study abroad.

SW 553T - Program Costs (0)

SW 554 - Health Care Policy and Social Action (3.00)

In this course, students will gain understanding of health care policy and health care services in the U. S. The culture of illness and society's response to health care needs of individuals will be examined. We will also examine historical and contemporary health policy, as well as social, economic, political, and cultural theories of health and illness, poverty and social justice related to affordability, availability and accessibility of health care services. Managed care models, health maintenance organizations, community health centers, and private practice in health care, financing health care through private and public funding streams (e.g., Medicaid, Medicare, SCHIP, Employer provided, etc.) will also be analyzed for their utility. This course will focus on theories and practice of advocacy and, social and political action that promote social justice within organizations, the larger community, and society. Students will apply the knowledge gained to formulate, influence, and advocate for policy changes in health care delivery at the organizational and/or state and federal level.

Prerequisite: SW-401A or Advanced Standing.

SW 555 - Mindfullness Based Clinical Skills (3)

Learn and apply principles and skills of mindfulness, and clinical skills of engagement, relationship and empowerment that are transferable across any practice setting. Benefits include an increased ability to both focus and shift attention, to listen more keenly and hear nuance, and to self-manage; a more empowered relationship to thinking; increased vitality and decreased stress; and an increased ability to engage clients and develop positive relationships in early sessions.

SW 556 - International Perspectives on Families_In Migration: Transformations in Family_Relations and Roles, and Effect on_Individual Development (3)

The course focuses on the experiences of immigrant families as well as other families undergoing other cultural transitions. It will address transformations that take in family relations, family roles, and individual development. The aim of the course is to sensitize students to these experiences in order to widen their understanding and improve their interventions with families in cultural transition. Issues addressed will include processes that take place in the family as a system, parent-child relationships, marital relationships, intergenerational issues and approaches to intervention with immigrant families. Learning materials will include the literature, case material, as well as interviews with families conducted by the students and presented and discussed in class.

SW 557 - Clinical Practice With Immigrants and Refugees (3.00)

Practice with refugees and immigrants require specialized knowledge about the unique issues of these populations. It also requires specialized adaptations and applications of services and interventions that are grounded in multiculturally responsive, flexible and when appropriate, community-based methods. This course will provide a comprehensive perspective of social work practice-a perspective that entails examination of the multiple factors that effect immigrants and refugees and relevant practice approaches. The course draws on multiple theoretical perspectives including empowerment, ecological, psychodynamic and systemic approaches to practice. Knowledge from political science and history, for example, facilitates an understanding of the influence of immigration policy on the lives of immigrants.

Prerequisite: SW-401 and SW-411, or Advanced Standing .

SW 558 - Human Services in Developing Countries: Uganda (3.00)

The focus of this course is to understand relevant theories and strategies of advocacy and social action that promote social justice within organizations, the larger community, and society. Students will gain understanding of theories and skills in regard to social, economic, political, and organization systems, and will use this knowledge to influence, formulate, and advocate for policy and other changes to meet the needs of clients and people who experience oppression. They will develop skills to create change that is founded on the principles and ideas of social, distributive, political, and economic justice so that people receive their legal, civil, social and economic rights, with a framework of safety, security, and equity. These advocacy and critical thinking skills will be understood within a professional social work value framework that views social workers as allies with oppressed groups to assist people to empower themselves and receive full access, inclusion, rights, and quality of life and well-being within society. This course also examines the impact of social problems with focus on HIV/AIDS in Uganda and the role of social work. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. Key concepts examined include the Health Belief Model, the Social Change Communication theory and micro-empowerment economic theory. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. Ultimately, the course seeks to explore ways of integrating such learning in the context of social work and social action. The students will take a 3-week study tour in the country in order to study social problems and learn about the cultural context of delivery of human services in a developing country.

Prerequisite: None.

SW 558M - Human Services in Developing Countries: Uganda (3.00)

The focus of this course is to understand relevant theories and strategies of advocacy and social action that promote social justice within organizations, the larger community, and society. Students will gain understanding of theories and skills in regard to social, economic, political, and organization systems, and will use this knowledge to influence, formulate, and advocate for policy and other changes to meet the needs of clients and people who experience oppression. They will develop skills to create change that is founded on the principles and ideas of social, distributive, political, and economic justice so that people receive their legal, civil, social and economic rights, with a framework of safety, security, and equity. These advocacy and critical thinking skills will be understood within a professional social work value framework that views social workers as allies with oppressed groups to assist people to empower themselves and receive full access, inclusion, rights, and quality of life and well-being within society. This course also examines the impact of social problems with focus on HIV/AIDS in Uganda and the role of social work. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. Key concepts examined include the Health Belief Model, the Social Change Communication theory and micro-empowerment economic theory. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. Ultimately, the course seeks to explore ways of integrating such learning in the context of social work and social action. The students will take a 3-week study tour in the country in order to study social problems and learn about the cultural context of delivery of human services in a developing country.

Prerequisite: SW-401 or SW-401A.

SW 558T - Uganda Program Costs (0)

SW 559 - The Power of Relationships: Constructive_Conversations and New Possibilites (3)

SW 561 - SW Practice W/Children in Schools & Therapeutic Settings (3.00)

This course will provide social work students with the knowledge and clinical skills necessary to work therapeutically with children and families. Beginning topics will include the importance of early intervention with parents and children and the need to understand the challenges of parenting, stressing strategies to strengthen the parent-child relationship. This theme will continue with an in-depth study of the early attachment relationship, the consequences of trauma on the neurobiological, emotional and social growth and development of children, and the effects of these factors on children's capacity for learning. Emphasis will be placed on the assessment and treatment with young children (preschool through grade 6) in the public school as well as strategies for engaging parents in the school setting. Students will broaden their understanding of the school social worker's role as counselor, educator, consultant and crisis worker on behalf of children and families. Student inquiry and learning will be guided via professional articles, group engagement and hands-on activities.

Prerequisite: SW-401A and SW-411A, or Advanced Standing .

SW 562 - Narrative Family Therapy (3)

Prerequisite: Required SW 421 SW 411 SW 446 or instructor consent.

SW 563 - Collaborative Approaches to Family_Therapy (3)

Collaborative approaches to therapy assume that our clients have expertise regarding their needs and how their families work, as well as the tools necessary to move in their preferred direction. This framework means that the Social Worker's role is close to that of a consultant, who has the skills to facilitate the family's recognition of their strengths, including ways in which the family is already working well, and ways of leveraging these successes to address areas where the family is challenged. This course will offer approaches to treatment and assessment that will utilize strengths-based perspectives to help families articulate their values and intentions, and then use their values and intentions as a platform from which to move in preferred directions. Through readings, lecture, discussion, and practical exercises, students will be immersed in a collaborative worldview, one that many find refreshing and yet daunting at first to integrate into practice because of our culture's affinity for problem- saturated models. To facilitate students' shift to collaborative practice, the course will introduce students to several collaborative frameworks and associated methods.

Prerequisite: Required Take SW 421, SW 411, SW 446; .

SW 564 - S.W. w/ Immigrants & Refugees (3)

SW 565 - Applied Theater (3)

Words and talk don't always work with clients and colleagues. How do you listen in creative ways that enable your clients to feel deeply understood? How do you use creative methods to build trust and interaction in a group? This course takes powerful tools from the field of theatre and applies it to social work. You do not need to be an actor-- you just have to be eager to learn how to be a superb listener! Learn a set of skills you are unlikely to find elsewhere at Simmons, to use with your social work clients, with individuals and with groups, as well as perhaps in your personal life. You will learn profoundly effective listening techniques from Playback Theatre (a form derived from Drama Therapy), problem-solving skills from Theatre of the Oppressed, and conflict-resolution skills from Nonviolent Communication. You will receive coaching in using these skills and in how to present them clearly, and then experiment with taking one or more of the skills into the field. Near the end of the course we will present our learning to members of the wider community. This course meets the requirement for a clinical practice elective. The course will run for 4 Saturdays, with sessions running 9:30-4:30pm.

SW 566 - Play Therapy (3.00)

This class is an introduction to a variety of theories and principles of play therapy. Case material, including student's own material will be used. Readings, videos, case discussions, and experiential activities will be used to deepen the student's understanding of theory and technique. Students will be encouraged to gain comfort in their work with children and to explore their own theoretical orientation. Upon completion, students will have a clear foundation from which to treat children of all ages. This course meets the requirement for a clinical practice elective.

Prerequisite: SW-421B or Advanced Standing.

SW 567 - S.W. Prac. in Crim. Just. Sys (3)

This course begins by introducing students to the complexity of the criminal justice system in the US and offers international comparisons with an emphasis on human rights and social justice. Theories of crime, deviance, and social inequality will be examined to provide an understanding of individual and societal factors that bring people into the criminal justice system as offenders and victims of crime, as inmates in correctional settings, and as families or individuals in family or civil courts. A wide array of social work roles and interventions will be explored with a focus on how to survive in criminal justice and corrections settings, how to hold a vision of justice in often unjust situations, and how to work with the complex lives of people involved in the system. Special topics will include: working with female offenders, people with substance abuse and mental health issues who are incarcerated, the role of trauma in the lives of incarcerated populations, and social work roles as victims advocates. This course meets the requirement for a clinical practice elective

Prerequisite: Required Take SW 421a SW 446.

SW 568 - Evidence Based Practice in Substance_Abuse (3)

This course will introduce students to the principles of evidence-based practice. Students will be introduced to several examples of evidence-based practices (e.g., motivational interviewing, AUDIT, BASICS, 3-S Therapy) and asked to consider how they can be applied to their own practice. Increasingly social workers are expected to identify and apply best practices in their work. It is important that this information be adopted with consideration for the current research and knowledge in the area, the context of the client's needs, and the practice environment. Students will have the opportunity to learn for examples of evidence-based practice in substance abuse and apply one in their field placement. The goals are to prepare students to be informed about the benefits and challenges of using evidence-based practice principles in their practice now and after graduation, be able to critically examine the feasibility, appropriateness,and effectiveness of an evidence-based practice and the ability to communicate the rationale for the choice of a particular evidence-based practice.

SW 569 - Advanced Standing Seminar (3.00)

Required for students in the Advanced Standing program, this course is designed to provide a bridge to the concentration year clinical curriculum and field placement. A strong emphasis is on exploring the development of a professional social work identity and on supporting student's increasing self-awareness and ability to learn from practice experience. The course will focus on broadening the capacity for the use of self, promoting reflective practice, conceptualizing various theoretical perspectives and their application to clinical work and enhancing the ability to work across difference.

Prerequisite: Advanced Standing.

SW 570 - SW Practice w/ Alcohol & Drug (3)

Prerequisite: Assessment and Diagnosis (414) Students are introduced to theory and practice with people who experience problems with alcohol and drugs. Drug and alcohol problems are considered independent of, and in combination with other social problems. A range of self-help programs and professional services are considered, as well as prevention, education, service organization, and policy issues

Prerequisite: Required Take SW 411;.

SW 571 - Clinical SW With Addictions (3)

SW571: Clinical Social Work with Addictions   This course will focus on the nature, etiology and treatment of addictions. It will primarily focus on alcohol, but will also address other chemical and physiological substances. The course will consider the bio-psycho-social nature of abuse and dependence. We will consider the Twelve Step treatment tradition with its spiritual component as well as other treatment approaches such as harm reduction.   Prerequisites: SW401A, SW411A, and SW421B. This course meets the requirement for a clinical practice elective.

Prerequisite: Required TAKE SW 421B or SW ADVST;.

SW 572 - Iss. in Treat. of Mental Ill. (3)

Prerequisite: Required Take SW 411a SW 411b.

SW 573 - Clinical SW w/ Child & Family (3)

This course will enhance students? knowledge and skills about clinical social work with children and their families. Using an integrative model, it will help students enhance their capacity to make biopsychosocial assessments of children and develop treatment plans utilizing play therapy, cognitive behavioral therapy, parent guidance, and family therapy. A particular focus will be to expand knowledge about specific social and behavioral problems commonly seen in social work practice, including child abuse, depression and loss, anxiety disorders, and trauma. Special attention will be given to skill building via case presentations, and videos. This course meets the requirement for a clinical practice elective.

Prerequisite: Required Take SW 411a SW 411b SW 421a SW 421b SW 424 SW 446.

SW 574 - Child & Family Therapy Pract. (3)

SW 575 - SW Pract & Asses W/ Non. Trad (3)

SW Pract and Assessment w/ non trad. families

Prerequisite: Required Take sw 421A sw 446;.

SW 576 - Social Work Practice: Disorders of Dissociation (3.00)

This course presents an overview of dissociative symptoms and disorders, and conceptual frameworks for understanding them. Methods of addressing dissociative symptoms and a model for treating dissociative disorders will also be reviewed. This course meets the requirement for a Advanced clinical practice elective.

Prerequisite: SW-414 and SW-421B.

SW 577 - Social Work w/ Groups (3.00)

This course is an exploration of the ways in which groups can bring clients together to support, challenge, and create meaningful connections with each other. Through mutual aid, group members can learn the skills that will enable them to improve the relationships in their lives, be more empowered as individuals and community members, and mobilize for social change. Students will concurrently build theoretical and skills-based knowledge and will practice and reflect on various techniques that will enable them to facilitate groups in a wide array of settings across client populations.

Prerequisite: None.

SW 578 - Contemporary Social Work Practice & Mental Illness (3.00)

This course is designed to increase interest in and sensitivity to issues related to persistent mental illness. We will explore the question of what constitutes those with severe mental illnesses, evaluate historical explanations and address the implication of the stigma associated with the illnesses. The contributions of different theoretical perspectives and how they expand our understanding of these complex situations are discussed. Various models of treatment are presented, including: medication, psychodynamic, psychoeducational, and rehabilitation focuses. The actual experiences of those with the illness and their families will be highlighted through guest presentations and film. Students are encouraged to bring in materials from their field experiences.

Prerequisite: SW-421B or Advanced Standing.

SW 579 - SW Practice w/ Adolescents (3)

This course will examine the major areas of adolescent development including interpersonal and contextual changes and behaviors. The course will focus on developmental issues faced by adolescents and topics will include identity development, risk-taking behavior, psychosocial adjustment, delinquency, substance use/abuse, depression and suicidality, psychological disorders, resilience and protective factors. Normal adolescent development. Attention will also be given to identifying and developing the skills necessary to engage youth and their families at various levels of practice by critically examining the influences of community, government, and society as well as the implications for prevention intervention programs for adolescents. This course meets the requirement for a clinical practice elective.

SW 580 - Ethical Issues in SW (2)

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SW 581 - Feminist Theories and Social Work Practice (3.00)

Students in this course will examine several branches of feminist theory, learn how each branch defines social problems, and determine how the theories can guide social work practice at multiple intervention levels. Students will analyze the benefits and constraints of applying each of the theories to common social work problems including violence against women, alcohol problems, and other social work practice issues of interest to students.

Prerequisite: None.

SW 582 - Attachment, Neurobiology & Social Work Practice (3.00)

This course addresses the important influences of early and later attachment relationships on one's cognitive, emotional, relational, and neurobiological development. It looks at the ways that interpersonal, community, and cultural connections serve critical neurobiological functions in regulating a person's sense of security and containment, and capacities to act on her strengths. The class examines contemporary research in attachment theory, interpersonal communication, and brain development to understand many clients' presenting symptoms as products of their having had to adapt to chronic extreme stress with limited essential relational and community resources. Students look through a lens of interpersonal neurobiology at common child and adult symptoms of post-traumatic stress related learning difficulties, anxiety, and depression; dysregulation of behaviors associated with violence and addiction; and difficulties negotiating relationships. They learn about the brain's ability to change throughout one's life and specific individual and community interventions that promote these changes.

Prerequisite: SW-421B or Advanced Standing.

SW 583 - Social Action & Gerontology (3.00)

An in-depth understanding of specific issues related to older adults and their families, supporting successful aging, and promoting the older person's empowerment is one outcome from this course. Topics include facts and myths of aging, demographics, diversity of aging, family care-giving, long-term care, elder abuse, death, loss, bereavement, dementia, Alzheimer's disease, depression, sexuality, religion and spirituality are discussed in the context of both policy and practice. Some attention will be given in class lectures to aging around the world and to cross cultural comparisons. Topics that do not appear on the syllabus but are of interest to students may be included in class discussions and can be the focus of the final required paper. Relevant research will be discussed.

Prerequisite: SW-401A or Advanced Standing.

SW 584 - Interpersonal Psychotherapy for Social Work (3.00)

Psychodynamic theory offers rich and complex ways of understanding human behavior and interaction. It is useful in many clinical settings in brief encounters as well as long-term work. It can be an aid in building strong relationships with clients and a means of understanding and managing one's own reactions to different clients. This course, will explore ways of using psychodynamic theory to inform work with individual adults within the matrix of social work values and interest in context, diversity and social justice. This course will offer a review of recent developments and trends in psychodynamic theory including key concepts in treatment such as transference, countertransference, enactment, working through and affect. We will look at psychodynamic approaches to trauma, crises and desperate situations and the unique aspects of dynamic work with people stressed by poverty. One outcome of this course is to be able to construct a psychodynamic formulation. The class will employ a seminar format with lectures and class discussion of readings. Students' cases will be used to show the application of these ideas and students will be expected to present their clinical work. The major assignment will involve in-depth research into a clinical concept (of the student's choosing) and a discussion of the application of this concept to one or more of the student's cases.

Prerequisite: SW-421B or Advanced Standing.

SW 585 - Undoing Racism (3.00)

This course will focus on skills and actions for students who will learn specific strategies to facilitate and create UnDoing Racism initiatives in their communities and respective social service agencies. The course is an outgrowth of the Dynamics of Racism and Oppression course and is based on of Simmons College School of Social Work?s Academy* on UnDoing Racism and the People?s Institute philosophy and model. Students will be encouraged to partner with each other and with other community based institutions such as churches, NGOs, as well as, public and private organizations. A service project activity that the group will plan and implement together will be the ultimate outcome. This course meets the requirement for a social action course.

Prerequisite: SW-409.

SW 586 - Entrepreneurship (0)

SW586: Entrepreneurship: Urban Leadership Program Students.   To be a leader in this new world economy requires entrepreneurial thinking and action. The non-profit and socially minded profit arenas especially demand creativity and innovation in determining and delivering on the mission of the organization. Whether you plan to start your own social service organization or work your talent in an existing one, this introduction to entrepreneurship and creativity in idea generation and decision making will give you useful tools and food for thought. 0 credits.

SW 587 - Assessment and Treatment of Co-Occurring_Disorders (3)

SW587: Assessment and Treatment of Co-Occurring Disorders   This course examines the connection between mental illness and drug use as a clinical condition that occurs in multiple settings. Students are introduced to the growing science of neurobiology and its impact on clinical work. Important concepts such as "paradox of control" and self-medication thesis. This course will review the identified biological underpinnings of addiction and mental illness and how factors such as heredity, psychology and environment can combine to create "the perfect storm" for dual diagnosis. We will compare evidence-based treatment models such as CBT, DBT, Mindfulness Based Relapse Prevention and self-help groups. Format includes didactic presentation, application to case material, discussion, experiential exercises films and guest speakers.   Prerequisite: SW414. This course meets the requirement for a clinical practice elective.

SW 588 - Evidence Based Approaches to Childhood Trauma (3.00)

This course introduces students to the common concepts (general theory and foundational knowledge), components (intervention and treatment elements) and skills (practitioner skills) underlying evidence-based treatment for traumatized children and adolescents. The course will use cases that involve children and adolescents exposed to traumatic events such as natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g. domestic violence) and other traumatic events. The role of development, culture and empirical evidence in trauma-specific interventions with children, adolescents and their families will be highlighted. In keeping with the ecological perspective the level of functioning of primary care giving environments and the capacity of the community to facilitate restorative processes will be assessed.

Prerequisite: SW-421B or Advanced Standing.

SW 589 - Dialectical Behavioral Therapy in Clinical Social Work Practice (3.00)

This course provides an overview of the theoretical underpinnings and clinical applications of dialectical behavioral therapy. Students will learn how to implement DBT treatment methods include integrating skills training into psychotherapy into their clinical practice with a diverse client population who present with a range of disorders and psychosocial concerns. The four key skill sets include: distress tolerance, mindfulness, emotion regulation and interpersonal effectiveness. Case examples and role-play will be utilized. This course meets the requirement for a clinical practice elective.

Prerequisite: SW-421B and SW-411B.

SW 590 - Social Action (3.00)

The focus of this course is to understand relevant theories and strategies of advocacy and social action that promote social justice within organizations, the larger community, and society. Students will gain understanding of theories and skills in regard to social, economic, political, and organization systems, and will use this knowledge to influence, formulate, and advocate for policy and other changes to meet the needs of clients and all people who experience oppression. They will develop skills to create change that is founded on the principles and ideas of social, distributive, political, and economic justice so that people receive their legal, civil, social and economic rights, with a framework of safety, security, and equity. These advocacy and critical thinking skills will be understood within a professional social work value framework that views social workers as allies with oppressed groups to assist people to empower themselves and receive full access, inclusion, rights, and quality of life and well-being within society. Some sections focus on special topics areas including: military, disability, chronic illness, anti violence work, gerontology, international social work and social work in developing countries. Special topic focus is reflected in the course title. Detailed descriptions of sections appear in the SSW Course Catalog.

Prerequisite: SW-409 and SW-421B, Advanced Standing .

SW 595 - Child & Adolescent Assessment & Diagnosis (3.00)

This course will provide an overview of major diagnostic categories in child psychopathology and provide students with the skills and abilities to conduct clinical assessments with children and adolescents using a bio-psychosocial developmental framework. An area of focus is case formulation and diagnosis. Attention will be given to the dynamics of development and culture, and to the interrelations among biological, psychological, and social/cultural systems. Teaching techniques include didactic presentations, case examples, videos, guest lectures, and class discussions.

Prerequisite: SW-414 or Advnaced Standing.

SW 596 - Field Education Advanced Standing (5.00)

The goal of field education is to learn the application of theoretical concepts and social work principles and values learned in the classroom to clinical practice. Field education provides supervised learning of advanced practice skills with individuals, families and groups in a variety of clinical settings. This course section is for Advanced Standing students only in their Fall semester of study.

Prerequisite: Advanced Standing.

SW 598 - Leadership Development in Anti-Violence Work: S. Schecter Social Action Seminar (3.00)

Collaboratively sponsored by the Family Violence Prevention Fund, The Susan Schechter Leadership Development Fellowship and Simmons School of Social Work, this interdisciplinary seminar is open, with consent of the instructor, to graduate students from any school at Simmons. We encourage those with experience and interest in the fields of domestic violence and child abuse to register. We will study the movement to end violence against women and its connections to issues of race and poverty. Students will identify emerging issues relevant to their work and develop an action project, doing some independent library and field research. Our leadership model is based on the work of Susan Schechter, a feminist pioneer in the anti-violence movement. Through the Family Violence Prevention Fund, we will have access to a network of national leaders in the anti-violence movement. This course meets the requirement for a social action course.

Prerequisite: None.

SW 599 - Integrative Seminar: Strengthening Your (3)

This capstone seminar offers graduating students a structure for examining their professional development and integrating their Simmons experience. Using a reflective model for practice evaluation, students will review their work and the knowledge reflected in that work in the context of the theories they have learned and the questions that they have about practice. Through this process, they will have the opportunity to listen to their own professional voice and to weave together their experiences into an articulated personal practice approach and more defined perspective on their social work role and the professional development steps that they plan to take after graduation. This course meets the requirement for a clinical practice elective

Prerequisite: Required SW 424;.

SW 600 - Survey for Practice & Policy (3.00)

Well-designed surveys allow us to take one kind of measure of the human experience, represent the under-represented and hear the voices of under-represented populations, and disenfranchised segments of the population. How do diverse populations differ in perceptions of health care? How many people experience discrimination in housing? What are clients attitudes about policy changes in their provider agency? Do middle income families without health insurance forgo healthcare for their children? How many families in a particular catchment area report caretaking responsibilities for elders? Have attitudes toward same-sex marriage changed in Massachusetts since 2000? Answers to each of these questions have been discovered through surveys. With surveys we capture the attitudes and behaviors of people and policy makers all over the world, as well as in our neighborhoods and work settings. Course topics will include matching research design to data needs, understanding the role of qualitative research in quantitative survey measurement, probability and non probability sampling methods, developing questions and questionnaires, choosing modes and methods of data collection (including focus groups), analyzing survey data, and the effective presentation and reporting of survey findings to varied audiences.

Prerequisite: None.

SW 610 - Theoretical Approaches to Human Behavior (3.00)

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

Prerequisite: None.

SW 616 - Narrative Therapy Approaches (3)

This course will focus on acquisition of practice skills using a narrative therapeutic approach. It aims at teaching a therapeutic process based on a belief in the power of the specific language or languages used and the value of multiple perspectives in helping people reach preferred outcomes and maintain relationships. The course examines the research and conceptual underpinnings of narrative therapy. It will address issues of cultural diversity and narrative practice approaches with different populations groups. Using experiential methods and exercises, the course will engage participants in practice skills that promote collaboration through stances of openness, accountability, respect for power of community and the belief in client competence and reliance on clients own expertise. The course will pay attention to social problems on a micro and macro level. Students will be encouraged to observe and give feedback to each other. First, the course will review theories and models of narrative therapy; Second, it will address interventions and techniques of narrative practice; and finally, it will attend to special populations and special issues such as illness, disability, spirituality, abuse, eating disorders the elderly, families and children, groups, organizations, and larger systems.

SW 622 - Program Evaluation (3)

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

SW 623 - Philosophy of Science (3)

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SW 624 - Intervention Research (3.00)

This PhD-level course focuses on preparing advanced graduate students with the knowledge and skills needed to design and evaluate interventions that address social needs, problems, and conditions.

Prerequisite: None.

SW 625 - Social and Behavioral Theory (3.00)

This doctoral seminar is designed to deepen one's understanding of the myriad theories that guide social work practice and research at the individual, family, organizational, community, national, and global levels. Specifically, this seminar covers classic grand theories from sociology and economics, contemporary psychological theories and public health frameworks, and new developments in biopsycho-social understandings of human behavior in the social environment. Students will enhance their ability to articulate, critique, synthesize, and apply multiple theoretical perspectives to explain a range of complex social problems - including their anticipated dissertation topic. As a result, this course will prepare doctoral-level students to conduct theoretically-informed research and teaching.

Prerequisite: None.

SW 626 - Critical Analysis of Clinical Practice (3.00)

This course focuses on a reflective and critical analysis of clinical social work practice. It examines critical social work factors and practice models. The relationship of knowledge and action in the profession as well as some of the contemporary debates about practice are addressed. The course also seeks to compare clinical social work models. Using critical social work factors and processes of change, the course examines the context of best practices and critiques clinical practice, research on practice, and teaching about practice.

Prerequisite: None.

SW 628 - Applied Secondary Data Analysis (3.00)

This course will introduce doctoral students to the advantages and challenges of answering research questions using secondary data analysis. It will incorporate issues such as validity and operationalization, as well as data analytic issues, such as the use of sampling weights and incorporating complex survey design. In the course, students will examine publicly available secondary data in the field of social work and evaluate these data according to standards of representativeness, alignment with research questions and populations of interest, and level of analysis. Students will apply course content to design, execute, and share thoughtful data analysis, appropriate to their level of statistical training.

Prerequisite: None.

SW 630 - Advanced Clinical Practices (3.00)

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

Prerequisite: None.

SW 631 - Ways of Knowing Clinical Practice (3.00)

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

Prerequisite: None.

SW 632 - Writing the Stories of Clinical Social Work (3.00)

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

Prerequisite: None.

SW 633 - Survey Research Methods (3.00)

The course is designed to prepare social work professionals and researchers with an introduction to theory and practice in the design and conduct of surveys. Students will work individually and collectively to prepare for and conduct a survey that will be pilot tested during the course. Course topics will include: matching research design to data needs; understanding the role of qualitative research in quantitative survey measurement; probability and non-probability sampling methods; developing questions and questionnaires; choosing modes and methods of data collection; analyzing survey data; and the effective presentation and reporting of survey findings to relevant audiences.

Prerequisite: SW-651.

SW 634 - Policy Analysis in Political, Social and Economic Contexts (3.00)

This course offers an in-depth view of the social welfare policy process and systems in the United States with select comparisons from other nations. The aims of the course are to familiarize students with 1) a broad range of concepts, theories, and ideas about how social welfare policies and systems function, 2) social and economic justice critiques of social welfare policies and systems, and 3) processes of policy development, change, implementation and evaluation and how these related to social work practice and research. Reading, critical thinking, and peer discussion are emphasized as an approach to learning and processing course content. Policy analysis skills and tools are taught as a means of critically evaluating policy and linking policy frameworks and specific policy issues to students areas of research interest.

Prerequisite: None.

SW 635 - Qualitative Data Analysis (3.00)

This course is designed to introduce students to the elements of the qualitative research data analysis. Qualitative research methods provide a means for researchers "to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives" (Berg, 1998, p.7). In DEDU 653 you were introduced to the historical and philosophical foundations of qualitative research methodology, key research strategies in qualitative research and principles for research design in qualitative research. In this course, SW 635, you will deepen your understanding of these key research notions and develop hands-on understanding of techniques and tools used to conduct this research. This course includes an intensive analysis of the theory and practice of qualitative research, including a review of primary methods such as grounded theory, case study, narrative, phenomenology and an examination of additional methods such as ethnomethodology. Emphasis will be placed upon practice in research design, multiple methods of data collection, and exhaustive data analysis. The class will be a seminar with ample opportunities to discuss the implications of the choices made in designing, implementing and reporting on the findings of an IRB approved study. In order to complete the course, students will need to have access to an audio recorder and transcribe an interview or use a transcription service.

Prerequisite: None.

SW 636 - Logistic Regression (3)

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Prerequisite: Required SW 652.

SW 638 - Advanced Research Design & Methods (3)

This course will cover advanced technical and applied issues of designing and implementing quantitative and qualitative research designs and methods. Specific areas addressed will include: 1) research design trajectories, 2) sampling and recruitment, 3) methods of data collection, 4) variable selection and measurement, 5) data collection, preparation, and management, 6) choice and selection of analytic and statistical models, and 7) ethical issues related to research design. Specific issues relating to research with hard to reach and marginalized populations will be discussed. Participatory action research and translation of researching findings will be discussed within the context of particular research designs.

SW 639 - Women's Hlth & Mntl Hlth Rsrch (3)

This course will introduce students to social, psychological, anthropological, and feminist theories that provide a framework for studying the intersection of gender and culture and how these factors influence health and mental health. We will use this framework in our study of the following health and mental health issues: .   Maternal mortality and reproductive health .   HIV/AIDS .   Cancer .   Depression . Post-traumatic Stress Disorder Students will learn how to conduct a comparative analysis of women's health and mental health by analyzing cross-national survey data from a secondary data set. Implications of the research for social work practice with women challenged by various health and mental health issues will be explored.

SW 640 - Online Qualitative Research (3)

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SW 650 - Quantitative Scientific Methods (3.00)

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

Prerequisite: None.

SW 651 - Intro to Stat & Data Analysis (3.00)

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

Prerequisite: None.

SW 652 - Introduction to Multivariate Statistics (3.00)

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

Prerequisite: None.

SW 653 - Dissertation Seminar (3.00)

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

Prerequisite: None.

SW 654 - Qualitative Research Methods (3.00)

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

Prerequisite: None.

SW 655 - Advanced Qualitative Data Analysis (3)

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SW 660 - Independent Study (3.00)

This option is intendedto allow students to supplement their doctoral study in areas of special interest to them. Contact the director of the doctoral program for more information.

Prerequisite: None.

SW 667 - Advanced Topics in Ethics & Risk Management (3.00)

This seminar will address important ethical issues in social work research and practice that extend beyond the fundamentals. Topics will include: ethical challenges in research with special attention to regulatory processes, diverse/vulnerable populations, and scientific dishonesty; risk management in clinical and research settings from the individual practitioner and agency perspectives; ethical issues in training and supervision; ethical challenges in an evolving health care system; and ethical challenges in inter-professional settings. The common thread of the course will focus on making ethical decisions in challenging contexts.

Prerequisite: None.

SW 670 - Integrating Public Policy Issues & Outcomes Into SW Research (3.00)

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

Prerequisite: None.

SW 671 - Teaching Methodologies, Course Design, and Assessment (3.00)

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

Prerequisite: None.

SW 677 - Social Justice in Clin Pract (1)

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

SW 680 - Knwldg,val,&ethics (3)

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SW 681 - Dissertation Proposal Continuance (0)

This continuance course is for doctoral students who have successfully passed the comprehensive exam and completed the publishable paper requirement. Doctoral students register for this continuance through the semester that they defend their dissertation proposal. Before registering, doctoral students must have the permission of the doctoral program director. This is a required continuance.

Prerequisite: None.

SW 682 - Dissertation Continuance (0)

This continuance course is for doctoral students who have successfully defended their dissertation proposal and are now working on their dissertation. Doctoral students register for this continuance through the semester that they defend their dissertation and apply for graduation. Before registering, doctoral students must have the permission of the doctoral program director. This is a required continuance.

Prerequisite: None.

SW 683 - Ethics and Social Work (3)

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SW 684 - Approaches to Brief Treatment (3)

SW 685 - Intro to Structural Equation Modeling (3)

SW 690 - Doctoral Advising (0.00)

For students that have completed their coursework (45 credits), this non-course allows students to remain enrolled in the Simmons Doctoral program while working on their dissertations. There is a one-credit per semester charge, which is determined by the per credit tuition rate of the School of Social Work.

Prerequisite: None.

SW 691 - Doctoral Teaching Practicum (0)

This practicum is for Social Work doctoral students and focuses on developing and applying pedagogical skills in a classroom setting at the School of Social Work. Before registering, doctoral students must have a signed teaching practicum agreement with the faculty member they will be working with. This is a required practicum.

Prerequisite: None.

SW 692 - Doctoral Research Practicum (3)

This practicum is for Social Work doctoral students and focuses on developing and applying research skills while working on an active research study at the School of Social Work. Before registering, doctoral students must have a signed research practicum agreement with the faculty member they will be working with. This is a required practicum.

Prerequisite: None.

SW 699 - Doctoral Independent Study (3.00)

An individual program of reading, research, and writing on an approved topic, under the supervision of a member of the department. Topic and assignments are to be determined by the faculty member and student.

Prerequisite: None.

SW 901 - Relational & Multi-Contextual Treatment_Of Trauma (12)

SW 902 - Relat. & Contex. Treat. Trauma (0)

SW 903 - Chld. & Adol. Treat. of Trauma (3)

SW 905 - Advanced Group Work Practice (0)

WGST - WOMEN'S & GENDER STUDIES

WGST 540 - Intimate Family Violence:_A Multicultural Perspective (4)

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

Crosslisted as: WGST 340.

WGST 553 - Special Topics Seminar (4)

Intensively examines a significant issue in Women's and Gender Studies.

Prerequisite: None.

WGST 554 - Feminist Theories (4.00)

Examines the development and current manifestations of different feminist views, including liberal, radical, and Marxist feminism, as well as more recent feminist theory deploying psychoanalysis, postmodernism, and multiculturalism.

Prerequisite: None. Crosslisted as: WGST 354.

WGST 556 - Feminist International Relations (4.00)

Analyzes global politics from a feminist and gendered perspective on foreign policies, conduct of war, military, and prospects for development. Explores gender and sexuality in the construction of nationalism and identity, justice for war crimes and human rights abuses, trafficking in persons, resolution of conflict, and terrorism.

Prerequisite: None. Crosslisted as: POLS 356, POLS 556.

WGST 565 - Intimate Family Violence (4.00)

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 include: violence against women, children, intimate partners, and elderly family members.

Prerequisite: None. Crosslisted as: AST 365, SOCI 365, WGST 365.

WGST 580 - Gender and Queer Theory (4.00)

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.

Prerequisite: None. Crosslisted as: WGST 380.

WGST 590 - Seminar (4.00)

Western philosophy has long claimed to be both "the view from nowhere" and the "view from everywhere." That universalizing perspective implies that gender is an "accident," and irrelevant to real philosophical analysis. This course will (1) consider possible reasons why philosophy has been "gender-less;" (2) seek to understand philosophy's misogyny and responses to it; and (3) examine the ways that feminist theory and practice have transformed recent philosophy, including postmodern philosophy.

Prerequisite: None. Crosslisted as: PHIL 390, WGST 390.

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