2021-2022 Graduate Course Catalog
**ABOUT SIMMONS**

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

The 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).

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 Science
  • Masters in Public Health
Department of Sociology: Bachelor of Arts

Cross-College Dual and Joint 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 and Public Policy (Joint Degree)
• 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 SLIS West (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 2021 Academic Calendars
(for additional details, please refer to the web site: https://www.simmons.edu/academics/academic-calendar)

September 1, 2021 - 1st day of classes for all undergraduate students, on campus graduate students, and online Nutrition and Library and Information Science students

September 6, 2021 - Labor Day: no undergraduate classes, on campus graduate classes, or online graduate Nutrition or online Library and Information Science classes

September 13, 2021 - 1st day of classes for Nursing, Social Work, Behavior Analysis @Simmons online program graduate students
September 23, 2021 - Graduate Commencement Exercises

October 4, 2021 - 1st day of classes for MPH@Simmons online students

November 1, 2021 - 1st day of classes for Nursing and Social Work @Simmons online program T3 / Off-cycle graduate students

November 9, 2021 (Tuesday) - Administrative Thursday. Thursday classes meet for all undergraduate students, on campus graduate students, and online Nutrition and Library and Information Science students.

November 11, 2021 - Veteran's Day: no undergraduate classes, on campus graduate classes, or online graduate Nutrition or online Library and Information Science classes

November 24-26, 2021 - Thanksgiving break: no undergraduate classes, on campus graduate classes, or online graduate Nutrition or online Library and Information Science classes

December 14, 2021 - Last day of classes for all undergraduates, on campus graduate students, online graduate Nutrition students, and online Library and Information Science students

December 15, 2021 - Reading/Review Day for all undergraduates, on campus graduate students, online graduate Nutrition students, and online Library and Information Science students

December 16 - 21, 2021 - Final exam period for all undergraduates, on campus graduate students, online graduate Nutrition students, and online Library and Information Science students

December 19, 2021 - Last day of classes for MPH @Simmons online students and Nursing, Social Work, and Behavior Analysis @Simmons September term students

Spring 2022 Academic Calendars

January 17, 2022 - 1st day of classes for MPH @Simmons online students and Nursing, Social Work, and Behavior Analysis @Simmons January term students

January 18, 2022 - 1st day of classes for all undergraduate students, on campus graduate students, and online Nutrition and Library and Information Science students

February 1, 2022 - Last day of classes for Nursing and Social Work @Simmons November term

March 7 - 11, 2022 - Spring Break for all undergraduate students, on campus graduate students, and online Nutrition and Library and Information Science students

March 14, 2022 - 1st day of classes for Nursing and Social Work @Simmons March term

March 24, 2022 - Graduate Commencement Exercises

April 3, 2022 - Last day of classes for MPH @Simmons January term

April 11, 2022 - 1st day of classes for MPH @Simmons April term

April 18, 2022 - Patriot's Day: no undergraduate classes, on campus graduate classes, or online graduate Nutrition or online Library and Information Science classes

April 24, 2022 - Last day of classes for Nursing, Social Work, and Behavior Analysis @Simmons January term students

May 9, 2022 - Last day of classes for all undergraduates, on campus graduate students, online graduate Nutrition students, and online Library and Information Science students

May 10, 2022 - Reading/Review Day for all undergraduates, on campus graduate students, online graduate Nutrition students, and online Library and Information Science students

May 11 - 14, 2022 - Final exam period for all undergraduates, on campus graduate students, online graduate Nutrition students, and online Library and Information Science students

May 20, 2022 - University, Undergraduate, Graduate Commencement Exercises
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 Student Affairs
Dr. Renique Kersh The primary focus of Dr. Kersh’s role is the student experience. She oversees residential life, Orientation and first-year programs, community standards, student support, student leadership and activities, the Health Center, the Counseling Center, Spiritual Life, and athletics and recreation. Dr. Kersh came to Simmons from Northern Illinois University, where she served as associate vice provost for student engagement and success. She holds a PhD in Community Health from the University of Illinois; an MEd in Counseling and Personnel Services, with an emphasis in College Student Personnel from the University of Maryland, and a BA in communications from Oakland University.

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.

**Vice Provost**
Dr. Stephanie Berzin came to Simmons in 2018 as Dean of the College of Social Sciences, Policy and Practice and served in that position until September 2021. The Vice Provost is primarily responsible for the execution of strategic priorities including: the CompleteDegree@Simmons program for adult learners, supported by 2U; the Simmons Experience Program, supported by Gallup; supervision of the Center for Excellence in Teaching and the Career Education Center; establishment of Carnegie Foundation Elective Classification in Leadership; and other priorities as determined by the Provost or other senior leadership and strategic planning. In addition, the Vice Provost collaborates and partners with the Provost and works directly with the Deans and other members of the Provost’s staff on, including but not limited to, curricular and personnel issues, on strategic academic plans and policies, and on the effective implementation of the Faculty Policy Manual. Prior to her arrival at Simmons, served as Assistant Dean for the Doctoral Program at the Boston College School of Social Work. 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.

**Interim Dean of the College of Social Sciences, Policy, and Practice**
Dr. Valerie Leiter has taught on medical sociology, research methods, food, drugs, and epidemiology and conducts research on children and youth with disabilities, medicalization, medical devices, and gender and health. Her first book Their Time Has Come: Youth with Disabilities on the Cusp of Adulthood (2012) was a result of her William T. Grant Foundation Scholars project on the “Transition to Adulthood Among Youth with Disabilities.” The Sociology of Health & Illness: Critical Perspectives (10th edition), co-edited with Peter Conrad was published in 2018. Dr. Leiter received her PhD in Sociology and Social Policy from Brandeis University; A.M. in Sociology from Harvard University, and her B.A. in Sociology from the, State University of New York at Albany.

**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.

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.

Interim Dean of the Undergraduate Program
Dr. Kelly Hager, as Interim Dean of the Undergraduate Program, is responsible for the Simmons General Education Program: PLAN — Purpose, Leadership, Action. She previously served as the chair of the English and of the Women’s & Gender Studies departments and as the director of the graduate program in Gender/Cultural Studies. Her research and teaching interests focus on Victorian literature, children’s literature, reading practices, and gender history. She is the author of Dickens and the Rise of Divorce: The Failed-Marriage Plot and the Novel Tradition (2010, pb 2017). She co-authored the Instructor’s Guide for the Norton Introduction to Literature and co-edited a special issue of Victorian Review on "Extending Families." Her current research examines the gendered history of reading, in theory and in practice.
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 Code of Conduct 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 these Catalogs, 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

Introduction

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 directly related to a student that are maintained by an educational institution. Such records are kept in the Office of the Vice President of Student Affairs, the Office of the Registrar, faculty advisors' offices, and the Center for Student Success. 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.
- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- Information regarding other students.
• Records created or received by the University after the person is no longer in attendance at the University and that are not directly related to the person’s attendance.

• Treatment records, which are records that are (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) made, maintained, or used only in connection with treatment of the student; and (3) disclosed only to individuals providing the treatment. For purposes of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction.

• Records maintained by the Simmons University Police Department or other law enforcement unit of the University that are created and maintained only by that law enforcement unit for a law enforcement purpose.

• Records relating to an individual who is employed by the University that (1) are made and maintained in the normal course of business; (2) relate exclusively to the individual in that individual’s capacity as an employee; and (3) are not available for use for any other purpose. Records relating to an individual in attendance at the University who is employed as a result of his or her status as a student are education records and are not excepted.

**Student Access to Records**

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. If the keeper of the education record determines that a portion of the material sought is of a nature that should not be disclosed to the student, he or she shall notify the student that such information has been excluded from the record.

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 VP for Student Affairs or a designee.

**Directory Information**

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 of 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 for some or all of the information listed above to be omitted from the directory must so indicate by writing to the Office of the Registrar.

**Disclosure of Records to Third Parties**

FERPA permits, but does not require, the University to disclose personally identifiable information from education records to certain third parties without the student’s consent, provided that any requirements of FERPA and this Policy are met. Before making any disclosure of personally identifiable information from education records to any party, the University (and any individual acting on behalf of the University) must use reasonable methods to identify and authenticate the identity of that party. Disclosures of personally identifiable information may be made to the following persons:
• Officials at an institution where the student is enrolled or applying for admission;
• Persons or organizations providing financial aid to a student (not including parents) or making decisions with respect to the student’s financial aid;
• The parents of a student who is a dependent for income tax purposes;
• Accrediting and educational testing organizations carrying out their accrediting functions;
• Authorized representatives of the Comptroller General of the United States, Secretary of Education, U.S. Attorney General (for law enforcement purposes only), and state and local educational authorities, if the disclosure is in connection with an audit or evaluation of federal or state supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs; provided in most cases that the information must be protected in a manner that does not permit the personal identification of individuals by anyone other than the applicable agency and must be destroyed when no longer needed for the purpose they were disclosed;
• Persons in compliance with a judicial order or lawfully issued subpoena, provided that the University makes a reasonable effort to notify a student at least seven days prior to disclosure of the education record (absent a court order or other applicable law prohibiting such notification);
• A court in connection with a legal action brought by a student against the University or brought by the University against a parent or student;
• Appropriate persons in a health or safety emergency if the University determines, in light of the circumstances and information available at the time, that knowledge of the information is necessary to protect the health or safety 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.

**Disclosure of Records with Consent**

With the exception of the permitted disclosures described above, the University may make disclosures of personally identifiable information from an education record only if the student consents in writing.

**Complaints of Violations**

A student who believes that his or her rights under FERPA have been violated may file a written complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

**Questions**

Further questions about FERPA should be directed to the Offices of the Vice President for Student Affairs or the Office of the Registrar.

**Contacts:**

**Registrar’s Office:**
Shirley Alexander-Hunt, Registrar
Email: registrar@simmons.edu

**Office of the VP for Student Affairs:**
Renique Kersh, VP for Student Affairs
Email: renique.kersh@simmons.edu
**EQUAL ACCESS POLICY**

**Our Commitment to Diversity, Equity, Inclusion, and Belonging**

Simmons University is committed to holding true to our founding principle of inclusion — embracing students from all backgrounds and all forms of human uniqueness to create an environment of true diversity. We invite you to learn more about our vision, initiatives, and accomplishments relating to diversity, equity, inclusion, and belonging at Simmons by visiting Simmons’ Office of Organizational Culture, Equity, and Inclusion and our President’s Advisory Council on Diversity, Equity, and Inclusion.

**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 goals include preparing students and other members of the Simmons community to be well informed, open-minded, and respectful of the values and diversity of others.

Simmons is, therefore, committed to the following principles:

- We support equal educational and employment opportunities for all persons, based on each individual’s qualifications and fitness, and we seek to administer our university policies without regard to race, color, sex, sexual orientation, gender identity or expression, marital or parental status, religion, age, national or ethnic origin, socio-economic status, ancestry, disability, veterans’ status or genetic predisposition.

- We strive to administer our educational programs and activities, as well as the employment opportunities we provide, in accordance with all relevant state and federal requirements and implementing regulations. This includes, but is not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Titles I and III of the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, the Massachusetts Equal Rights Law (M.G.L. 93, Section 102 et seq.), Equal Pay Act of 1963, the Massachusetts Equal Pay Act, and Chapter 151B of the General Laws of Massachusetts, as amended.

- We are committed to making our programs and activities accessible to individuals with disabilities, including our online/digital services and offerings. We recognize that in the virtual/online learning environment, technology-dependent teaching and learning processes may create unique and unanticipated access barriers. We encourage individuals to contact us if an obstacle to access is found to exist. (See below for how to do so.)

- We seek to build and maintain a Simmons where the diversity of our community members is met with understanding, respect, and encouragement, and where unlawful discrimination, harassment and retaliation by any member of the administration, faculty, staff, or student body against any other individual will be investigated, evaluated and redressed. The University does not tolerate unlawful discrimination or harassment of its employees or students or retaliation against those who report incidents of unlawful behavior or those who cooperate in the investigation of such complaints.

**Reporting Sexual Harassment:**

If you believe you have been subjected to sexual harassment, as defined in Simmons' Sexual Harassment Policy, please contact our Title IX Coordinator, Gretchen Groggel Ralston, at (617) 521-2768 or gretchen.groggelralston@simmons.edu.
Students 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 our Vice President for Student Affairs, Dr. Renique Kersh, at renique.kersh@simmons.edu.

Employees Reporting Discrimination or Retaliation:
If you are an employee and you believe you have been subjected to unlawful discrimination or retaliation, please contact Human Resources -- either our Vice President and Chief People Officer, Suzie Murphy, at (617) 521-2071 or suzanne.murphy2@simmons.edu, or our Senior Employee Relations Manager, David Hollinden, at (617) 521-3812 or jdavid.hollinden@simmons.edu.

Reporting a web/online accessibility barrier
Please use this form: http://www.simmons.edu/report-barrier
We are committed to making our programs and activities accessible to all individuals.

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 at 617-521-2276 or kathleen.rogers@simmons.edu.

Office of 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 (OAS), located in the Center for Student Success, is a strategy-based service that supports students both on the ground and online. 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, field and clinical accommodations.

The information located on the OAS website will help you to learn how to register with the OAS; and request accommodations; as well as access to other important information such as referral support offices the OAS partners with. Students must be fully registered and receive confirmation of eligibility before requests for academic, field or clinical accommodations can be made.

- 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.
- Students registered with OAS are expected to adhere to the same academic and behavioral standards as the rest of the University.
- A student’s initial connection and ongoing interaction with OAS is self-propelled.
- Accommodations are applied on a prospective basis - students are not entitled to have accommodations applied on a retroactive basis.
- 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.
• 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.

Students are welcome to make an appointment to visit us in the Center for Student Success, on the Ground Floor of Lefavour Hall or arrange for a Zoom meeting if reaching us remotely. Please contact the Office of Accessibility Services at access@simmons.edu to schedule an appointment or to review any questions or concerns.

**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 be 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.

All students with an absence due to an illness:

- Students are responsible for informing their instructors in advance of absence or tardiness.
- Students who expect to be absent from class should notify their instructors in advance.
- Students missing more than the maximum allotted classes may not be able to complete the course and may be encouraged or required to withdraw.*
- Students absent from class for two or more days due to illness should seek medical care. If a medical provider recommends an alteration to a student's schedule or a change in activities as part of a treatment plan, the student should inform their instructors and advisor immediately. Students may be asked to provide the Office of Student Affairs written documentation (in adherence with federal and state privacy and public health regulations) from the appropriate health care provider.
- Scheduled classes have priority when in conflict with the out-of-class exam or other activity scheduled for another course.
On Ground Graduate Students With An Absence Due To A COVID-19 Diagnosis:

If a student tests positive for COVID-19 through the Health Center’s testing protocol, they will receive notification from the Health Center with instructions on the requirements for isolation. If a student tests positive outside of the Health Center’s testing protocol, they should contact the Health Center immediately to inform them of the diagnosis. Faculty will be alerted to the student’s absence; students are responsible communicating with faculty to coordinate any missed work per this attendance policy. Both the student and the instructor will receive a notification prior to the clearance date to confirm the student’s ability to return to class. Students can be cleared when at least 10 days have passed since symptom onset AND at least 24 hours have passed since resolution of fever without the use of fever-reducing medications AND other symptoms have improved (e.g., cough, shortness of breath).

Some academic programs may have additional expectations or requirements that students will need to adhere to before returning to the classroom. This is particularly true for students in practicum and clinical experiences, where sites may also have specific requirements. Students should contact their program director or academic unit head (or department chair) (INCLUDE LINK HERE) to ensure that they understand the requirements and the process to be cleared to return.

Extenuating medical circumstance may result in a student’s need to consult with an advisor or academic unit head (program director) to discuss other options which may include a leave of absence (p. 23), a request for an incomplete (see your program handbook or program director), or a withdrawal (p. 25). If this is the case, the student should consult with their advisor or academic unit head (program director) (LINK) immediately to explore available options.

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 Workday, workday.simmons.edu. 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 (Registration) for detailed instructions. Students should consult an advisor, Program Director, or Department Chair whenever adding or withdrawing a course.

Adding Courses

During the Registration Priority Period (Add/Drop Period), students can add a course in Workday. Once course sections are listed on Workday, students can search for courses and add them to your Preferred Sections List even before your Registration Start Time. After your Registration Start Time has passed, you can register for the courses from your Preferred Sections List.

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 Registration 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

Adding Courses and Satisfactory Academic Progress

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.

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, Billing and Payment (Student Accounts), 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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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 for incompletes. 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 Academic unit head and by the Dean's Office. If the faculty member does not agree, the student may then follow the procedures and deadlines outlined below.

Deadlines: "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 Academic unit head for approval; the academic unit head 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.

Deadlines: 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 Academic unit head 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 Academic Unit Head.**

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 Academic unit head shall meet with the faculty member. If the faculty member, after discussion with the Academic unit head, 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 Academic unit head for approval; the Academic unit head 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 Academic unit head 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 Academic unit head, 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 Academic unit head. 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 grade appeal 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. (The Committee may be a standing or an ad hoc 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**

**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 Workday.

Students are required to maintain an accurate address with the College. If you will be moving please update your address via Workday 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 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 days for a paper check to clear before lifting any financial obligation holds.

Monthly Payment Plan
Simmons University, in partnership with TouchNet, offers a variety of payment plans to assist with managing the cost of higher education. Many students and families take advantage of a payment plan to cover their balance in full or to supplement any remaining balance not covered by financial aid or loans. The payment plan is an interest-free alternative to a lump sum payment on the due date. Such arrangements must be made well in advance of the bill due date to avoid late fees.


Online Payment - E-Check and Credit Card
Simmons University provides the convenience of making a quick and easy online payment towards your student account. 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. Debit and credit card payments are not accepted in person at the Cashier’s Window. Visit our billing and payments page for instructions on accessing the online student account center to make a payment online.
Authorized users

Students can authorize parents or other third parties to access their student account and make payments online. After access has been granted, the authorized user will automatically receive an email from sfs@simmons.edu 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 Online Student Account Center. They will not have access to anything on Workday, such as grades and registration information. Visit our billing and payments page for instructions on accessing the online student account center to authorize a third party.

Wire Transfers

For wire transfer instructions, please contact the Office of Student Financial Services at (617) 521-2001 or sfs@simmons.edu.

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.

Payment Deadlines

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

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 2021 to Summer 2022

Please also refer to the Simmons University website for current tuition and fees.
<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition (per credit)</th>
<th>Activity Fee (per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Analysis</td>
<td>$1,110</td>
<td>$116</td>
</tr>
<tr>
<td>Children’s Literature</td>
<td>$1,125</td>
<td>$60</td>
</tr>
<tr>
<td>MS Nutrition + Dietetic Internship</td>
<td>$39,680 (MS Nutrition: 31 Credit Hours); $11,520 (Internship, 9 credit hours; year 2)</td>
<td>$116 - Student fee $110 – CORI checks $7,306 – Health insurance if needed</td>
</tr>
<tr>
<td>Dietetic Internship (non-degree)</td>
<td>$15,360 ($1,280 per credit, including 3 graduate credits)</td>
<td>$116 - Student fee $110 – CORI checks $7,306 – Health insurance if needed</td>
</tr>
<tr>
<td>Education</td>
<td>$990</td>
<td>$60</td>
</tr>
<tr>
<td>Gender/Cultural Studies</td>
<td>$1,125</td>
<td>$60</td>
</tr>
<tr>
<td>Health Professions Education</td>
<td>$1,290</td>
<td>$116</td>
</tr>
<tr>
<td>History</td>
<td>$1,125</td>
<td>$60</td>
</tr>
<tr>
<td>Library and Information Science</td>
<td>$1,335</td>
<td>$60</td>
</tr>
<tr>
<td>Nursing (RN-MSN, MSN, DE post-licensure)</td>
<td>$1,210</td>
<td>$116</td>
</tr>
<tr>
<td>Nursing (DE pre-licensure, DNP)</td>
<td>$1,410</td>
<td>$116</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$1,280</td>
<td>$116</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>$1,365</td>
<td>$116 / $815 – Human Anatomy Lab one-time fee</td>
</tr>
<tr>
<td>Public Policy</td>
<td>$1,110</td>
<td>$60</td>
</tr>
<tr>
<td>Social Work</td>
<td>$1,110</td>
<td>$60/$75 – per field placement</td>
</tr>
<tr>
<td>Dual Degree: Education + Gender/Cultural Studies</td>
<td>$1,100</td>
<td>$60</td>
</tr>
<tr>
<td>Dual Degree: Education + History</td>
<td>$1,100</td>
<td>$60</td>
</tr>
<tr>
<td>Dual Degree: Gender/cultural studies + Public Policy</td>
<td>$1,110</td>
<td>$60</td>
</tr>
<tr>
<td>Dual Degree: Library and Information Science + Children’s Literature</td>
<td>$1,200</td>
<td>$60</td>
</tr>
<tr>
<td>Dual Degree: Library and Information Science + History</td>
<td>$1,270</td>
<td>$60</td>
</tr>
<tr>
<td>Online: Behavior Analysis @ Simmons</td>
<td>$1,110</td>
<td>$116</td>
</tr>
<tr>
<td>Online: MBA@Simmons and HCMBA@Simmons</td>
<td>$1,445</td>
<td>$168</td>
</tr>
<tr>
<td>Online: MPH @ Simmons</td>
<td>$1,500</td>
<td>$60</td>
</tr>
<tr>
<td>Online: Nursing @ Simmons (RN-MSN, MSN)</td>
<td>$1,210</td>
<td>$168</td>
</tr>
<tr>
<td>Online: Nursing@Simmons (DNP)</td>
<td>$1,410</td>
<td>$168</td>
</tr>
<tr>
<td>Online: SocialWork @ Simmons</td>
<td>$1,110</td>
<td>$60/$75 – per field placement</td>
</tr>
</tbody>
</table>
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 plans 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.

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

Return of Title IV Aid

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 overpayment. 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 overpayment. The student loses eligibility for further Title IV aid until resolved.

Example

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.

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:

<table>
<thead>
<tr>
<th>Count Toward GPA</th>
<th>Do Not Count Toward GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed courses</td>
<td>Withdrawals</td>
</tr>
<tr>
<td>Failed courses</td>
<td>Incompletes</td>
</tr>
<tr>
<td>Repeated courses</td>
<td>Transfer credits</td>
</tr>
</tbody>
</table>

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".

**SAP Appeal Decisions**

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

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 and the deadline to waive for the spring semester is December 15. Failure to submit a waiver by the stated deadline will result in mandatory enrollment in the Simmons University Student Health Insurance Plan with no possibility of reversal or refund of the insurance cost.

Tuition Refund Policies

The tuition refund policy applies to all Simmons University graduate students and is applicable to all Fall and Spring terms starting Fall 2021. 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 2021 & Spring 2022: All Graduate Students

<table>
<thead>
<tr>
<th>Course Dropped</th>
<th>% of Tuition Charges Canceled</th>
</tr>
</thead>
<tbody>
<tr>
<td>on or before 14 calendar days after term start</td>
<td>100%</td>
</tr>
<tr>
<td>on or before 21 calendar days after term start</td>
<td>80%</td>
</tr>
<tr>
<td>on or before 28 calendar days after term start</td>
<td>60%</td>
</tr>
<tr>
<td>on or before 35 calendar days after term start</td>
<td>40%</td>
</tr>
<tr>
<td>on or before 42 calendar days after term start</td>
<td>20%</td>
</tr>
<tr>
<td>43 or more days after term start</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Tuition Refund Schedule Condensed Graduate Courses

This refund schedule applies to on-campus graduate courses that are 2 weeks or shorter:

<table>
<thead>
<tr>
<th>Course Dropped</th>
<th>% of Tuition Charges Canceled</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before the first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>On or before the second day of class</td>
<td>80%</td>
</tr>
<tr>
<td>After the second day of class</td>
<td></td>
</tr>
</tbody>
</table>

### 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

### Tuition Refund Schedule for Online Students Residing in Maryland

<table>
<thead>
<tr>
<th>Proportion of Total Course, Program, Or Term Completed as of Date of Withdrawal or Termination</th>
<th>% of Tuition Charges Canceled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>90%</td>
</tr>
<tr>
<td>10% up to but not including 20%</td>
<td>80%</td>
</tr>
<tr>
<td>20% up to but not including 30%</td>
<td>60%</td>
</tr>
<tr>
<td>30% up to but not including 40%</td>
<td>40%</td>
</tr>
<tr>
<td>40% up to but not including 60%</td>
<td>20%</td>
</tr>
<tr>
<td>More than 60%</td>
<td>0%</td>
</tr>
</tbody>
</table>
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
Noelle Neault, Associate Professor of Practice, Graduate Chair, Program Director (campus-based programs)
Ronald Allen, Associate Professor of Practice, Doctoral Program Coordinator
Judah Axe, Professor
Claudia Campos Fleitas, Associate Professor, NTT, Director of Supervised Fieldwork—BehaviorAnalysis@Simmons
Phillip Chase, Associate Professor of Practice
Gretchen Dittrich, Associate Professor of Practice, Director of Mentoring (campus-based programs)
Russell Maguire, Associate Professor
Kylan Turner, Associate Professor of Practice, BehaviorAnalysis@Simmons Program Director

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. 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. 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 465  Theoretical & Applied Issues in Skinner’s Writings  4.00
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

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. (Five 2-credit courses.)

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 University recommends students work 30 hours per week to ensure they accrue sufficient hours.

Responsibilities include direct and clinical service provision to human clients for whom behavior analytic services are appropriate. Per BACB standards, no more than 40% 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.

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.

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 48-credit doctoral program designed to train and position qualified behavior analysts to make significant contributions to 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 48 semester hours, the equivalent of 9 courses, plus the completion of a dissertation. Students may enroll on either a full- or part-time basis beginning in the fall, spring, or summer semesters.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DABA 630</td>
<td>Experimental Analysis of Behavior</td>
<td>4.00</td>
</tr>
<tr>
<td>DABA 601</td>
<td>History of Behaviorism</td>
<td>4.00</td>
</tr>
<tr>
<td>DABA 640</td>
<td>Scholarly &amp; Professional Activity</td>
<td>4.00</td>
</tr>
<tr>
<td>DABA 690</td>
<td>Dissertation</td>
<td>4</td>
</tr>
<tr>
<td>DABA 699</td>
<td>Dissertation Extension</td>
<td>0</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DABA 610</td>
<td>Verbal Behavior</td>
<td>4.00</td>
</tr>
<tr>
<td>DABA 625</td>
<td>Advanced Functional Assessment &amp; Analysis</td>
<td>4.00</td>
</tr>
<tr>
<td>DABA 635</td>
<td>Behavioral Medicine</td>
<td>4.00</td>
</tr>
</tbody>
</table>
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
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 two Masters degrees
- the Master of Arts in Children's Literature (MA)
- the Master of Fine Arts in Writing for Children (MFA)

Dual Degree Programs

The Department of Children's Literature offers three dual degree programs:
- The MA/MFA combines the Master of Arts in Children's Literature (MA) and the Master of Fine Arts in Writing for Children (MFA)
- The MA/MS combines the Master of Arts Children's Literature (MA) with the Master of Science in Library and Information Science (MS)
- The MA/MAT combines the Master of Arts in Children's Literature (MA) with the Master of Arts in Teaching (MAT).

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, the MA in Children's Literature/MFA dual degree, and the MA in Children's Literature / MS in Library Science dual degree. In the MAMS, students may 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 the Boston Book Festival, Reach Out and Read, and 826 Boston. 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 for academic credit.

Delivery Mode or Modes Available (full-time, part-time, and locations)

Students in the MA, MFA, and MA/MFA typically enroll in eight - 10 credits per semester; in the MA/MS or MA/MAT programs, students typically take 10 (MA/MS) - 12 (MA/MAT) credits per term. This scheduling leaves graduate students time for employment and internship and employment opportunities.

Simmons offers the MA in Children's Literature, the MFA in Writing for Children, and the dual degree MAMF on the Boston campus and at The Eric Carle Museum of Picture Book Art in Amherst, MA. Students in any dual degree program (MA/MS or MA/MAT) may elect to take their MA (CHL) courses at the Carle. In addition, students are free to register across campuses, taking a course in Boston or in Amherst as their schedule and interests allow. MA/MS students may also choose to take their LIS courses in Boston, at SLIS-West in South Hadley, or online.
Weekend and Intensive Courses: Children's Literature courses may be scheduled to occur during a weekend or otherwise intensive course formatting, during which students may meet up to eight (8) hours daily to engage in coursework. While most weekend or intensive courses are two (2) credit courses and often fall in the summer term, occasional four (4) credit courses will follow an intensive schedule.

**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).
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHL 404A</td>
<td>Poetry for Young Readers: You be the Judge (h) (g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 411</td>
<td>Victorian Children’s Literature (h)</td>
<td>4</td>
</tr>
<tr>
<td>CHL 413</td>
<td>Contemporary Realistic Fiction for Young Adults (g) for MFA only; required MA)</td>
<td>4</td>
</tr>
<tr>
<td>CHL 414</td>
<td>Fantasy and Science Fiction (g for MFA only; required MA)</td>
<td>4</td>
</tr>
<tr>
<td>CHL 415</td>
<td>The Whole Book Approach</td>
<td>2</td>
</tr>
<tr>
<td>CHL 419B</td>
<td>Humor (g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 420</td>
<td>Thesis</td>
<td>4</td>
</tr>
<tr>
<td>CHL 421</td>
<td>History of Children's Book Publishing (h for MFA only)</td>
<td>4</td>
</tr>
<tr>
<td>CHL 422</td>
<td>Editing the Children's Book Manuscript</td>
<td>2</td>
</tr>
<tr>
<td>CHL 423</td>
<td>19th Century American Children's Literature (h)</td>
<td>4</td>
</tr>
<tr>
<td>CHL 424B</td>
<td>Nonsense and Subversive Rhymes (h)(g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 424C</td>
<td>Series Fiction (h) (g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 427</td>
<td>Special Topics: Folk &amp; Fairy Tales (h) (g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 427B</td>
<td>The Americanization of Fairy Tales (h) (g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 428A</td>
<td>A Single Text: The Graphic Novel and The Wizard of Oz (h) (g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 429A</td>
<td>Re-Reading Race in Classic Children’s Literature (h)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 429B</td>
<td>The Girl Reader 1868 – 1908</td>
<td>2</td>
</tr>
<tr>
<td>CHL 429C</td>
<td>Culture Matters (h)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The Girl Reader 1908-1934 (h)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 430</td>
<td>Writing for Children I</td>
<td>4</td>
</tr>
<tr>
<td>CHL 434</td>
<td>The Child and the Book</td>
<td>4</td>
</tr>
<tr>
<td>CHL 435A</td>
<td>Creators and Aesthetics: Focus on an Artist</td>
<td>2</td>
</tr>
<tr>
<td>CHL 435B</td>
<td>Creators and Aesthetics: Focus on a Writer</td>
<td>2</td>
</tr>
<tr>
<td>CHL 436A</td>
<td>Nonfiction-Narrative (g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 436B</td>
<td>Nonfiction-Expository (g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 436C</td>
<td>Metafiction and Self-Reflexivity (h) (g)</td>
<td>2</td>
</tr>
<tr>
<td>CHL 437</td>
<td>Special Topics : Positionality</td>
<td>4</td>
</tr>
<tr>
<td>CHL 450</td>
<td>Independent Study</td>
<td>1 - 4</td>
</tr>
<tr>
<td>CHL 451</td>
<td>The Reviewer</td>
<td>2</td>
</tr>
<tr>
<td>CHL 50X</td>
<td>Summer Symposium and Institute</td>
<td>4</td>
</tr>
</tbody>
</table>

(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 literature 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 study or practice in elementary or secondary education, fine arts, social sciences, or sciences and with demonstrated engagement 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 credits in the fall, spring, and summer semesters after their first semester of eight credits. Students considering registering for more than ten credits per term must consult with the graduate program director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHL 401</td>
<td>Criticism of Literature for Children</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 403</td>
<td>The Picturebook</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 413</td>
<td>Contemporary Realistic Fiction</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 414</td>
<td>Fantasy and Science Fiction</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 4XX</td>
<td>History Electives</td>
<td>To total 4.00</td>
</tr>
</tbody>
</table>

Elective credits:

The remaining 16 credits are completed by drawing from a variety of two- and four-credit elective courses. Electives cover a range of academic and professional interests. See the list of general electives above in the Department of Children’s Literature opening page (p. 42). 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 MFA 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

MFA students join in some core courses with MA and dual degree students to learn from colleagues from across professions. Core classes in the MFA program will include teachers, librarians, editors, illustrators, academics.

Learning Outcomes
Students leave Master of Fine Arts (MFA) 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 for young people and in creative writing from an accredited institution. However, the program is also open to those with practice or study in elementary or secondary education, fine arts, or social sciences and who have demonstrated engagement with 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
Credits
MFA students must complete 32 credits of graduate coursework to qualify for the MFA degree.

Graduate students in the MFA (Writing for Children) degree program typically carry between eight and ten credits in the fall, spring, and summer semesters after an initial semester of eight credits. Students considering registering for more than ten credits per term must consult with the graduate program director.

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.  
Coursework in children’s literary genres  

CHL 4XXHistory elective/s  
Coursework in the history of children’s literature, selected from courses with a chronological focus.  

CHL 4XXGenre elective/s  
Coursework in children’s literary genres.  

Elective credits:  
The remaining 16 credits are completed by drawing from a variety of two- and four-credit elective courses. Electives cover a range of academic and professional interests. See the list of general electives above in the Department page (p. 42). 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.

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 credits in the fall, spring, and summer semesters after their first semester of eight credits. Students considering registering for more than 10 credits per term must consult with the graduate program director.

Required and Elective Courses  
This 56 credit program requires the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHL 401</td>
<td>Criticism of Literature for Children</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 403</td>
<td>The Picturebook</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 413</td>
<td>Contemporary Realistic Fiction</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 414</td>
<td>Fantasy and Science Fiction</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 421</td>
<td>Children’s Book Publishing</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 430</td>
<td>Writing for Children I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 431</td>
<td>Writing for Children II</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 441</td>
<td>MFA Mentorship I</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 442</td>
<td>MFA Mentorship II</td>
<td>4.00</td>
</tr>
</tbody>
</table>

CHL 4XXHistory elective/s  
Coursework in the history of children’s literature, selected from courses with a chronological focus.  

CHL 4XX  
Coursework in children’s literary genres  

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

Description  
Students in the MA/MFA program seek a unique place in literature for young people. Whether they write for children or young adults, middle grade novels or picturebooks, speculative fiction or transitional readers, MA/MFA students combine critical analysis with creative practice. Coursework grounds them in an understanding of the publishing industry and as well as theoretical perspectives. Writing courses and mentorships offer individual critiques and rare partnerships with editors and agents.

Learning Outcomes  
Please refer to the learning outcomes for the MA and MFA Children’s Literature above.
The remaining 16 credits are completed by drawing from a variety of two- and four-credit elective courses. Electives cover a range of academic and professional interests. See the list of general electives above in the Department catalog page (p. 42). 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.

**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 (MA) in Children’s Literature and the Master of Science (MS) 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 collection development for children and young adults. Students will consider far-ranging critical frameworks and assess children’s and 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.

Applications for the dual degree program must be submitted before the student completes 12 credit hours of coursework in a single degree program.

To apply for acceptance to the dual degree program, students who are currently matriculated in a single degree program should consult with their current program director to initiate the process of application to the second degree. 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**

58-60 six credits (depending on electives chosen) are required for the dual degree MA/MS.

Graduate students in the MA/MS dual degree program typically carry between 10-12 credits in the fall, spring, and summer semesters and must carry credits in each degree program (in the MA and in the MS) each semester. Students considering registering for more than 12 credits per term must consult with the graduate program director.

Unless otherwise noted, all Library and Information Science courses are three credits and all Children’s Literature courses are four credits; two credit courses must be combined into four credit packages to meet elective requirements.

With careful planning, students may choose the School Library Teacher preparation within the LIS courses and with intentional use of their general electives across CHL and LIS. Early consultation with the LIS program advisor is highly recommended.

**Library Science Requirements**

The program consists of 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 and 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 and 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

Childrens Literature Requirements

Required and Elective 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 4XXHistory elective/s  Coursework in the history of children's literature, selected from courses with a chronological focus. To total 4.00

CHL 4XXGeneral elective  General electives. To total 4.00

The remaining credits are completed by drawing from a variety of two- and four-credit elective courses. Electives cover a range of academic and professional interests. See the list of general electives above in the Department page.

Capstone and Program Electives

Dual Degree Program Capstone Course (4 credits):
CHL 437  Special Topics in Children's Literature  4.00

Dual Degree Program Electives

CHL 4XX General elective/s  Elective courses in CHL and/or LIS. Note: When CHL electives carry two credits, they must be combined with another two credit course; thus all CHL electives come in four credit groupings

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

The dual degree in Children's Literature (MA) and Teaching (MAT) engages students in the connection between the child and the book. Graduate students in the program build their strengths as classroom teachers in a variety of educational settings as they delve into the critical positioning and assessment of literature published for young people. Their studies in children's/young adult literature covers a range of intended audience ages and multiple genres studies to deepen their inventiveness in curricular design, classroom engagement, and literary review.

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.

Degree requirements

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

Graduate students in the MA/MAT 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 (MA and MAT) during each semester of enrollment. Most typically, students begin with four credits in Children’s Literature course and eight credits in Graduate Education.

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 Methods 4.00
- GEDUC 464 Reading & Language Arts Methods 4.00
- GEDUC 467 Math Methods 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 pre-practicum/practicum. Students must be recommended by the department before moving into the practical portion of the program.

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHL 414</td>
<td>Fantasy and Science Fiction</td>
<td>4.00</td>
</tr>
<tr>
<td>CHL 4XX</td>
<td>History elective/s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coursework in the history of children's literature,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>selected from courses with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a chronological focus</td>
<td></td>
</tr>
<tr>
<td>CHL 4XX</td>
<td>General electives</td>
<td></td>
</tr>
<tr>
<td>elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
PROGRAM IN EDUCATION

Faculty
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, Practicum Coordinator, The New England Center for Children Program

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

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

Description
Our programs in special education are 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.

Our candidates take courses to strengthen their fluency in subject matter knowledge so they will be able to offer access to curricular content to all learners. Methods courses incorporate instruction in a variety of learning styles in subjects such as reading and language arts, mathematics, social studies and science. Our students also study the cultural and historical foundation of the American school, special education laws and regulations, and developmental psychology as applied to learning and teaching strategies. With special education now considered a high-need teaching area in nearly every U.S. state, our graduates possess a highly sought-after set of skills and the flexibility to pursue jobs in many classroom settings in both public and private schools.

Upon successful completion of the program, the Simmons University Program in Education will endorse students for their Special Needs license for Moderate Disabilities PreK-8, Moderate Disabilities 5-12, or Severe Disabilities for all grades.

Learning Outcomes
Simmons University's Master of Science in Education: Special Education, Moderate or Severe Disabilities program addresses the Massachusetts Department of Elementary and Secondary 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. A grade point average of B (3.0) or higher is preferred. A passing MTEL score for an MTEL in Communications/Literacy or General Curriculum is required. Applicants interview with a faculty member to make certain that the program is a good fit.

**Licensure**

The Simmons University Master of Science in Education: Special Education, Moderate or Severe Disabilities program is approved by the Massachusetts Department of Elementary and Secondary Education (DESE) for endorsement in Teacher of Students with Moderate Disabilities (grades Pre-K-8 or 5-12) or Teacher of Students with Severe Disabilities (all grade levels). Teacher candidates prepared at Simmons University may take advantage of the NASDTEC Interstate Agreement, which allows teachers to earn an equivalent license in another state or the District of Columbia pending completion of any state-specific prerequisites for the license in that jurisdiction.

**Non-Licensure Option**

Students who are interested in pursuing a 40-credit Master of Science in Education: Special Education without licensure can devise a program of study with their advisor.

**Degree Requirements**

**Master of Science in Education Severe Special Needs All Levels (46-credit program)**

In this program, students complete 46 credits of coursework and participate in a year-long school placement, completing a full-time pre-practicum and a full-time practicum. Students can expect to complete this program in 24 months of full-time study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG 410</td>
<td>Multisensory Structured Language Strategies for Reading</td>
<td>4.00</td>
</tr>
<tr>
<td>GEDUC 467</td>
<td>Math Methods</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 420</td>
<td>Introduction to Assistive Technology</td>
<td>2.00</td>
</tr>
<tr>
<td>BEHV 424</td>
<td>Introduction to Behavior Analysis</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 444</td>
<td>Special Education Laws &amp; Regulations For Teachers &amp; Administrators</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Master of Science in Education Moderate Special Needs PreK-8 or 5-12 (48-credit program)**

In this program, students complete 48 credits of coursework and participate in a year-long school placement, completing a full-time pre-practicum and a full-time practicum. Students can expect to complete this program in 24 months of full-time study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPND 446</td>
<td>Learners with Special Needs</td>
<td>4.00</td>
</tr>
<tr>
<td>GEDUC 467</td>
<td>Math Methods</td>
<td>4.00</td>
</tr>
<tr>
<td>TESL 417</td>
<td>Sheltered English Instruction</td>
<td>4.00</td>
</tr>
<tr>
<td>GEDUC 430</td>
<td>Inclusive Lesson Planning</td>
<td>2.00</td>
</tr>
<tr>
<td>GEDUC 445</td>
<td>Educational Psychology</td>
<td>4.00</td>
</tr>
<tr>
<td>GEDUC 464</td>
<td>Reading &amp; Language Arts Methods</td>
<td>4.00</td>
</tr>
<tr>
<td>GEDUC 461</td>
<td>Social Studies, Science &amp; the Arts Methods</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 441</td>
<td>Creating a Caring Classroom Community</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 436</td>
<td>Formal &amp; Informal Assessment</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 420</td>
<td>Introduction to Assistive Technology</td>
<td>2.00</td>
</tr>
<tr>
<td>SPND 444</td>
<td>Special Education Laws &amp; Regulations For Teachers &amp; Administrators</td>
<td>2.00</td>
</tr>
<tr>
<td>SPND 445</td>
<td>Individualized Education Program: Strategies for Development, Interpretation &amp; Implementation</td>
<td>2.00</td>
</tr>
<tr>
<td>SPND 487</td>
<td>Seminar</td>
<td>2.00</td>
</tr>
<tr>
<td>SPND 438</td>
<td>Practicum: Moderate</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Master of Arts in Teaching, Elementary and Special Education Licensure

Description

Our 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.

Our candidates take courses to strengthen their fluency in subject matter knowledge so they will be able to offer access to curricular content to all learners. Methods courses incorporate instruction in a variety of learning styles in reading and language arts, mathematics, social studies and science. Our students also study the cultural and historical foundation of the American school, special education laws and regulations, and developmental psychology as applied 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-after set of skills and the flexibility to pursue jobs in many classroom settings in both public and private schools.

Upon successful completion of the program, the Simmons University Program in Education will endorse students for their Elementary Education 1-6 license, and students will apply for the Moderate Disabilities PreK-8 license immediately afterward.

Learning Outcomes

Simmons University’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.

Requirements for Entry into the Program

Applicants must hold a bachelor’s degree from an accredited college or university. A grade point average of B (3.0) or higher is preferred. A passing MTEL score for an MTEL in Communications/Literacy or in General Curriculum is required. Applicants interview with a faculty member to make certain that the program is a good fit.

Licensure

The Simmons University Master of Arts in Teaching Elementary and Special Education Licensure program is approved by the Massachusetts Department of Elementary and Secondary Education (DESE) for endorsement in Elementary License for grades 1-6 and it qualifies as preparation for Add-On Licensure in Moderate Special Needs for grades PreK-8. Teacher candidates prepared at Simmons University may take advantage of the NASDTEC Interstate Agreement, which allows teachers to earn an equivalent license in another state or the District of Columbia pending completion of any state-specific prerequisites for the license in that jurisdiction.

Degree Requirements

Master of Arts in Teaching and Initial Licensure (52-credit program)

In this program, students complete 52 credits of coursework and participate in a year-long school placement, completing two separate full-time teaching practicums, one in Elementary and one in Moderate Special Needs. Students can expect to complete this program in 20-24 months of full-time study depending on the start date.

- SPND 446 Learners with Special Needs 4.00
- GEDUC 467 Math Methods 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 Methods  4.00
GEDUC 461  Social Studies, Science & the Arts Methods  4.00
SPND 441  Creating a Caring Classroom Community  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 488  Seminar & Fieldwork in Education  2
SPND 400DL  Digital Literacy Modules  0

**Master of Arts in Teaching, Elementary Education Licensure**

**Description**

Our programs in elementary education are 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.

Our candidates take courses to strengthen their fluency in subject matter knowledge so they will be able to offer access to curricular content to all learners. Methods courses incorporate instruction in a variety of learning styles in reading and language arts, mathematics, social studies and science. Our students also study the cultural and historical foundation of the American school and developmental psychology as applied to learning and teaching strategies.

Candidates have a choice between two tracks for practicum. Some opt for our year-long internship program so they can experience the entire school year. Others, often those with more experience in schools already, choose to do a stand-alone, single-semester practicum, usually in the spring semester. See below for more information on these two options.

Upon successful completion of the program, the Simmons University Program in Education will endorse students for their Elementary Education 1-6 license.

**Learning Outcomes**

Simmons University’s Master of Arts in Teaching Elementary Education Licensure program addresses the Massachusetts Department of Elementary and Secondary 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. A grade point average of B (3.0) or higher is preferred. A passing MTEL score for an MTEL in Communications/Literacy or General Curriculum is required. Applicants interview with a faculty member to make certain that the program is a good fit.

Licensure

The Simmons University Master of Arts in Teaching Elementary Education Licensure program is approved by the Massachusetts Department of Elementary and Secondary Education (DESE) for endorsement in Elementary License for grades 1-6. Teacher candidates prepared at Simmons University may take advantage of the NASDTEC Interstate Agreement, which allows teachers to earn an equivalent license in another state or the District of Columbia pending completion of any state-specific prerequisites for the license in that jurisdiction.

Degree Requirements

Master of Arts in Teaching and Initial Licensure with full-year internship (42-credit program)

In this program, students complete 42 credits of coursework and participate in a year-long, full-time internship. Depending upon the start date, students can expect to complete this program in 16-20 months of full-time study. Some partnering schools and districts provide a stipend for Simmons University teaching interns.

Master of Arts in Teaching and Initial Licensure with practicum (36-credit program)

In this program, students complete 36 credits of coursework and participate in a semester-long, full-time practicum. Students can expect to complete this program in 16 months of full-time study. Simmons University 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; interested candidates should inquire directly with Graduate Studies Admissions.
Master of Science in Education: Autism Specialization with Severe Disabilities Licensure

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, Practicum Coordinator, The New England Center for Children Program

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 an urban and suburban public school settings provide diverse experiences with English Language Learners and learners with a wide range of learning abilities.

Learning Outcomes

The Master of Science in Education addresses Subject Matter Knowledge and Professional Standards for Teachers required by the Massachusetts Department of Elementary and Secondary Education.

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 Program

50 credits of coursework and a full year practicum experience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPND 400DL</td>
<td>Digital Literacy Modules</td>
<td>0</td>
</tr>
<tr>
<td>SPND 490</td>
<td>Introduction to Exceptionalities</td>
<td>4</td>
</tr>
<tr>
<td>SPND 412</td>
<td>Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 443</td>
<td>Special Education Laws, Regulations, and Process for Teachers</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 491</td>
<td>Analysis of Behavior</td>
<td>4</td>
</tr>
<tr>
<td>SPND 492</td>
<td>Assessment and Curriculum Modification for Learners with Autism</td>
<td>4</td>
</tr>
<tr>
<td>SPND 493</td>
<td>Methods of Behavior Assessment</td>
<td>4</td>
</tr>
<tr>
<td>RDG 410</td>
<td>Multisensory Structured Language Strategies for Reading</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 494</td>
<td>Applied Autism Research I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>SPND 495</td>
<td>Applied Autism Research II and Lab</td>
<td>4</td>
</tr>
<tr>
<td>SPND 448</td>
<td>Foundations of Transition Education &amp; Services</td>
<td>4.00</td>
</tr>
<tr>
<td>TESL 417</td>
<td>Sheltered English Instruction</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 496</td>
<td>Practicum: Severe Disabilities / Autism I</td>
<td>2</td>
</tr>
<tr>
<td>SPND 498</td>
<td>Seminar / Autism I</td>
<td>2</td>
</tr>
<tr>
<td>SPND 497</td>
<td>Practicum: Severe Disabilities/Autism II</td>
<td>2</td>
</tr>
<tr>
<td>SPND 499</td>
<td>Seminar/Autism II</td>
<td>2</td>
</tr>
</tbody>
</table>
**Master of Science in Education Non-Licensure**

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

Faculty

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

**Description**

The Master of Science in Education (non-licensure program) is an employee-based program offered to The New England Center for Children’s (NECC) employees in Abu Dhabi at the Mohammad Bin Rashid Center for Special Education. Employees work full time at NECC while attending Simmons courses via Zoom. Students are joined simultaneously with colleagues from the Simmons/NECC Southborough campus who are participating in the MSEd Autism Specialization Program.

This program provides preparation for teaching learners with severe disabilities. The program is a 7-semester sequence with courses that include fieldwork in diverse settings and grade levels. Candidates integrate theory to practice by teaching/being observed in their own classrooms. Practical Applications in Teaching will be taught in the spring of the 5th semester as well as the fall of the 7th semester along with a seminar specific to topics in education. A Simmons Program Supervisor and Supervising Practitioner will mentor each student during their practical experience and observe them to provide feedback.

**Learning Outcomes**

Simmons’ Master of Science in Education (non-licensure) addresses Subject Matter Knowledge and Professional Standards for Teachers based on the Massachusetts Department of Elementary and Secondary Education standards.

**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.

International transcripts must be officially translated and evaluated for educational equivalency. Official course-by-course degree evaluations are required of applicants who received a degree from a university outside the U.S. or Canada. Participate in a virtual interview with a member of the Department. Once the interview has been completed, a member of Department may waive the TOEFL requirement.

**Degree Requirements**

Master of Science in Education Non-Licensure

34 credits of coursework.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPND 490</td>
<td>Introduction to Exceptionalities</td>
<td>4</td>
</tr>
<tr>
<td>SPND 412</td>
<td>Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 491</td>
<td>Analysis of Behavior</td>
<td>4</td>
</tr>
<tr>
<td>SPND 492</td>
<td>Assessment and Curriculum Modification for Learners With Autism</td>
<td>4</td>
</tr>
<tr>
<td>RDG 410</td>
<td>Multisensory Structured Language Strategies for Reading</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 448</td>
<td>Foundations of Transition Education &amp; Services</td>
<td>4.00</td>
</tr>
<tr>
<td>TESL 417</td>
<td>Sheltered English Instruction</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Coursework will also include:

- SPND: Practical Application in Teaching: Severe Disabilities I [2 credits]
- SPND: Seminar for Practical Application in Teaching I [2 credits]
- SPND: Practical Application in Teaching: Severe Disabilities II [2 credits]
- SPND: Seminar for Practical Application in Teaching II [2 credits]
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

Certificate: Severe Special Needs

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, Practicum Coordinator, The New England Center for Children Program

Description

Simmons University and The New England Center for Children (NECC) have collaborated to offer a Post Master’s Licensure Certificate in Severe Special Needs Program for NECC employees who have previously obtained a Master of Science in Applied Behavior Analysis and Board Certification as a Behavior Analyst.

The program consists of academic courses and a full year, full time practicum experience providing direct instruction with learners in the licensure area sought. Detailed practicum requirements will be provided upon applying to the program. All the requirements can be completed in five semesters. Prior to entering the final two semester practicum experience, teacher licensure candidates are required to pass the Communication and Literacy and the General Curriculum tests of the Massachusetts’ state licensure exam.
Learning Outcomes

The Certificate in Severe Special Needs addresses Subject Matter Knowledge and Professional Standards for Teachers required by the Massachusetts Department of Elementary and Secondary Education.

Requirements for Entry into the Program

Applicants must hold a master’s degree in Applied Behavior Analysis or an approved related field of study from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

Program Requirements

Requirements List

30 credits of coursework including a practicum experience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPND 400DL</td>
<td>Digital Literacy Modules</td>
<td>0</td>
</tr>
<tr>
<td>SPND 490</td>
<td>Introduction to Exceptionalities</td>
<td>4</td>
</tr>
<tr>
<td>SPND 443</td>
<td>Special Education Laws, Regulations, and Process for Teachers</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 492</td>
<td>Assessment and Curriculum Modification for Learners With Autism</td>
<td>4</td>
</tr>
<tr>
<td>RDG 410</td>
<td>Multisensory Structured Language Strategies for Reading</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 448</td>
<td>Foundations of Transition Education &amp; Services</td>
<td>4.00</td>
</tr>
<tr>
<td>TESL 417</td>
<td>Sheltered English Instruction</td>
<td>4.00</td>
</tr>
<tr>
<td>SPND 498</td>
<td>Seminar / Autism I</td>
<td>2</td>
</tr>
<tr>
<td>SPND 496</td>
<td>Practicum: Severe Disabilities / Autism I</td>
<td>2</td>
</tr>
<tr>
<td>SPND 499</td>
<td>Seminar/Autism II</td>
<td>2</td>
</tr>
<tr>
<td>SPND 497</td>
<td>Practicum: Severe Disabilities/Autism II</td>
<td>2</td>
</tr>
</tbody>
</table>
DEPARTMENT OF CRITICAL RACE, GENDER, AND CULTURAL STUDIES

Faculty

Dawna M. Thomas, Chair
Tatiana M. F. Cruz, Program Director of Africana Studies
Shirong Luo, Program Director of Asian Studies
Frances Sullivan, Program Director of Migration Studies
Diane Grossman, Program Director of Women's and Gender Studies
Suzanne Leonard, Program of Gender and Cultural Studies

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 M. Thomas, Professor of Sociology and Women's and Gender Studies
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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCS 403</td>
<td>Gender/Cultural Studies: Theory Into Practice</td>
<td>4.00</td>
</tr>
<tr>
<td>GCS 420</td>
<td>Race, Gender, and Empire</td>
<td>4</td>
</tr>
</tbody>
</table>

**GCS electives**

**GCS Electives (20 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 529</td>
<td>Race, Culture, Identity and Achievement</td>
<td>4.00</td>
</tr>
<tr>
<td>AST 588</td>
<td>Black Popular Culture &amp; the Education of Black Youth</td>
<td>4.00</td>
</tr>
<tr>
<td>ENGL 508</td>
<td>The Global Novel</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 527</td>
<td>Psychoanalysis, Race, and Sexuality</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 554</td>
<td>Studies in Film: Melodrama</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 598</td>
<td>Feminist Media Studies</td>
<td>4</td>
</tr>
<tr>
<td>GCS 406</td>
<td>Feminism and Literature</td>
<td>4.00</td>
</tr>
<tr>
<td>GCS 410</td>
<td>Issues in International Studies</td>
<td>4.00</td>
</tr>
<tr>
<td>GCS 415</td>
<td>Feminism and Economic Difference</td>
<td>4.00</td>
</tr>
<tr>
<td>HIST 560</td>
<td>Seminar in the History of Women and Gender</td>
<td>4.00</td>
</tr>
<tr>
<td>HIST 561</td>
<td>Seminar in World History</td>
<td>4.00</td>
</tr>
<tr>
<td>HIST 565</td>
<td>Seminar: 9/11 Narratives</td>
<td>4.00</td>
</tr>
<tr>
<td>HIST 567</td>
<td>Memory and the Holocaust</td>
<td>4.00</td>
</tr>
<tr>
<td>HIST 573</td>
<td>Seminar in Nineteenth-Century American History</td>
<td>4.00</td>
</tr>
<tr>
<td>HIST 574</td>
<td>Modern US History: Digital Humanities</td>
<td>4.00</td>
</tr>
<tr>
<td>MPP 501</td>
<td>Policy Analysis &amp; Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>MPP 502</td>
<td>Social Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>POLS 556</td>
<td>Feminist International Relations</td>
<td>4.00</td>
</tr>
<tr>
<td>POLS 590</td>
<td>Senior Seminar</td>
<td>4.00</td>
</tr>
<tr>
<td>SOCI 521</td>
<td>Sociology of Food</td>
<td>4.00</td>
</tr>
<tr>
<td>SOCI 530</td>
<td>Transnational Studies</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 539</td>
<td>Qualitative Research Workshop</td>
<td>4.00</td>
</tr>
<tr>
<td>SOCI 547</td>
<td>Antiracism and Justice Work</td>
<td>4.00</td>
</tr>
<tr>
<td>SW 404</td>
<td>Advanced Policy</td>
<td>3</td>
</tr>
<tr>
<td>SW 409</td>
<td>Dynamics of Racism &amp; Oppression</td>
<td>3.00</td>
</tr>
<tr>
<td>WGST 554</td>
<td>Feminist Theories</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**WGST 565** | Intimate Family Violence                          | 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCS 455</td>
<td>GCS Capstone</td>
<td>4.00</td>
</tr>
<tr>
<td>GCS 470</td>
<td>Internship</td>
<td>4.00</td>
</tr>
<tr>
<td>GCS 480</td>
<td>Gender/Cultural Fieldwork</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Eighth course plus completing a 30-page paper revision.

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

The Consortium for Graduate Studies in Gender, Culture, Women, and Sexuality, hosted by MIT, brings together feminist scholars and teachers from nine Boston area institutions for the purpose of advancing interdisciplinary, intersectional feminist scholarship and teaching in the areas of women’s, gender, and sexuality studies.

The consortium is committed to the following:

- Exploring the intersections of power and identity, including but not limited to gender, race, ethnicity, class, physical ability, nationality, religion, and language
- Cultivating collaborative intellectual communities across fields and disciplines
- Supporting innovative pedagogical practices
- Contributing to the professional development of students and faculty
- Providing a sustainable model of institutional collaboration

The GCWS offers interdisciplinary, team-taught, graduate-level courses for Masters and PhD students at our member institutions that are led by faculty in a range of disciplines from our member institutions. The Consortium connects scholars through courses, events, and micro-seminars throughout the academic year.
Simmons graduate students can take GCWS courses for no additional fees. 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 University, Tufts University, and the University of Massachusetts, Boston.

**Master of Arts in Gender and Cultural Studies and Public Policy**

**Description**

The joint Master's in Gender and Cultural Studies (GCS) and Public Policy is designed for students who would like to combine the pragmatic approach of Public Policy with the broader, creative insights of Gender and Cultural theory. This program is ideal preparation for those with a particular interest in issues of diversity, race, gender, class, ethnicity, ability, and sexual orientation in public policy.

This program affords students the core skills and most essential content knowledge of public policy, at the same time that it offers students broad exposure to field of gender and cultural theory. Students in the program will be taught to apply this integration to real world issues. As a result, this program prepares graduates equally well to work in a policy setting or a nonprofit organization, where policy knowledge and analysis skills can heighten marketability. Students will submit one application and it will be reviewed by program directors from GCS and Public Policy.

**Requirements for entry into program**

This degree is designed for students who have a background and interest in interdisciplinary work. Students will ideally have an undergraduate degree in one or more of the following: Communications, Critical Race Studies, English, Economics, History, International Relations, Modern Languages, Political Science, Public Policy, Media Studies, Philosophy, or Women’s and Gender Studies. While there is no one path to a successful degree application, prospective students must demonstrate an interest in applying their knowledge to real-world policy issues.

**Degree Requirements**

Candidates for the joint degree must complete a total of 11 courses. All students will complete a combined capstone project that integrates the two fields of study.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCS 403</td>
<td>Gender/Cultural Studies: Theory Into Practice</td>
<td>4.00</td>
</tr>
<tr>
<td>GCS 420</td>
<td>Race, Gender, and Empire</td>
<td>4</td>
</tr>
<tr>
<td>MPP 501</td>
<td>Policy Analysis &amp; Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>MPP 502</td>
<td>Social Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>SW 404</td>
<td>Advanced Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPP 503</td>
<td>Economic Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>MPP 504</td>
<td>Quantitative Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>POLS 517</td>
<td>Intersectionality and Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>POLS 556</td>
<td>Feminist International Relations</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Three Gender-Focused Electives: see especially The Consortium for Women, Gender, Culture, and Sexuality Studies.

**Capstone**

All degree candidates must complete a joint capstone, GCS/PP 455

Students have two options for capstone projects:

1. **Students will work with a specific organization on a policy problem related to race, gender, ethnicity, ability, sexual orientation, etc.** Students selecting this option might choose to partner with their organization, and even do a formal internship. In this case, a 20-30 page policy brief would be the desired outcome for the capstone experience.

2. **Students will write a 50-60 page thesis that focuses on a policy issue that relates to race, gender, ethnicity, ability, sexual orientation, etc.**

Regardless of which option students choose, they will participate in a capstone seminar where they work with other GCS students to support each other during the writing process. All joint degree students present their capstone work at the GCS colloquium with other graduating 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 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

Dolores Wolongevicz, Program Director and Associate Professor of Practice
Jennifer Herman, Associate Professor of Practice

PhD in Health Professions Education

Description

The PhD 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. Applicants must have practical experience in their field within the past 3 years, and, 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).

*An admissions interview is also required for all PhD applicants.

**Program Details**

The Doctor of Philosophy (PhD) in Health Professions Education is a 48-credit sequence of online 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

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>HPED 520</th>
<th>Trends in Health Professions Education</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HPED 521</td>
<td>Learning Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>HPED 530</td>
<td>Principles of Inquiry and Evidence in Health Professions Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HPED 531</td>
<td>Teaching Methodologies, Course Design, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>HPED 540</td>
<td>Curriculum Development, Program Design, and</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall Year 2**

| HPED 541 | Education Application and Immersion Experience | 3 |
| SW 652 | Introduction to Multivariable Statistics | 3.00 |

**Spring Year 2**

| HPED 663 | Qualitative Research Methods | 3 |
| SW 654 | Qualitative Research Methods | 3.00 |
| HPED 666 | Quantitative Research Methods | 3 |

**Summer Year 2**

| HPED 664 | Qualitative Research Analysis | 3.00 |
| SW 635 | Qualitative Data Analysis | 3.00 |

**Fall Year 3**

| HPED 665 | Leadership and Organizational Change in Health Professions Education | 3 |
| HPED 660 | Perspectives in Research and Theory in Health Professions Education | 3 |

**Winter Intersession**

Written Comprehensive Exam (P/F)

**Spring Year 3**

| HPED 670 | Proposal Development | 3 |

**Summer Year 3**

May begin dissertation if proposal defended successfully in spring

**Year 4**

| HPED 690 | Dissertation | 6 |

*Certificate of Advanced Graduate Studies in Health Professions Education*

**Description**
The Certificate of Advanced Graduate Study (CAGS) in Health Professions Education provides advanced, graduate-level training distinct from clinical programs, focused on education. Demand for effective educators within their fields of practice is growing. Therefore, the program is designed for clinicians, clinical educators, and clinical managers seeking more training in the field of education. The curriculum prepares students to design, teach, and evaluate curricula and instruction in a variety of contexts. Students gain critical skills in educational strategies and best practices in education and go on to become advanced-level clinical educators, clinical program managers, university faculty or administrators, faculty-development specialists, program and curriculum developers, or educational policy makers in the health professions, among other roles.

Learning Outcomes

After completing the CAGS program, students are able to:

• Analyze social, political, economic, and scientific trends in healthcare including policies and structures that require meaningful transformations in health professions education.
• Navigate health professions educational systems and organizations in order to implement successful innovation.
• Apply educational theories and principles of cognitive and learning science to enhance student learning in health professions education.
• Design and deliver creative and impactful lessons, courses, curricula and programs in health professions education.
• Identify, evaluate, and apply evidence-based teaching strategies.
• Design learning environments and organizational structures to intentionally and equitably support and engage all learners, particularly those from historically marginalized groups.
• Develop and implement processes and tools to assess learning outcomes and evaluate programs in order to inform and improve practice.

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

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. Applicants must have practical experience in their field within the past 3 years, and, 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 CAGS program in Health Professions Education is an 18-credit online post-Master’s program that prepares students to assume a variety of educator roles within the health professions. It is particularly beneficial for health professionals who have no prior pedagogical training but who wish to learn best practices in education for professional development and career advancement.
Degree Requirements

18 Total Credits

6 Credits/Semester Sequence

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 Professions Education 3
HPED 521 Learning Theory and Practice 3

Spring Year 1
HPED 530 Principles of Inquiry and Evidence in Health Professions Education 3
HPED 531 Teaching Methodologies, Course Design, and Assessment 3

Summer Year 1
HPED 540 Curriculum Development, Program Design, and Evaluation 3

Fall Year 2
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 (Interim Chair)
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 4.00
- HIST 561 Seminar in World History 4.00
- HIST 562 Reform and Revolutions in Asia 4.00
- HIST 564 Rape of Nanjing 4.00
- HIST 565 Seminar: 9/11 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 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, & Profaners Biography & Autobiography 4.00
- 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 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 433  Oral History  3.00
  OR
- LIS 441  Appraisal of Archives and Manuscripts  3.00
  OR
- LIS 443  Archives, History and Collective Memory  3.00
  OR
- LIS 456  Records Management Environments  3.00
  OR
- LIS 471  Photographic Archives  3.00
  OR
- LIS 472  Moving Image Archives  3.00
  OR
- LIS 476  Archives & Cultural Heritage Outreach  3.00
  OR
- LIS 505M  Government Archives  3.00

- LIS 439  Preservation Management  3.00
  OR
- LIS 444  Digital Preservation  3.00
  OR
- LIS 448  Digital Stewardship  3.00

Three elective courses (9 credits)

- 24 credit hours in the History Department
- HIST 597  Historical Methods  4.00
- HIST 527  Archives, History, and Collective Memory  4.00
  OR
- 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.

**History (MA) / Teaching (MAT)**

**Faculty**

Please see the Department of History and Program in Education faculty lists in this Catalog.

**Description**

This dual degree program prepares students for initial teaching licensure in Massachusetts while simultaneously providing subject matter expertise in history. This 64- to 70-credit program leads to a Master of Arts in Teaching (MAT) and a Master of Arts (MA) in History.

The 64-credit program includes a full-time, 14-week practicum in an area school. The 70-credit program includes a full year student teaching internship. Students simultaneously work towards both degrees and complete the program with initial teaching certification in Elementary Education (grades 1-6). MAT/History graduates are well positioned for leadership roles as department heads, lead teachers, curriculum coordinators, or in educator roles at museums and historical sites.

**Requirements for Entry**

Please refer to the admission requirements for the MA in History and the MA in Teaching in this catalog.

---

**History Coursework**

<table>
<thead>
<tr>
<th>Required Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 597</td>
<td>Historical Methods</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Six History electives. Sample electives include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 527</td>
</tr>
<tr>
<td>HIST 450</td>
</tr>
<tr>
<td>HIST 455A</td>
</tr>
<tr>
<td>HIST 560</td>
</tr>
<tr>
<td>HIST 561</td>
</tr>
<tr>
<td>HIST 562</td>
</tr>
<tr>
<td>HIST 567</td>
</tr>
<tr>
<td>HIST 568</td>
</tr>
<tr>
<td>HIST 571</td>
</tr>
<tr>
<td>HIST 573</td>
</tr>
<tr>
<td>HIST 574</td>
</tr>
<tr>
<td>HIST 576</td>
</tr>
</tbody>
</table>

**Education Coursework**

<table>
<thead>
<tr>
<th>Required Education Courses (36 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEDUC 430</td>
</tr>
<tr>
<td>GEDUC 445</td>
</tr>
<tr>
<td>GEDUC 461</td>
</tr>
<tr>
<td>GEDUC 464</td>
</tr>
<tr>
<td>GEDUC 467</td>
</tr>
<tr>
<td>SPND 446</td>
</tr>
<tr>
<td>SPND 441</td>
</tr>
<tr>
<td>TESL 417</td>
</tr>
<tr>
<td>GEDUC 401</td>
</tr>
<tr>
<td>GEDUC 480</td>
</tr>
</tbody>
</table>

**Internship Program Courses (6 Credits)**

| GEDUC 400  | Pre-Practicum Seminar | 4.00 |
| GEDUC 488  | Pre-Practicum | 4.00 |
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 pre-practicum/practicum. Students must be recommended by the department before moving into the practical portion of the program.

Teaching Licensure

Successful completion of the MAT degree requirements, along with passing scores on the appropriate Massachusetts Tests for Educator Licensure (MTEls), allows students to receive initial teaching licensure in Massachusetts at the elementary school level (grades 1-6).
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Faculty

Sanda Erdelez, Professor and Director, School of Library and Information Science
Katherine Wisser, Associate Professor and Associate Director, School of Library and Information Science, Director, Archives Concentration and Co-Director, Archives/History Dual Degree Program
Naresh Agarwal, Associate Professor and Director, Information Science & Technology Concentration
Sumayya Ahmed, Assistant Professor
Rhiannon Bettivia, Assistant Professor
Peter Botticelli, Associate Professor and Director, Cultural Heritage Informatics Concentration
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, School Library Teacher Concentration
Adam Kriesberg, Assistant Professor
Arianna Lechan, Assistant Professor of Practice and Manager, School Library Teacher Field Experiences
Kyong Eun Oh, Associate Professor and Co-Director, SLIS PhD Program
Amy Pattee, Associate Professor and Co-Coordinator, Dual Degree MSLIS/MA Children’s Literature
Danielle Pollock, Assistant Professor
Jeffrey Pomerantz, Associate Professor of Practice and Online Coordinator
Eric Poulin, Assistant Professor NTT and SLIS West Site Coordinator
Sarah Pratt, Assistant Professor NTT and Manager, Field Experiences
Colin Rhinesmith, Associate Professor
Laura Saunders, Associate Professor
Rong Tang, Associate Professor and Co-Director, SLIS PhD Program
Rachel Williams, Assistant Professor

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 website 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.
3. Demonstrate the technological skills required to help information professionals and organizations achieve their goals.
4. Critically analyze and apply research.
5. Select, implement or create services, programs, and resources/systems that respond to the need to 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 407</td>
<td>Information Sources &amp; Services</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 415</td>
<td>Information Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 488</td>
<td>Technology for Information Professionals</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>or, if a student is in the School Library Teacher Program (SLTP)</td>
<td></td>
</tr>
<tr>
<td>LIS 460</td>
<td>Technology and the School Library Teacher</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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 433  Oral History  3.00
- LIS 441  Appraisal of Archives and Manuscripts  3.00
- LIS 443  Archives, History and Collective Memory Environments  3.00
- LIS 456  Records Management  3.00
- LIS 471  Photographic Archives  3.00
- LIS 472  Moving Image Archives  3.00
- LIS 476  Archives & Cultural Heritage Outreach  3.00
- LIS 505M  Government Archives  3.00

One of the following:

- LIS 439  Preservation Management  3.00
- LIS 444  Digital Preservation  3.00
- LIS 448  Digital Stewardship  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 Professionals  3.00

Take the following:

- LIS 432  Concepts in Cultural Heritage Informatics  3.00
- LIS 438  Introduction to Archival Theory and Practice  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  Fundamentals of School Librarianship  3.00
- LIS 460  Technology and the School Library Teacher  3.00
- LIS 461  Curriculum & Instructional Strategies  3.00
- LIS 481  Library Collections and 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

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

Any two from the complete list below:

- Systems Oriented
  LIS 487  Data Interoperability 3.00
  LIS 467  Web Development and Information Architecture 3.00
- LIS 486  Systems Analysis in Information Services 3.00
  User Oriented
  LIS 465  Knowledge Management 3.00
  LIS 455  Usability & User Experience Research 3.00
- LIS 421  Social Informatics 3.00
- LIS 462  Digital Libraries 3.00
- LIS 475  Organizational/Information Ethics 3.00
- LIS 500  Independent Study 3.00
- Four elective courses 3.00

**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.

**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 (MA) in Children’s Literature and the Master of Science (MS) 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 collection development for children and young adults. Students will consider far-ranging critical frameworks and assess children’s and 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.
Applications for the dual degree program must be submitted before the student completes 12 credit hours of coursework in a single degree program.

To apply for acceptance to the dual degree program, students who are currently matriculated in a single degree program should consult with their current program director to initiate the process of application to the second degree. 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**

58-60 sixty credits (depending on electives chosen) are required for the dual degree MA/MS.

Graduate students in the MA/MS dual degree program typically carry between 10-12 credits in the fall, spring, and summer semesters and must carry credits in each degree program (in the MA and in the MS) each semester. Students considering registering for more than 12 credits per term must consult with the graduate program director.

Unless otherwise noted, all Library and Information Science courses are three credits and all Children’s Literature courses are four credits; two credit courses must be combined into four credit packages to meet elective requirements.

With careful planning, students may choose the School Library Teacher preparation within the LIS courses and with intentional use of their general electives across CHL and LIS. Early consultation with the LIS program advisor is highly recommended.

**Library Science Requirements**

The program consists of 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 and 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 and 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

**Childrens Literature Requirements**

**Required and Elective 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 4XXHistory elective/s Coursework in the history of children’s literature, selected from courses with a chronological focus. To total 4.00

CHL 4XX General elective General electives. To total 4.00

The remaining credits are completed by drawing from a variety of two- and four-credit elective courses. Electives cover a range of academic and professional interests. See the list of general electives above in the Department page (p. 42).
Capstone and Program Electives

Dual Degree Program Capstone Course (4 credits):
CHL 437  Special Topics in Children’s Literature  4.00

Dual Degree Program Electives

CHL 4XX General elective/s  Elective courses in CHL and/or LIS.  To total 9-12.00
LIS electives  Note: When CHL electives carry two credits, they must be combined with another two credit course; thus all CHL electives come in four credit groupings

See the list of general Children’s Literature electives at the Department page (p. 42).

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 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

Licensure, certification, etc.

Simmons University’s School of Library and Information Science is accredited by the American Library Association Committee on Accreditation.
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 433 Oral History OR 3.00
LIS 441 Appraisal of Archives and Manuscripts OR 3.00
LIS 443 Archives, History and Collective Memory OR 3.00
LIS 456 Records Management Environments OR 3.00
LIS 471 Photographic Archives OR 3.00
LIS 472 Moving Image Archives OR 3.00
LIS 476 Archives & Cultural Heritage Outreach OR 3.00
LIS 505M Government Archives OR 3.00
LIS 439 Preservation Management OR 3.00
LIS 444 Digital Preservation OR 3.00
LIS 448 Digital Stewardship 3.00

Three elective courses (9 credits)

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

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, academic advisors, and the Committee on Doctoral Studies 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 Ph.D. program is an outstanding program consisting of students who form a cohesive and collaborative cohort, and who are nurtured from the start of their course enrollment through the completion of their dissertation and the degree.

**Program Attributes**

- The program prepares students to excel in areas of scholarship, teaching, and service.
- Students emerge from the degree program with scholarly publications, teaching experience, and a professional service activity record.
- 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 students and project led by SLIS faculty. Collaborative research and group work enrich the learning experience and fosters a stimulating intellectual 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’s research and professional 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 organization, user and data services, social informatics and social justice, archives and preservation, scholarly communication, information literacy frameworks, information 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 of Doctoral Studies and/or program faculty and staff. 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:
DDU 652  Applied Statistical Analysis II  4.00
DEDU 653  Qualitative Research  3.00
SW 654  Qualitative Research Methods  3.00

HPED 531  Teaching Methodologies, Course Design, and Assessment  3
LIS 699  Supervised Field Research  3.00

**Archives Management Certificate**

The Archives Management Certificate program prepares students for careers in both digital and physical archives. This degree is specifically designed for students who have already earned a Master's degree from an ALA-accredited library school. We offer three ways for students to earn the Archives Management Certificate: Face-to-face in Boston; Face-to-face in South Hadley; and Online.

All SLIS Alumni admitted to the post-master's program receive a 50% discount off current Simmons tuition.

The program consists of 5 courses (15 credits). Students will take four core courses and one elective. Individual programs will be determined between the certificate student and the program director depending on student course work already completed during the earned Master's degree. Students who have already taken a core course are not required to repeat it. They would substitute it with an elective.

**Certificate Requirements**

**Core Courses**

LIS 438  Introduction to Archival Theory and Practice  3.00
LIS 440  Archival Access and Use  3.00

One of the following courses
LIS 439  Preservation Management  3.00

LIS 444  Digital Preservation  3.00
LIS 448  Digital Stewardship  3.00

One of the following courses
LIS 433  Oral History  3.00
LIS 441  Appraisal of Archives and Manuscripts  3.00
LIS 443  Archives, History and Collective Memory  3.00
LIS 456  Records Management Environments  3.00
LIS 471  Photographic Archives  3.00
LIS 472  Moving Image Archives  3.00
LIS 476  Archives & Cultural Heritage Outreach  3.00
LIS 505M  Government Archives  3.00

One Elective from the SLIS Curriculum

Some relevant electives include:
LIS 442  Establishing Archives and Manuscript Programs  3.00
LIS 445  Metadata  3.00
LIS 449  Rare Book and Special Collections Librarianship  3.00
LIS 462  Digital Libraries  3.00
LIS 512  Advanced Field Experience in Library and Information Science  3

**School Library Teacher Licensure**

Simmons offers two post-Master's degree programs for School Library Teacher Licensure.

- A program for people who hold a Master's degree in Library Science and who are now seeking licensure by the Massachusetts Department of Elementary and Secondary Education as a School Library Teacher.
- A program for teachers who currently hold a Master's Degree in education and an initial or professional Massachusetts License as a teacher, a Master of Arts degree in teaching, or a Master's degree in a related field along with an initial or professional Massachusetts Teacher License. At the time of application for the School Library Teacher License you must have a minimum of three years of teaching experience in a Massachusetts public school.

All students admitted to the post-master's program receive a 50% discount off current Simmons tuition.
*Before starting the program, we advise students who hold a professional level license to have a review conducted by the DESE of the standards the DESE expects them to fulfill to be able to add this license. Their coursework will be based on the results of this review. Those with a professional level license must take their completed coursework to the DESE on their own; they will not be endorsed by Simmons.

Minimum Course Requirement
Students in the Post Master’s School Library Teacher Program will be required to complete a minimum of four courses (12 credits) in the SLIS School Library Teacher Program. Individual student programs will be determined between the student and the program director. The content of the program will depend on the coursework the student has already completed during their earned Master’s degree. The two practicum courses would qualify to be part of the required four courses.

For Library Master’s Degree Holders
The following curriculum is for people who hold a Master’s degree in Library and Information Science and who are now seeking licensure by the Massachusetts Department of Elementary and Secondary Education as a School Library Teacher.

The courses listed below are required as a part of the licensure. (If the student has taken them in his/her Master’s in Library Science degree program and received a grade of B or higher, the applicant will not be required to take them over again.) The courses the student needs to take will be determined by the Director of the School Library Teacher Program through an analysis of the student’s transcript(s). Please see the Admission process for details about when this analysis will occur.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 406</td>
<td>Management &amp; Evaluation of School Library Programs</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 407</td>
<td>Information Sources &amp; Services</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 415</td>
<td>Information Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 459</td>
<td>Fundamentals of School Librarianship</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 460</td>
<td>Technology and the School Library Teacher</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 461</td>
<td>Curriculum &amp; Instructional</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>LIS 481 Library Collections and Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>LIS 483 Library Collections and Materials for Children</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>LIS 498 Practicum (PreK-8)</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>LIS 499 Practicum (7-12)</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Students must complete their field-based pre-practicum experiences (fieldwork) before they can begin their practicum experience. Students are introduced to fieldwork in an introductory course (LIS 406), in which they will observe in public school libraries to achieve some fieldwork credit. Additionally, three other courses (LIS 459, LIS 481, and LIS 483) required for SLTP students incorporate assignments and experiences involving fieldwork.

There are specific assignments for each field-based experience. These projects are outlined in the School Library Teacher Handbook, which the student will receive at the beginning of their program. If you have questions about an assignment, please consult with your course instructor for answers and further direction. Fieldwork projects must be completed in a public school library in Massachusetts. At the discretion of the program director, other courses or experiences can be substituted for part of this requirement.

A candidate may substitute LIS 495: Practicum Equivalent Experience (pre K - 12) for one of the practica if the candidate has been hired as the professional school library teacher of record. Arrangements for LIS 495 are made with the program director.

Massachusetts Tests for Educator Licensure (MTEL)
Before students are allowed to complete their practicum experiences, they will need to pass the Communication and Literacy Skills Test of the Massachusetts Tests for Educator Licensure (MTEL). This test is administered in various places but only in Massachusetts. You can obtain further information at the Massachusetts Department of Elementary and Secondary Education website.
**For Education Degree Holders**

The following curriculum is for teachers who currently hold a Master's Degree in education and an initial or professional Massachusetts License as a teacher, a Master of Arts degree in teaching, or a Master's degree in a related field along with an initial or professional Massachusetts Teacher Licensure. At the time of application for the School Library Teacher License you must have a minimum of three years of teaching experience in a Massachusetts public school. The library courses can be taken at the same time the candidate is fulfilling the teaching requirement.

Those with a Master's in Education who hold an initial license will be endorsed by Simmons to receive the license as a school library teacher after completion of the necessary coursework. Those with a professional level license must take their completed coursework to the DESE on their own; they will not be endorsed by Simmons.

**Course List**

In addition to the requirements above, the courses listed below will prepare students to become licensed as school library teachers in Massachusetts.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 406</td>
<td>Management &amp; Evaluation of School Library Programs</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 407</td>
<td>Information Sources &amp; Services</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 415</td>
<td>Information Organization</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 460</td>
<td>Technology and the School Library Teacher</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 461</td>
<td>Curriculum &amp; Instructional Strategies</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 481</td>
<td>Library Collections and Materials for Children</td>
<td>3.00</td>
</tr>
<tr>
<td>LIS 483</td>
<td>Library Collections and Materials for Young Adults</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Massachusetts Tests for Educator Licensure (MTEL)**

If the student's prior teaching license did not require him/her to take and pass the Communication and Literacy Skills Test of the Massachusetts Tests for Educator Licensure (MTEL), he/she will be required to do that prior to applying for the school library teacher license.
SCHOOL OF NURSING

Faculty
Heather Shlosser, Associate Dean of the School of Nursing
Chaluza Kapaale, Chair of the School of Nursing
Naila Russell, Assistant Professor NTT, Director of Graduate Nursing (Interim)
Tanya Cohn, Associate Professor NTT and Doctor of Nursing Practice Coordinator
Ashley Parks, Assistant Professor NTT and Director of MSN Clinical Education
Beth McVey, Associate Professor
Caitlin Levesque, Associate Professor of Practice
Carmen Harrison, Associate Professor NTT
Christie Griffin, Assistant Professor NTT
Clark Cassone, Assistant Professor of Practice
Eileen McGee, Associate Professor of Practice
Gloria Cater, Associate Professor of Practice
Jennifer Howard, Professor of Practice
Karen Teeley, Professor of Practice
Kim Boothby-Downing, Professor of Practice
LaDonna Christian, Associate Professor of Practice and Director of the Dotson Bridge Program
Megan Wolfe, Assistant Professor NTT
Meredith Troutman-Jordan, Associate Professor NTT
Michelle Isacson, Associate Professor
Patricia Reid-Ponte, Professor of Practice
Patricia Rissmiller, Associate Professor
Rebecca Koeniger-Donohue, Professor of Practice
Sarah Volkman-Cooke, Professor
Tina Delouchry, Associate Professor of Practice

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, and Direct Entry for BA/BS holders.

The Family Nurse Practitioner MSN degree is offered online (Nursing@Simmons) in the following pathway: BS 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 politics.
• 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 prerequisites 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
• Direct Entry MSN Course Descriptions (p. 202)
  • DE Sequence

Immersion Weekend
Immersion Weekend is an on-campus course requirement for all MSN/FNP students. Students must successfully pass the 3Ps (404, 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 533 will not be permitted to attend Immersion Weekend at the end of the term. Students receive a "W" for 534 and will need to re-register for both 533 and 534 in their next term.
• Students who drop or withdraw from 533 prior to the withdrawal deadline, will also need to withdraw from 534.
• Students who fail Immersion Weekend must retake 534 prior to beginning 535: FNP Clinical Decision Making I. Once students have successfully completed 534: Immersion Weekend, they will proceed to 535: FNP Clinical Decision Making I and begin 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, 535 & 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.

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.

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 (404), Advanced Pharmacology (424) & Advanced Health Assessment (530): Students must pass the 3Ps (courses outlined above), prior to entering their didactic, immersion weekend and clinical courses.
- FNP I Primary Care Nursing of the Child Bearing Family (531) & FNP II Primary Care Nursing (532): Students can take these courses as corequisites; Students must successfully complete their 3Ps prior to taking these courses
- FNP III Primary Care Nursing (533): Students must successfully complete their 3Ps prior to taking this course; Students must successfully complete FNP II Primary Care Nursing (532) prior to taking FNP III Primary Care Nursing (533)
- Immersion Weekend (534): Students must successfully complete their 3Ps, 531, 532 and 533 prior to attending Immersion Weekend (534)
- FNP Clinical Decision Making I (535): Students must successfully complete their 3Ps, 531, 532 and 533 and 534 prior to taking FNP Clinical Decision Making I (535)
- FNP Clinical Decision Making II (536): Students must successfully complete their 3Ps, 531, 532 and 533 and 534 and 535 prior to taking FNP Clinical Decision Making II (536)
- Scholarly Inquiry I (507): Students must pass Research Methods (410) before taking Scholarly Inquiry I (507)
- Scholarly Inquiry II (508): Students must pass Scholarly Inquiry I (507) before taking Scholarly Inquiry II (508); Students must register for the same section/instructor as they did in 507
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)

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**
The RN-MSN program is no longer accepting new students as of the 2021-2022 academic year. Students who started the first full term of their RN to MSN program prior to the September 2021 term will be able to complete their RN to MSN program in full.

**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.

**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 online 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 545</td>
<td>Advanced Concepts in Leadership</td>
<td>3.00</td>
</tr>
<tr>
<td>NURS 520</td>
<td>Quality &amp; Safety in Nursing</td>
<td>3.00</td>
</tr>
<tr>
<td>NURS 514</td>
<td>Leadership &amp; Mgmt. Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 515</td>
<td>Advanced Leadership</td>
<td>3.00</td>
</tr>
<tr>
<td>NURS 512</td>
<td>Nursing Leadership &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 660</td>
<td>Evidence-Based Practice: Informatics</td>
<td>3.00</td>
</tr>
<tr>
<td>SNHS 410</td>
<td>Research Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>NURS 513</td>
<td>Nurse Manager Role</td>
<td>4.00</td>
</tr>
<tr>
<td>HCA 509</td>
<td>Health Care Finance I</td>
<td>3.00</td>
</tr>
<tr>
<td>NURS 516</td>
<td>Advanced Leadership Practicum</td>
<td>2.00</td>
</tr>
<tr>
<td>NURS 508</td>
<td>Scholarly Inquiry II</td>
<td>2.00</td>
</tr>
<tr>
<td>NURS 509</td>
<td>Research Practicum</td>
<td>3.00</td>
</tr>
<tr>
<td>HCA 504</td>
<td>Health Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>HCA 470</td>
<td>Negotiations &amp; Problem Solving</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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, and is a prerequisite or corequisite for NURP 655
- NURP 750A DNP Project Seminar I: Must be completed prior to NURP 750B & NURP 750C
- 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).
DNP Course Sequence

*The below course sequence is a sample sequence. Please check with your Academic Advisor to confirm your plan of study and course sequence.

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 be 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 PhD RDN, Professor and Ruby Winslow Linn Chair
Teresa Fung ScD, RD, Professor and Director, Didactic Program in Dietetics
Lisa Brown PhD, RD, LDN, Associate Professor and Dietetic Internship Director
Sharon Gallagher MEd, RD, LDN, Associate Professor of Practice and Assistant Dietetic Internship Director
Rachele Pojednic PhD, EdM, Assistant Professor
Kathrina Prelack PhD, RD, Assistant Professor
Urshila Sriram MSPH PhD RD, Assistant Professor NTT
Elizabeth Colavito Siu PhD RD, Associate Director, MS Online
Kathleen Walker MDA, RDN, CSG, LDN, Assistant Professor of Practice, Dietetic Internship Clinical Faculty
Victoria Bacon, PhD, Senior Lecturer
Karlyn Grimes MS, RD, LDN CSSD, Senior Lecturer
Paula Cerqueira MS RD LDN, 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.

**Requirements for Entry**

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 cumulative 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 Offered

The MS program is offered both as an on the ground program and a fully online program. The on the ground option includes face-to-face courses at Simmons, typically held in the evenings, and fully online classes. Both delivery formats allow students in the Nutrition and Health Promotion Master’s Program the opportunity to complete the program in one academic year, including the summer session, or two to four years of part-time study; the fully online program is for U.S. residents only.

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

The curriculum for the Research concentration includes nine required graduate courses and two electives. The MS with the research concentration culminates with the completion of a MS thesis project.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR 452</td>
<td>Nutrition Practice: Program, Plan, Evaluation</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 453</td>
<td>Advanced Topics in Preventative Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 455</td>
<td>Nutrition, Fitness and Wellness</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 460</td>
<td>Nutritional Epidemiology</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 489</td>
<td>Nutrition Proposal Development</td>
<td>2.00</td>
</tr>
<tr>
<td>NUTR 490</td>
<td>Nutrition Research Project</td>
<td>3.00</td>
</tr>
<tr>
<td>SNHS 410</td>
<td>Research Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>SNHS 450</td>
<td>Health Care System: Interdisciplinary Perspectives</td>
<td>3.00</td>
</tr>
<tr>
<td>SNHS 570</td>
<td>Health Promotion</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Nutrition and Health Promotion - Entrepreneurship Concentration Curriculum

The curriculum for entrepreneurship track includes a total of 11 courses with nine required courses. Required courses include courses from the Department of Nutrition and the Simmons School of Business and two electives. The entrepreneurship track culminates with the completion of a customized business plan.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR 452</td>
<td>Nutrition Practice: Program, Plan, Evaluation</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 453</td>
<td>Advanced Topics in Preventative Nutrition</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 455</td>
<td>Nutrition, Fitness and Wellness</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 462</td>
<td>Consulting Nutrition Practice</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 489</td>
<td>Nutrition Proposal Development</td>
<td>2.00</td>
</tr>
<tr>
<td>MSMG 407/MGMT 238</td>
<td>Financial Aspects of Business</td>
<td>3.00</td>
</tr>
<tr>
<td>MSMG 440/GSM 570</td>
<td>Creativity Innovation &amp; Entrepreneurship</td>
<td>3.00</td>
</tr>
<tr>
<td>SNHS 450</td>
<td>Health Care System: Interdisciplinary Perspectives</td>
<td>3.00</td>
</tr>
<tr>
<td>SNHS 410</td>
<td>Research Methods</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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, community nutrition, 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 credentialed 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.

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 this first step in the Commission for Dietetic Registration (CDR) administered credentialing process for dietetics practitioners. Students are eligible to sit for the Registered Dietitian credentialing exam after completing an accredited supervised practice program.

Our students are prepared for entry level nutrition positions, graduate school and accredited supervised practice programs.

Our Certificate in the Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995 telephone: (312) 899-5400.
Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master’s degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). In order to be approved for registration examination eligibility with a bachelor’s degree, an individual must meet all eligibility requirements and be submitted into CDR’s Registration Eligibility Processing System (REPS) before 12:00 midnight Central Time, December 31, 2023. For more information about this requirement visit CDR’s website: https://www.cdrnet.org/graduatedegree. In addition, CDR requires that individuals complete coursework and supervised practice in program(s) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Graduates who successfully complete the ACEND-accredited DPD program at Simmons University are eligible to apply to an ACEND-accredited supervised practice program as the next step to become an RDN.

In most states, graduates also must obtain licensure or certification to practice. For more information about state licensure requirements see https://www.cdrnet.org/state-licensure

For more information about educational pathways to become a RDN, see https://www.eatrightpro.org/acend/students-and-advancing-education/information-for-students.

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 the 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 supervised practice 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, in-person labs sessions 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

*Some exceptions to grading requirements and in-person lab requirements were accepted during the COVID-19 pandemic, please check with the department for additional information.

Delivery Modes Available

The Simmons University DPD can be completed either full or part time. All courses are offered on-campus at Simmons.

Certificate 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.

<table>
<thead>
<tr>
<th>Science Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 113</td>
</tr>
<tr>
<td>BIOL 221</td>
</tr>
<tr>
<td>BIOL 231</td>
</tr>
<tr>
<td>BIOL 232</td>
</tr>
<tr>
<td>CHEM 111</td>
</tr>
<tr>
<td>CHEM 111L</td>
</tr>
<tr>
<td>CHEM 112</td>
</tr>
<tr>
<td>CHEM 112L</td>
</tr>
<tr>
<td>CHEM 223</td>
</tr>
<tr>
<td>STAT 118</td>
</tr>
</tbody>
</table>

*NBIOL 113, BIOL 221, BIOL 231, BIOL 232 include an additional required lab course.

Nutrition Requirements:

| NUTR 111  | Fundamentals of Nutrition Science OR | 4 |
| NUTR 112  | Introduction to Nutrition | 4 |
Science

- 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 334 Medical Nutrition Therapy 6
- NUTR 381 Advanced Applications 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.

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.

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, Ethos, Women's Lunch Place, Community Servings, Greater Boston Food Bank, a variety of local WIC programs, and a variety of local hospitals.

Licensure, Certification, etc. / Other Program Information

Upon graduation, completing an accredited Dietetic Internship Program is the next step in becoming a Registered Dietitian. This is a separate and competitive national application process, which must be completed before taking the RD credentialing exam. Our students are successful in internship programs nationwide – our placement rate consistently exceeds the national rate.

<table>
<thead>
<tr>
<th>Year</th>
<th>Simmons</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>97%</td>
<td>74%</td>
</tr>
<tr>
<td>2020</td>
<td>100%</td>
<td>71%</td>
</tr>
</tbody>
</table>

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**

The Department of Nutrition offers an ACEND accredited dietetic internship program to prepare baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination to become a Registered Dietitian Nutritionist. The internship is offered both as a standalone 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 each year into our two-year 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 those in the stand-alone internship program who have previously taken NUTR 420 (Treatment of Eating Disorders) at Simmons University, 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 readiness 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](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 2022 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 community hospital setting or long term care facility including a rehabilitation unit. Affiliated clinical settings 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 (1-3 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)

*BIO 231 and BIO 232 include an additional Laboratory course component.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNHS 415</td>
<td>Sports Psychology</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 455</td>
<td>Nutrition, Fitness and Wellness</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 461</td>
<td>Exercise Assessment and Prescription</td>
<td>3.00</td>
</tr>
<tr>
<td>NUTR 462</td>
<td>Consulting Nutrition Practice</td>
<td>3.00</td>
</tr>
</tbody>
</table>
DEPARTMENT OF PHYSICAL THERAPY

Faculty
Justin Beebe, Chair and Associate Professor
Justin Jones, Associate Chair and Professor of Practice
Amit Dashottar, Associate Professor
Mark Dynan, Director of Clinical Education and Associate Professor of Practice
Stacey Maguire, Associate Professor of Practice
Elizabeth Murphy, Co-Director of Clinical Education and Associate Professor of Practice
Rachel Verrill, Assistant Professor of Practice
Jenna Powers, Assistant Professor of Practice
Devashish Tiwari, Assistant Professor

Doctor of Physical Therapy

Description
In the Doctor of Physical Therapy (DPT) program students attend expert-led lectures, advance their technique in the skills laboratory and participate in small group discussions focused around clinical practice. Our students build their skills during full-time clinical experiences which are carefully selected to give students the opportunity to be mentored by experienced clinical practitioners in a variety of patient populations.

This 3-year, full-time program is designed for individuals who have completed three years of undergraduate work at Simmons or a bachelor’s degree from another institution. Prospective students must also have completed the necessary physical therapy prerequisite work.

The Doctor of Physical Therapy program at Simmons University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; 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.
- 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 observation experience is required, for which a licensed PT must verify hours using the PTCAS format. Students who are completing these required hours at the time of application must provide written verification of the 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 Graduate Record Exam (GRE) before the application deadline. Simmons DPT will accept GRE scores up to five (5) years old. 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 be 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPT 621</td>
<td>Human Anatomy</td>
<td>7.00</td>
</tr>
<tr>
<td>DPT 631</td>
<td>Clinical Medicine</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Year 1 Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPT 612</td>
<td>Professional Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>DPT 622</td>
<td>Movement Science I</td>
<td>3.00</td>
</tr>
<tr>
<td>DPT 632</td>
<td>Concepts &amp; Skills in Physical Therapy I</td>
<td>3.00</td>
</tr>
<tr>
<td>DPT 652</td>
<td>Evidence Based Practice I</td>
<td>2.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>DPT 672</td>
<td>Frameworks of Physical Therapy: Musculoskeletal I</td>
<td>7.00</td>
</tr>
<tr>
<td>DPT 613</td>
<td>Professional Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>DPT 623</td>
<td>Movement Science II</td>
<td>3.00</td>
</tr>
<tr>
<td>DPT 633</td>
<td>Concepts and Skills in Physical Therapy II</td>
<td>3.00</td>
</tr>
<tr>
<td>DPT 653</td>
<td>Evidence Based Practice II</td>
<td>2.00</td>
</tr>
<tr>
<td>DPT 673</td>
<td>Frameworks of Physical Therapy: Musculoskeletal II</td>
<td>7.00</td>
</tr>
<tr>
<td>DPT 701</td>
<td>Clinical Experience I</td>
<td>5.00</td>
</tr>
<tr>
<td>DPT 674</td>
<td>Frameworks for Physical Therapy: Neuromuscular II</td>
<td>5.00</td>
</tr>
<tr>
<td>DPT 714</td>
<td>Professional Seminar</td>
<td>1.00</td>
</tr>
<tr>
<td>DPT 724</td>
<td>Advanced Topics</td>
<td>3.00</td>
</tr>
<tr>
<td>DPT 734</td>
<td>Complex Conditions</td>
<td>2.00</td>
</tr>
<tr>
<td>DPT 745</td>
<td>Research Seminar: Faculty Directed Research I</td>
<td>1.00</td>
</tr>
<tr>
<td>DPT 774</td>
<td>Frameworks for Physical Therapy: Cardiovascular and Pulmonary</td>
<td>7.00</td>
</tr>
<tr>
<td>DPT 782</td>
<td>Research Seminar: Proposal</td>
<td>1.00</td>
</tr>
<tr>
<td>DPT 792</td>
<td>Clinical Experience II</td>
<td>5.00</td>
</tr>
<tr>
<td>DPT 793</td>
<td>Clinical Experience III</td>
<td>5.00</td>
</tr>
</tbody>
</table>

**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.
DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

Faculty

Leanne Doherty, Associate Professor and Department Chair
Zinnia Mukherjee, Associate Professor and MPP Program Director
Abel Amado, Assistant Professor
Kirk Beattie, Professor Emeritus
Benjamin Cole, Associate Professor and Associate Dean of Curriculum and Academic Programs, College of Social Sciences, Policy, and Practice
Ambassador Thomas Dougherty, Joan M. Warburg Professor of International Relations
Denise Horn, Associate Professor and International Relations Program Coordinator
Kristina Pechulis, Associate Professor of Practice and Director, Barbara Lee Family Foundation Intern 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPP 501</td>
<td>Policy Analysis &amp; Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>MPP 502</td>
<td>Social Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>MPP 503</td>
<td>Economic Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>MPP 504</td>
<td>Quantitative Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>MPP 505</td>
<td>Capstone</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Electives

Five Electives

Internship (if deemed necessary by Program Director)
Master of Arts in Gender and Cultural Studies and Public Policy

Description

The joint Master's in Gender and Cultural Studies (GCS) and Public Policy is designed for students who would like to combine the pragmatic approach of Public Policy with the broader, creative insights of Gender and Cultural theory. This program is ideal preparation for those with a particular interest in issues of diversity, race, gender, class, ethnicity, ability, and sexual orientation in public policy.

This program affords students the core skills and most essential content knowledge of public policy, at the same time that it offers students broad exposure to field of gender and cultural theory. Students in the program will be taught to apply this integration to real world issues. As a result, this program prepares graduates equally well to work in a policy setting or a nonprofit organization, where policy knowledge and analysis skills can heighten marketability. Students will submit one application and it will be reviewed by program directors from GCS and Public Policy.

Requirements for entry into program

This degree is designed for students who have a background and interest in interdisciplinary work. Students will ideally have an undergraduate degree in one or more of the following: Communications, Critical Race Studies, English, Economics, History, International Relations, Modern Languages, Political Science, Public Policy, Media Studies, Philosophy, or Women's and Gender Studies. While there is no one path to a successful degree application, prospective students must demonstrate an interest in applying their knowledge to real-world policy issues.

Degree Requirements

Candidates for the joint degree must complete a total of 11 courses. All students will complete a combined capstone project that integrates the two fields of study.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCS 403</td>
<td>Gender/Cultural Studies: Theory Into Practice</td>
<td>4.00</td>
</tr>
<tr>
<td>GCS 420</td>
<td>Race, Gender, and Empire</td>
<td>4</td>
</tr>
<tr>
<td>MPP 501</td>
<td>Policy Analysis &amp; Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>MPP 502</td>
<td>Social Policy</td>
<td>3.00</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPP 503</td>
<td>Economic Policy</td>
<td>3.00</td>
</tr>
<tr>
<td>MPP 504</td>
<td>Quantitative Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>POLS 517</td>
<td>Intersectionality and Public Policy</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 556</td>
<td>Feminist International Relations</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Three Gender-Focused Electives: see especially The Consortium for Women, Gender, Culture, and Sexuality Studies.

Capstone

All degree candidates must complete a joint capstone, GCS/PP 455

Students have two options for capstone projects:

1. Students will work with a specific organization on a policy problem related to race, gender, ethnicity, ability, sexual orientation, etc. Students selecting this option might choose to partner with their organization, and even do a formal internship. In this case, a 20-30 page policy brief would be the desired outcome for the capstone experience.

2. Students will write a 50-60 page thesis that focuses on a policy issue that relates to race, gender, ethnicity, ability, sexual orientation, etc.

Regardless of which option students choose, they will participate in a capstone seminar where they work with other GCS students to support each other during the writing process. All joint degree students present their capstone work at the GCS colloquium with other graduating 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 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 Undergraduate Program Director
John Quattrochi, Assistant Professor and MPH@Simmons Program Director
Carolyn Rodgers, Professor of Practice and Bachelor's Program Director
Meenakshi Verma-Agrawal, Associate Professor of Practice and MPH@Simmons Assistant Program Director
Felipe Agudelo, Assistant Professor
Shelley White, Associate Professor (on sabbatical 2021-2022)

Public Health (MPH@Simmons)

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

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
MHEO 473  Public Health Project Plan I  1.00

Term 5
MHEO 465  Health Advocacy & Organizing  3.00
MHEO 470  Global Health & Political Econ  3.00
MHEO 474  Public Health Project Plan II  1.00

Term 6
MHEO 476  Health Equity Change Project II  2.00
Elective  3

Term 7
MHEO 476  Health Equity Change Project II  2.00
Elective  3

Students complete two elective courses as part of their time in the program for a total of six 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.
SCHOOL OF SOCIAL WORK

Faculty

Stephanie Cosner Berzin, Professor and Vice Provost
Melinda Gushwa, Associate Professor and SSW Director

Joanna Almeida, Associate Professor
Gary Bailey, Professor of Practice
Tanya Barker, Associate Professor of Practice
Nancy Blumberg, Associate Professor of Practice
Julia Burns, Associate Professor of Practice and Director of SocialWork@Simmons
Carly Burton, Associate Professor of Practice
Rosa Cho, Associate Professor of Practice and BSW CompleteDegree Program Director
Cali-Ryan Collin, Assistant Professor, NTT
Aqueela Culbreath-Britt, Associate Professor of Practice and Director of BSW On-Ground Field Education
Noel Dimitri, Assistant Professor
Jaqueline Dyer, Associate Professor of Practice and Associate DSW Director
Raquel Ellis, Associate Professor of Practice
Abbie Frost, Associate Professor
Renada Goldberg, Assistant Professor
Paul Gould, Assistant Professor
Daren Graves, Associate Professor
Johnnie Hamilton-Mason, Professor and Eva Whiting White Endowed Chair
Suzanne Hecker, Associate Professor of Practice
Eunhae Kim, Assistant Professor
Hugo Kamya, Professor
Eugenia Knight, Associate Professor of Practice and Director of On-Ground Field Education
Peter Maramaldi, Professor
Katie Novick-Nolan, Associate Professor of Practice and Director of BSW Program
Lydia Ogden, Associate Professor
Erika Peter-Harp, Associate Professor of Practice
Celia Arias Piña, Assistant Professor of Practice
Kelly Pratt, Associate Professor of Practice
Michelle Putnam, Professor and Director of PhD Program and Jennifer Eckert '08 School of Social Work Chair
Jennifer Putney, Associate Professor
Jessie Quintero Johnson, Associate Professor
Vanessa Robinson-Dooley, Associate Professor
Elana Sandler, Associate Professor of Practice and Director of Online Field Education
Beverly C. Sealey, Associate Professor
Christina Sellers, Assistant Professor
Amy Skeen, Professor of Practice
Leah Hart Tennen, Associate Professor of Practice and Director of Student Support Services for CSSPP
Kristie Thomas, Associate Professor and MSW Director
Vee Williams, 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, Public Policy, 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.

**Generalist Year**

Unless otherwise indicated courses listed are offered as both SW (on the ground) and SWO (online).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 403</td>
<td>Social Policy and Social Work in Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SW 409</td>
<td>Dynamics of Racism &amp; Oppression</td>
<td>3.00</td>
</tr>
<tr>
<td>SW 411</td>
<td>Human Behavior and Social Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>SW 421A</td>
<td>Social Work Practice</td>
<td>3.00</td>
</tr>
<tr>
<td>SW 421B</td>
<td>Social Work Practice</td>
<td>3.00</td>
</tr>
<tr>
<td>SW 422</td>
<td>Substance Use and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 441</td>
<td>Social Work Research</td>
<td>3.00</td>
</tr>
<tr>
<td>SW 446A</td>
<td>Field Education</td>
<td>5.00</td>
</tr>
<tr>
<td>SW 446B</td>
<td>Field Year 1</td>
<td>4.00</td>
</tr>
<tr>
<td>SWO 446L</td>
<td>Field Education Lab</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialized Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 404</td>
<td>Advanced Policy</td>
<td>3</td>
</tr>
<tr>
<td>SW 414</td>
<td>Assessment and Diagnosis</td>
<td>3.00</td>
</tr>
<tr>
<td>SW 424A</td>
<td>Advanced Clinical Practice</td>
<td>3.00</td>
</tr>
<tr>
<td>SW 424B</td>
<td>Advanced Clinical Practice</td>
<td>3.00</td>
</tr>
<tr>
<td>SW 447A</td>
<td>Field Year 2</td>
<td>4.00</td>
</tr>
<tr>
<td>SW 447B</td>
<td>Field Year 2</td>
<td>4.00</td>
</tr>
<tr>
<td>SW 509</td>
<td>Evaluation in Social Work</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Elective**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**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, SPND 444, SPND 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.

MSW with Public Policy Certificate (On-Campus)

This certificate program is designed to give MSW students with an interest in macro/policy issues the opportunity to supplement their clinical education experience with a deeper knowledge of public policy. This certificate will position graduates to have more options in terms of career directions in social work, particularly around policymaking or policy advocacy, with an emphasis on building policy analysis and advocacy skills that will allow students to analyze and affect policies at local, state, and national levels. These courses will enhance students’ understanding of policy systems and theory, methods of policy analysis, and subject matter knowledge in two major policy arenas.

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

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

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 Oppression, 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 Education I, 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).

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.

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.

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.
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 researchers and 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. The DEIPAR (Diversity, Equity, Inclusion, Intersectionality, Power & Anti-Racists) framework, that underlies all School of Social Work programs, is infused across PhD programming.

Learning Outcomes

The Ph.D. program advances student scholarship and research competencies through coursework in qualitative and quantitative research methods, statistical analysis, epistemology, theory, and social welfare policy. Students are required to take eleven research-focused courses. In addition, students have opportunities to participate in research initiatives through practice and assistantships.

The Ph.D. program prepares students to become skilled 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 in our on-ground and online platforms.

Requirements for Entry into the 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 2 years of experience working in the social work or related field. Application materials include academic transcripts, 3 recommendation letters, a personal statement of academic intent, a writing sample, and an interview with the program director. In recognition of the empirical evidence of the limited ability of GRE scores to predict program performance, the PhD program does not require the GRE for admission.

Delivery Modes Available

The Ph.D. program is offered on a part-time basis across three academic semesters per year (fall, spring and summer). Most coursework is offered on Thursdays during the fall and spring academic semesters. The summer semester is a 7-week accelerated term with courses offered once or twice a week. Students take a minimum of 6 credits per semester. All required coursework is completed in 2 years. The PhD program is piloting an online course delivery format in 2021-2022.

Other Degree Options

PhD students may obtain a four-course teaching certificate through the Simmons Health Professions Educational Doctorate degree program.

Degree Requirements

PhD students take 11 core courses and have 9 elective credits. Core courses are listed below. Elective credits may be obtained through Simmons University courses, including additional teaching, leadership or practice courses offered in the DSW program, through local university consortium programs in Boston or other options.

PhD Courses

All students are required to take the following courses, usually within the first two years of the program. Course are offered on a rotating calendar with some courses offered only every other year:
Supplemental Courses

Students can take elective courses at any time during their tenure in the program.

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 (DSW)

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 the 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

Full-Time DSW Coursework Structure (3 courses per semester)

Spring Year 1 (9 credits)
- SWO 701 Transformation, Inspiration, and Inclusion: Social Work Leadership for the Future
- SWO 702 The Inner Life of the Adult Learner: Introduction to Theory and Practice
- SWO 703 Seminar in Ethics and Social Justice

Summer Year 1 (9 credits)
- SWO 708 The Fundamentals of Inclusive Course Design and Effective Instruction
- SWO 704 Deconstruction and Development of Clinical Social Work Knowledge and Practice
- SWO 705 Power, Passion, and Social Change

Fall Year 1 (9 credits)
- SWO 707 The Research-Informed Practitioner
- SWO 706 Theories to Advance Practice
- SWO 709 Strategies for Decolonized Clinical Supervision and Management

Spring Year 2 (9 credits)
- SWO 710 Complex Learning Environments
- SWO 711 Complex/Diverse Populations
- SWO 712 Interdisciplinary Social Work

Summer Year 2 (6 credits)
- SWO 713 Adaptive Leadership: Implementing Leadership Through Social Justice Lens
- SWO 702 The Inner Life of the Adult Learner: Introduction to Theory and Practice

Fall Year 2 (6 credits)
- SWO 708 The Fundamentals of Inclusive Course Design and Effective Instruction
- SWO 712 Interdisciplinary Social Work

Spring Year 3 (6 credits)
- SWO 710 Complex Learning Environments
- SWO 714 Integrative Seminar

Summer Year 3 (6 credits)
- SWO 715 Capstone

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 the integration of 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.

Part-Time DSW Coursework Structure (2 courses per semester)

Spring Year 1 (6 credits)
- SWO 701 Transformation, Inspiration, and Inclusion: Social Work Leadership for the Future
- SWO 703 Seminar in Ethics and Social Justice

Summer Year 1 (6 credits)
- SWO 704 Deconstruction and Development of Clinical Social Work Knowledge and Practice
- SWO 705 Power, Passion, and Social Change

Fall Year 1 (6 credits)
- SWO 707 The Research-Informed Practitioner
- SWO 706 Theories to Advance Practice

Spring Year 2 (6 credits)
- SWO 709 Strategies for Decolonized Clinical Supervision and Management
- SWO 711 Complex/Diverse Populations

Summer Year 2 (6 credits)
- SWO 713 Adaptive Leadership: Implementing Leadership Through Social Justice Lens
- SWO 702 The Inner Life of the Adult Learner: Introduction to Theory and Practice

Fall Year 2 (6 credits)
- SWO 708 The Fundamentals of Inclusive Course Design and Effective Instruction
- SWO 712 Interdisciplinary Social Work

Spring Year 3 (6 credits)
- SWO 710 Complex Learning Environments
- SWO 714 Integrative Seminar

Summer Year 3 (6 credits)
- SWO 715 Capstone

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 the integration of 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.
GRADUATE COURSES

ART - ART

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 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.

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 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, 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: Multicultural Perspectives (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 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 & the 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 - 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)

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 in Applied Behavior Analysis I (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHV 424, BEHV 430. Corequisite: BEHV 450.

BEHV 452 - Supervised Fieldwork in Applied Behavior Analysis II (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHV 424, BEHV 430. Corequisite: BEHV 450.

BEHV 453 - Supervised Fieldwork in Applied Behavior Analysis III (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHV 424, BEHV 430. Corequisite: BEHV 450.

BEHV 454 - Supervised Fieldwork in Applied Behavior Analysis IV (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHV 424, BEHV 430. Corequisite: BEHV 450.

BEHV 455 - Supervised Fieldwork in Applied Behavior Analysis V (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHV 424, BEHV 430. Corequisite: BEHV 450.
**BEHV 460 - Mentoring Orientation (0)**

This course orients the students to the 5-course sequence of mentoring and supervision. These courses are experimental learning opportunities 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 - Mentoring Supervision 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.

BEHVO - Behavior Analysis Online

BEHVO 415 - Intro to Single Subject Research (4)

BEHVO 424 - Intro to Applied Behav Analysis (4)

BEHVO 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. staff.

Prerequisite: Required Take BEHVO 424 BEHVO 415;

BEHVO 427 - Methodologies for Behavior Change I (4)

Prerequisite: Required Take BEHVO 424 BEHVO 415;

BEHVO 430 - Ethics and Legal Issues (4)

Prerequisite: Required Take BEHVO 424 BEHVO 415;

BEHVO 434 - Methodologies for Behavior Change II (4)

Prerequisite: Required Take BEHVO 424 BEHVO 415;
BEHVO 445 - Advanced Topics in Behavior Analysis (4)
Examines the how fundamental behavior analytical protocols (e.g., schedules of reinforcement, stimulus control, etc.)
can be used to assess and account for sophisticated human behaviors, such as verbal behaviors, private events, and
derived relational responding. Translational research (i.e., from laboratory to the real world) is presented and
discussed.
Prerequisite: Required Take BEHVO 426, BEHVO 427, BEHVO 430, BEHVO 434;.

BEHVO 450 - Supervised Fieldwork Orientation (0)
BEHVO-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.

BEHVO 451 - Supervised Fieldwork in Applied Behavior Analysis (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the
classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for
completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and
group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHVO 424, BEHVO 430. Corequisite: BEHVO 450.

BEHVO 452 - Supervised Fieldwork in Applied Behavior Analysis (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the
classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for
completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and
group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHVO 424, BEHVO 430. Corequisite: BEHVO 450.

BEHVO 453 - Supervised Fieldwork in Applied Behavior Analysis (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the
classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for
completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and
group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHVO 424, BEHVO 430. Corequisite: BEHVO 450.

BEHVO 454 - Supervised Fieldwork in Applied Behavior Analysis (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the
classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for
completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and
group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHVO 424, BEHVO 430. Corequisite: BEHVO 450.

BEHVO 455 - Supervised Fieldwork in Applied Behavior Analysis (2)
This course provides supervision and mentoring to students using the basic principles of behavior analysis in the
classroom or work setting. It fulfills, in part, the requirements of the Behavior Analyst Certification Board for
completion of supervision under the category of Supervised Fieldwork. Students complete 5 semesters of individual and
group supervision to fulfill the entire requirement for Supervised Fieldwork.
Prerequisite: BEHVO 424, BEHVO 430. Corequisite: BEHVO 450.
BEHVO 461 - Mentoring and Supervision I (4)
Prerequisite: Required Take BEHVO 426 BEHVO 427 BEHVO 430 BEHVO 434.

BEHVO 462 - Mentoring and Supervision II (4)
Prerequisite: Required Take BEHVO 426 BEHVO 427 BEHVO 430 BEHVO 434 BEHVO 461.

BEHVO 463 - Mentoring and Supervision III (3)
Prerequisite: Required Take BEHVO 426, BEHVO 427, BEHVO 430, BEHVO 434, BEHVO 462.

BEHVO 465 - Verbal Behavior (4)
Skinner considered his 1957 book, "Verbal Behavior," to be his most important work. Skinner rejected cognitive explanations of language as the transmission of thoughts and ideas that start in our minds. Instead, he analyzed verbal behavior as behavior controlled by basic behavioral processes, including positive reinforcement and stimulus control. In this course, students read and analyze the concepts in "Verbal Behavior," 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.

BEHVO 466 - Autism Spectrum Disorders (4)
Prerequisite: Required Take BEHVO 415 BEHVO 424.

BEHVO 480 - Thesis Proposal Seminar (2)
Prerequisite: Required Take BEHVO 426, BEHVO 427, BEHVO 430, and BEHVO 434.

CHL - CHILDREN'S LIT.

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 questions about 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 and genres, including, short stories, biographies, nonfiction, and translated works published for children.

Prerequisite: None.

CHL 403 - The Picturebook (4.00)
Explores picturebook, the materiality of the form, and its art history 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 404A - Poetry for Children: You Be the Judge (2.00)**

Functions as a mini-session of the Lion and Unicorn poetry award. Studies award essays, analyzes judges’ statements, and reads poetry published for children within a given year, including the good, the meh, and the pyre-worthy amongst verse novels, nature poems, picturebooks, young adult works, light verse, and nonsense. Assesses, determines writers, and writes collaborative essays to defend choices and to comment on the wider field of entries.

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.

Crosslisted as: ENGL 511.

**CHL 413 - Contemporary Realistic Fiction (4.00)**

Studies the adolescent quest for a sense of self as they must struggle to affirm identity in ever-expanding Joycian circles of influence. Focuses on fiction published for both young adults and adults and draws from touchstone texts as well as contemporary works.

Prerequisite: CHL 401.

**CHL 414 - Fantasy and Science Fiction (4.00)**

Provides an historical study and critical analysis of the development of fantasy and science fiction for children and young adults. 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” (WBA) a signature storytime model of the Eric Carle Museum of Picturebook Art grounded in critical engagement with the picturebook as a visual art form. Employs Structuralist, Reader Response, and other critical approaches to examining how words, pictures and design impact readers’ engagement with primary texts. Includes opportunities for students to observe WBA storytimes to see how theory informs practice as children engage with picturebooks in facilitated readings.

Prerequisite: None.

**CHL 419B - Genre Study: Humor (2.00)**

Examines the many facets of humor in literature for young people, focusing particularly on the literary, historical, and societal significance of making readers laugh. Considers the history and philosophy behind humor for children, as well as the uses of humor as entertainment, social commentary, and literary device. Considers 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 complication with a scholarly orientation
Prerequisite: All core courses in the MA program (CHL 401, CHL 403, CHL 413, CHL 414, and history; enrollment limited to the final semesters and based upon proposal approval by the department.

**CHL 421 - Children's Book Publishing (4.00)**

Surveys the history of children's book publishing in the U.S. and then focuses on the various stages of the contemporary children's book publishing process editing, art direction and design, and marketing. Practitioners from each of these areas will share their expertise and involvement in the evolution of a book's creation. Development of a publishing project and demonstration of how such a book would be published in today's market.

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. Gives an in-depth, practical understanding of how children's literature is selected, refined, and produced for the marketplace through a combination of editorial exercises, classroom discussions of genres and editorial functions, readings, and interviews with children's book editors in the field.

Prerequisite: None.

**CHL 423 - 19th Century American Childrens' Literature (4.00)**

Considers the role of religion, the classed and gendered nature of writing for children, and the way family is depicted and disciplines. Takes up the question of slavery, women's suffrage, and industrialization in the children's literature of the period. Studies writers including Hawthorne, Alcott, Twain, Susan Warner, Thomas Bailey, Aldrich, and Margaret Sidney.

Prerequisite: None. Crosslisted as: ENGL 423.

**CHL 424 - Nonsense Literature for Children: Structured Absurdity, Subversion, & Certain Creatures of the Sea (2.00)**

Looks 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. Considers Bakhtin's concept of the carnivalesque across the origins of nonsense, stemming from folklore such as nursery rhymes, and the sophisticated and silly satires of the eighteenth century. Attends to the Victorian period and moves forward to consider the myriad paths nonsense has since taken, up to the present day, with writers such as Laura Richardson, Carl Sandburg, Mervyn Peake, Edward Gorey, 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 for Children (2.00)**

Pays critical attention to series fiction, often decried as less than literary. Studies 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. Considers series fiction through the lenses provided by Marxist literary criticism and attends not only to the content of series fiction, but also to its creation. Topics have included romance series fiction, horror series fiction, and middle grade series fiction.

Prerequisite: None.

**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 children's books that take childhood itself as subject. Includes readings crossing age (from picturebooks to young adult novels) and genre (folklore, poetry, fantasy, and realism).

**CHL 427 - Special Topics: Folk & Fairy Tales (2.00)**

To consider one of the most fevered debates of children's literature: are fairy tales for children?, examines 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 revisions? 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)**

Studies the reinvention, reinterpretation, and reimagining of popular contemporary versions of folk and fairy tales in light of modern needs and expense of both the tales and of their child audiences. Examines various fairytale adaptations in an attempt to determine why these stories are such an inedible part of American childhood. Adaptations considered range 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, among others. Debates questions of complexity, fidelity, and adaptation.

Prerequisite: None.

**CHL 428A - The Graphic Novel (4.00)**

Explores the lineages of graphic novels as well as the its formal qualities --visual, literary and others. Considers the graphic novel as both visual object and visual practice. Interrogates and analyzes graphic narratives, cultural context, and generic codes and conventions.

Prerequisite: None.

**CHL 429A - Rereading Race in Classic Children's Literature (2.00)**

Examines texts that have attracted controversy first as historical artifacts, their cultural significance, and contemporary positions. Considers current conversations around race, gender, and the colonialism and reads texts that engage, rewrite, revise the historical work to understand their (re)positioning.

Prerequisite: None.
CHL 429B - The Girl Reader, 1868-1908 (2.00)

Examines 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. Considers cultural debates with 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. Considers 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. Addresses 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)

Takes as its premise the principle that culture stands as a collaborative exercise to 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. Grapples 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.

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 the course both uses Goodreads and theorizes its use.

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: CHL 401, CHL 430. 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 435A - Creators & Ideologies: Illustrator (2.00)
Provides a rare opportunity to examine the entire body of an illustrator’s work as an artist and picturebook creator. Studies through the contextualized lens of picturebooks, corollary readings of literary, art, and historical materials. Explores the artist's evolution, style, influences, achievement, medium, and aesthetics.
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 436A - Nonfiction: Narrative (2.00)
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. Includes a history of the subgenre, an examination of reader gender preferences, and a discussion of award winners.
Prerequisite: None.

CHL 436B - Nonfiction: Expository (2.00)
Studies nonfiction presented in a variety of organizational 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. Includes historical review of the subgenre, and examination of reader gender preferences, and a discussion of award winners will be included.
Prerequisite: None.

CHL 436C - Metafiction & Self-Reflexivity (2)
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. Looks at fluid meaning-making within and across texts, foregrounds playfulness in literary creation, and investigates shifting subject positions offered to readers through self-reflexive texts.

CHL 437 - Special Topics in Children's Literature (4.00)
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: CHL 401, LIS core courses, and ideally CHL 403, 413, and 414. Ideally taken in one of the student's final semesters. Crosslisted as: LIS 405.

CHL 438 - Greening of Children's & Young Adult Literature (2.00)
Builds a theoretical foundation for ecocriticism as it applies to children's and young adult literature. Draws from a diverse range of voices and texts (e.g., The Lorax, The Birchbark House, The Hunger Games, The Hate U Give), decenters dominant paradigms, which privilege (white) human life above all other nature and troubles, ideas of what constitutes wilderness, consciousness, agency, and growth.
Prerequisite: None.
CHL 438A - Narratives of Disability in Children’s Literature (2.00)
Explores and questions question terms and assumptions regarding disability, considers how disability is represented, used, and understood in children's literature; and understands theories and policies related to the construction of disability in children's literature. Finds and exposes representations of disability in literature, film, and other media to examine the ways disability functions in texts written for and read by children.

CHL 438B - Narratives of Disability in Young Adult Literature (2.00)
Explores and questions question terms and assumptions regarding disability, considers how disability is represented, used, and understood in young adult literature; and understands theories and policies related to the construction of disability in young adult literature. Finds and exposes representations of disability in literature, film, and other media to examine the ways disability functions in texts written for and read by young adults.

CHL 441 - MFA Mentorship I (4.00)
Provides MFA students individual mentoring from a children's or young adult publishing professional 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 401, CHL 430, CHL 431, and 4 additional credits. MFA and MAMFA students are eligible to take the course in their third semester. Requires proposal approved by the department.

CHL 442 - MFA Mentorship II (4.00)
Provides MFA students individual mentoring from a children's or young adult 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 401, CHL 430, CHL 431, 4 additional credits, and CHL 441. MFA students are eligible to take the course in their fourth semester and MAMFA students are eligible in their penultimate semester. Requires proposal approved by the department.

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: Requires department approval.

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: CHL 401, CHL 403, CHL 413, CHL 414 and history course. MA, MA/MS, and MA/MFA students are eligible in their final two semesters. Not an option for MFA students. Required proposal approved by the department.

CHL 451 - The Reviewer (2.00)
Provides an exploration of children's book reviewing, and covers 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 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.

**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.

**CS - COMPUTER SCIENCE**

**CS 412 - Introduction to Computer Science (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. Requires significant projects.

Prerequisite: None. Crosslisted as: CS 112.

**CS 413 - GUI and Event Driven Programming (4.00)**

Continues the work done in CS 112, with emphasis on graphic user interface and event-driven programming (currently Java). Requires significant projects.

Prerequisite: None. Crosslisted as: CS 113.

**CS 426 - Computer Organization and Architecture (3.00)**

Studies the structure and function of computer hardware, with an emphasis on performance. Includes history of computers, information representation, hardware components and their functions, buses, internal and external memory, input/output, CPU, and instruction sets.

Prerequisite: None. Crosslisted as: CS 226.

**CS 427 - Computer Networks (4.00)**

Introduces the concepts, design, implementation, and management of computer networks. Covers data communication concepts, layered architectures, protocols, LANs, WANs, internetworking, the Internet, Intranets, network management, and network applications with an emphasis on TCP/IP.

Prerequisite: None. Crosslisted as: CS 227.

**CS 432 - Data Structures (3.00)**

Considers topics including abstract data types and objects, strings, vectors, linked lists, stacks, queues, deques, sets, maps, trees, hash tables and applications of data structures. Includes weekly laboratories.

Prerequisite: None. Crosslisted as: CS 232.
CS 433 - Analysis of Algorithms (4.00)
Surveys fundamental algorithms, including geometric algorithms, graph algorithms, algorithms for string processing, and numerical algorithms. Discusses basic methods for the design and analysis of efficient algorithms.
Prerequisite: None. Crosslisted as: CS 233.

CS 521 - Web Centric Programming (3.00)
Provides knowledge of the current web technologies, including both client- and server-side technologies and AJAX and mash-ups. Offers indepth study of web architectures; web page creation using the standard HTML5, CSS and JavaScript with jQuery, AJAX and server-side Perl. Studies XML and design of XML schemas and XPath/XSLT. Web services are also examined, including SOA, UDDI, WSDL, SOAP.
Prerequisite: None. Crosslisted as: CS 321.

CS 527 - Security Issues in Network Environment (3.00)
Addresses the need for authentication, confidentiality, and integrity of data in a networked environment. Examines the services and mechanisms currently available to prevent successful attacks. Includes security models, encryption, digital signatures and certificates, authentication techniques, e-mail confidentiality, firewalls, Web servers, malware, and security management strategies. Includes lecture and laboratory sessions.
Prerequisite: None. Crosslisted as: CS 327.

CS 533 - Database Mgmt Systems (3.00)
Offers comprehensive examination of the design and implementation of relational database management systems (DBMS). Teaches the logical organization of databases, E_R design, normalization and use of SQL for data description and retrieval; discusses concurrency and security issues and typical solutions. Includes a major project building web interfaces to databases using PHP and MySQL.
Prerequisite: None. Crosslisted as: CS 333.

CS 543 - Systems Analysis (4.00)
Teaches the strategies used in designing a complex computer-based application system: identifying stakeholders, gathering information, writing requirements, analyzing for technical and financial feasibility, setting priorities, planning and managing projects, and designing for usability. Includes extensive use of cases and UML for indepth examples. Involves team projects.
Prerequisite: None. Crosslisted as: CS 343, IT 543.

CS 545 - Operating Systems Operating Systems (4.00)
Teaches the function, design, implementation, and management of operating systems, including detailed study of the UNIX system. Topics include concurrent processes, operating system architecture, memory management, I/O, the file system, resource allocation, scheduling, security, concurrency command processing, and shell programming.
Prerequisite: None. Crosslisted as: CS 345.
**DABA - DOCTORATE OF ABA**

**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 publication takes.

Prerequisite: None.
DABA 650 - Advanced Experimental Design (4)
DABA 670 - Dissertation Seminar (2)
DABA 690 - Dissertation (4)
DABA 695 - Special Topics (4)

**DPT - DOCTOR OF PHYSICAL THERAPY**

**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 and cultural considerations in healthcare including implicit bias and health disparities, 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, including 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 in a primarily general outpatient setting. As your experience in the clinic develops, we will discuss the development of effective client/provider relationships that are essential for effective clinical practice and quality client experiences. We will discuss 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. Learning experiences will include asynchronous self-paced lectures, videos, and readings. Thoughts will be shared by students in small group discussion boards. Live synchronous sessions will be utilized to further synthesize material, including group discussions and participation by guest speakers.

Prerequisite: None.

**DPT 613 - 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. In this semester, we will build upon the foundational concepts of professional behaviors as we explore the core values and code of ethics in the profession of physical therapy. We continue our discussion of cultural considerations in healthcare including cultural humility, intersectionality, and medical/surgical considerations pertaining to transgender health. We will also explore the concept of emotional intelligence and how growth in this area allows us to foster strong relationships to solve problems and improve outcomes. This course will also include your second Integrated Clinical Experience (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 in a primarily general outpatient setting. As your experience in the clinic develops, we will discuss the supervisory role of the physical therapist and the role of the physical therapist assistant (PTA). We will also explore the elements of fearless feedback that will assist students to provide and accept feedback with positive intent. This course will also introduce you to the necessary clinical education paperwork to help you understand your roles and responsibilities, as you begin to prepare for your initial clinical experience. Learning experiences will include asynchronous self-paced lectures, videos, and readings. Thoughts will be shared by students in small group discussion boards. Live synchronous sessions will be utilized to further synthesize material, including group discussions and participation by guest speakers.

Prerequisite: DPT 612.

**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 621L - Human Anatomy Lab (0)**

**DPT 622 - Movement Science I (3.00)**

In this course, students develop the foundation for understanding 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 further develop regional human anatomy knowledge of the upper quarter for integration into clinical examination and intervention skills. The course provides students the opportunity to apply anatomy and kinesiology to clinical examination techniques for further comprehension. Laboratory activities focus on the analysis of normal muscle and joint function through muscle testing, range of motion assessment, palpation, case study analysis, and application of biomechanical principles to activities of daily living.

Prerequisite: None.

**DPT 622L - Movement Science Lab (0)**

**DPT 623 - Movement Science II (3.00)**

In this course, students continue to explore normal human movement. Emphasis is on biomechanics, joint structure and function, muscle activity and normal gait. Students study the complex interaction between systems that produce normal human movement, and consider how movement is affected by pathological conditions. Students further develop regional human anatomy knowledge of the lower quarter for integration into clinical examination and intervention skills. The course provides students the opportunity to apply anatomy and kinesiology to clinical examination techniques for further comprehension. Laboratory activities focus on the analysis of normal muscle and joint function through muscle testing, range of motion assessment, palpation, gait analysis, case study analysis, and application of biomechanical principles to activities of daily living.

Prerequisite: None.

**DPT 623L - Movement Science 2 Lab (0)**

**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 I (3.00)

In this course, students learn and apply concepts and skills that are basic to the practice of physical therapy. Students learn how to assess and teach individuals to move in their environment during bed mobility, transfers, wheelchair mobility, and ambulation. There is an emphasis on safe patient handling and movement, professional behavior, and the development of competent communication skills. Other topics considered include awareness of safe infection control policies, critical care mobility, environmental assessment, fall prevention strategies, and the establishment of a therapeutic relationship between patient and clinician 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 632L - Concepts & Skills in P.T. Lab (0)

NULL

DPT 633 - Concepts and Skills in Physical Therapy II (3.00)

In this course, students explore indications and contraindications, physiological rationale, and current evidence-based literature in the use of electrophysical agents to promote safe and effective integration of these agents into a comprehensive physical therapy plan of care. Electrophysical agents are often used in physical therapy as part of an integrated treatment program for pain management, muscle re-education, and to affect tissue healing. 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 633L - Concepts & Skills in PT 2 Lab (0)

DPT 652 - Evidence Based Practice I (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 II (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 672L - Frameworks of Pt Lab: Musc/Skel (0)

DPT 673 - Frameworks of Physical Therapy: Musculoskeletal 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 673L - Frmwrks of Pt: Musc/Skel 2 Lab (0)

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 your first full–time clinical experience, as well as discussions we have had in previous professional seminars (DPT 612 through DPT 712), to help you prepare for your final clinical experiences and future as a physical therapist. To accomplish these goals, this seminar has been designed collaboratively. A number of classes will be conducted by guest speakers, and topics are related to altruism, and working with patients in crisis and at end of life. You will have an opportunity to explore assistive technology and information sources (some related to the APTA) for patient treatment/education and/or professional development. We will continue to look at professional behaviors, emotional intelligence and professional development to help you continue on your path of evolving your professional identity. In addition, you will participate in a simulation lab experience with a focus on home care and working as part of an interprofessional team. It is our hope that you will find all of these classes helpful as you prepare for upcoming clinical experiences and move forward with your professional development feeling prepared, informed and confident in your abilities! 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 to 5 weeks. They are planned to focus on developing skills in management of patients with neuromuscular impairments, pediatrics, and long-term care settings. These experiences are dependent upon clinic availability.

Prerequisite: DPT 612, DPT 613.
DPT 713 - Professional Seminar (1.00)

The professional seminar for this semester has been designed to build upon your first full-time clinical experience, as well as discussions we have had in previous professional seminars (DPT 612 through DPT 712), to help you prepare for your final clinical experiences and future as a physical therapist. To accomplish these goals, this seminar has been designed collaboratively. A number of classes will be conducted by guest speakers, and topics are related to altruism, and working with patients in crisis and at end of life. You will have an opportunity to explore assistive technology and information sources (some related to the APTA) for patient treatment/education and/or professional development. We will continue to look at professional behaviors, emotional intelligence and professional development to help you continue on your path of evolving your professional identity. In addition, you will participate in a simulation lab experience with a focus on home care and working as part of an interprofessional team. It is our hope that you will find all of these classes helpful as you prepare for upcoming clinical experiences and move forward with your professional development feeling prepared, informed and confident in your abilities! 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 to 5 weeks. They are planned to focus on developing skills in management of patients with neuromuscular impairments, pediatrics, and long-term care settings. These experiences are dependent upon clinic availability.

Prerequisite: DPT 612, DPT 613, DPT 712.

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 of clinical expectations, accountability and requirements. It will also have guest speakers lecturing on resumes, interviewing, debt management, residencies and fellowships as well as the board examination process. Assignments will be focused on assisting 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

Prerequisite: DPT 612, DPT 613, DPT 712, DPT 713.

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 is designed to develop a foundational base of and appreciation of neuroanatomy. Knowledge of neuroanatomy 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 with neurological disease. This course is an in-depth study of the human brain through lab, lecture, and presentations to build these foundational skills. Content will include brain circulation and development, and central and peripheral nervous systems. You will be expected to apply the knowledge gained in this course to subsequent neurological physical therapy courses.

Prerequisite: None.

DPT 734 - Complex Conditions (2.00)

This course is designed for students to integrate, apply and synthesize knowledge that has been acquired throughout the Physical Therapy curriculum. It will focus on decision making for an effective hypothesis-driven exam as well as development of treatment strategies for patients with medical complexity across the systems. Students will explore decisions around timing of initiation of intervention, medical safety and stability, and development of patient diagnosis and prognosis. Students will also develop strategies for creating a patient-centered treatment and discharge plan. Throughout there will be discussion of how to support clinical decision making with use of standardized outcome measures and available evidence. Lectures will provide a theoretical framework and background to support clinical reasoning skills. Students will be supported in working through complex patient case examples and examining evidence to make sound clinical decisions. Peer feedback will be incorporated to support critical analysis of cases.

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 will 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 743 - Principles of Practice Management (3.00)

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 I (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 II (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 II (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: Cardiovascular 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 772L - Frmwrks for Pt: Cardio Pulmo Lab (0)

DPT 783 - Frameworks for Physical Therapy: Neuromuscular I (7.00)

This course will provide students with a foundation for examination, evaluation, and treatment of patients with neurological dysfunction. Students will learn how to perform and interpret a comprehensive examination of the neuro system and understand the connections to functional neuroanatomy. They will also develop foundational skills in performance of hypothesis-driven examination and task analysis. Students will explore the major neurological diagnoses and discuss the related pathophysiology, outcome measures, interventions, and prognosis. Students will develop competence in applying principles of motor learning and neuroplasticity to create effective treatment plans. Teaching and learning methods include lecture, laboratory activities, patient cases, small group self-directed, problem-based tutorials, and integrated clinical experiences.

Prerequisite: None.

DPT 783L - Frmwrks for Pt Neuromusc 1 Lab (0)

DPT 784 - Frameworks for Physical Therapy: Neuromuscular II (5.00)

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 784L - Frameworks for PT: Neuromuscular 2 Lab (0)

DPT 792 - Clinical Experience II (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 III (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)**

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.

**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)**

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 341 - Creating & Caring Classroom Community (4)**

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 344 - Special Education Law (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 345 - IEP Strat for Deve, Int & Imp (2)**

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 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 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.

ENGL - ENGLISH

ENGL 504 - Problems in Romantic Literature: The Romantic Rebel (4)
Begins with Milton's Paradise Lost, the subtext for all Romantic rebellion, and moves to Blake, its great theorist and visual artist, to the poetry of Wordsworth and works by women Romantic poets. Concludes with the female perspective on Romantic rebellion in the novels of the Bronte sisters and in Mary Shelley's Frankenstein. Bromberg.
Crosslisted as: ENGL 304.

ENGL 506 - Victorian Literature 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 - The Global 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 Creative Writing 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 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 516 - Native American Literature (4)
Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoolcraft, Ella Deloria, N. Scott Momaday, Leslis Marmon Silko, Simon Ortiz, Louise Erdrich, Gerald Vizenor, Sherman Alexie, and others in the context of Native American history and particular tribal and familial oral cultures. Also covers critical essays and studies by Native and non-Native scholars including Paula Gunn Allen, David Moore, Elaine Jahner, Arnold Krupat, Karl Kroeber, David Murray, and Phil Deloria. Bergland.
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 520 - American Women Poets (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 Literature (4)
Crosslisted as: CHL 429B.

ENGL 527 - Psychoanalysis, Race, and Sexuality (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 554 - Studies in Film: Melodrama (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 a comparative 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 - Feminism 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: racial formation, 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 - GCS Capstone (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.
Graduate Courses | 157

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 multi-disciplinary 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: Comp. 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 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)

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 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 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 parents within the school community; and 2) the teacher as a creator of a gender-fair classroom. Examines group theory, team building, and Jean Baker Millers theory. Emphasizes the in-depth examination of instructional practices. Kelly, Whittredge.

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 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 Classroom (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 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 today’s 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 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 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 450 - Independent Study (2.00)
For graduate students only.
Prerequisite: None.

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 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 Methods (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)
NULL

GEDUC 464 - Reading & Language Arts Methods (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 Methods (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 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 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)

NULL

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 Education 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 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 school's mission, goals, and objectives: recruiting, selecting, and assigning staff; recruiting, training, and using volunteers; providing a safe, orderly climate for learning; facilitating coordination of community service agencies to accommodate at-risk children; developing and implementing equitable and effective schedules; using the latest technologies; and managing the operation and maintenance of the physical plant. 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 one's 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 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 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 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.
Graduate Courses | 169

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 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 560 - Seminar in the History of Women and Gender (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 World 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.
HIST 561T - Cross-Cultural Encounters (0)

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: 9/11 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 the Spanish-American War. We attend especially to factors of race, gender, citizenship, and political and cultural integration versus separation.

Prerequisite: Undergraduates require the consent of the instructor. 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.

Prerequisite: Undergraduates require the consent of the instructor.

**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 - HEALTH PROFESSIONS EDUCATION**

**HPED 520 - Trends in Health Professions Education (3)**

This is the beginning 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 and Evidence in Health Professions 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; addressing threats to validity; best practices for item-writing; and techniques for summarizing and organizing research literature.
Prerequisite: HPED 520, HPED 521.

HPED 531 - Teaching Methodologies, 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 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: HPED 520, HPED 521.

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: HPED 531.

HPED 541 - Education Application and Immersion Experience (3)
This course provides students the opportunity to put into practice the theories, concepts, principles, and research from previous courses in the HPED program. Synthesis and integration of theory and practice are the focus of this experience. This 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 involves discussion posting; and (3) three synchronous meetings during the semester.
Prerequisite: HPED 530, HPED 540.

HPED 550 - Independent Study (3.00)
The independent study is an individual program of reading, research, and writing on an approved topic under faculty supervision. The assignments are to be determined by the faculty member and student.
Prerequisite: None.

HPED 660 - Perspectives in Research and Theory in Health Professions Education
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.
HPED 661 - Applied Statistics I (3)

This first course in a 2-part statistics sequence is a fast-paced introduction to applied statistics. 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.

HPED 662 - Applied Statistics II (3)

This second course in the statistics sequence covers: correlation, simple linear regression, multiple linear regression, simple logistic regression, and multiple logistic regression. The course will make extensive use of statistical software packages. The goal of the course is to provide students with the ability to identify the appropriate statistical method for their data, analyze the data, and interpret the output in the context of the problem.

Prerequisite: None.

HPED 663 - 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.

HPED 664 - Qualitative Research Analysis (3.00)

This course introduces students to qualitative research data analysis, with the opportunity for intensive practice with analysis of qualitative research data. The class offers opportunities to discuss the implications of the choices made in designing, implementing and reporting on the findings of a qualitative study. Students examine the process of collecting and analyzing data and situating results in the context of the social science of education and learning. This course will include a review of the qualitative methods introduced in HPED 663.

HPED 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.

HPED 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.
**HPED 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 deliverables include the written dissertation proposal, the oral defense of the dissertation proposal, and IRB application submission if applicable. A letter grade will not be assigned if the proposal is not successfully defended, rather a placeholder of ‘S’ for satisfactory progress will be applied.

**HPED 671 - Proposal Extension (0)**

Students who are not able to complete a dissertation proposal in HPED 670 Proposal Development may take one additional semester of Proposal Extension, which is a non-credit-bearing course. The student will receive a letter 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.

**HPED 690 - Dissertation**

During this course, the student will complete their original, independent 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.

**HPED 699 - Dissertation Extension (0)**

Students who do not complete and defend their dissertation in HPED 690 Dissertation are able to take HPED 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.

**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)
NULL

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 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, 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 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 - 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 course 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 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 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 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; developments 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 institution 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 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://gslis.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 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.
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 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 and 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 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-532.

**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 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 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 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 Library and Information Science and the Department of Information Studies at University College London.

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 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 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 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 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 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 550 - International Service Learning Experience (0)

Student will travel internationally to work with libraries and archives in a foreign setting. The work will include collaborating with local institutions and professionals/employees to help address issues, projects, and/or skills needed by the institution.

LIS 567W - Advanced Information Technology Tools: Building the Social Library Online (3)

#NAME?

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 students. (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.

**MHEO - PUBLIC HEALTH ONLINE**

**MHEO 410 - Health Equity & Social Justice (3.00)**

This course defines and examines the history of the foundational concepts of health equity, social justice, and human rights. Students explore key cases of inequity and injustice occurring locally, nationally, and globally and apply a public health analytical lens to these challenges. This course also provides an overview and professional orientation to public health, its history, core concepts, functions and activities, professional ethics, and how it relates to and differentiates from other health professions.

Prerequisite: None.

**MHEO 415 - Epidemiology (3.00)**

This course introduces students to the principles and core concepts of epidemiology (the study of determinants and distribution of diseases in a population). Students will learn conceptual and practical issues in designing and analyzing data from epidemiologic studies. Students learn foundational concepts, including chains of transmission, disease outbreak investigation, study designs, prevalence and incidence rates, risk ratios, bias and confounding, and screening models and considerations. Students learn to critically evaluate scientific studies and gain skills in effectively presenting research findings.

Prerequisite: None.

**MHEO 420 - Social Determinants of Health (3.00)**

This course engages a social-ecological model to examine determinants of health at multiple levels, including biological, behavioral and cultural, social and community-based, environmental, occupational, and institutional. Through a root cause analysis of morbidity and mortality trends, students identify sociostructural determinants of health and analyze systems of oppression that produce and reproduce health inequities. These include disadvantages and marginalization based on race, ethnicity, class, gender, sexuality, religion, disability, nationality, and other factors.

Prerequisite: MHEO-415 and MHEO-410.

**MHEO 425 - Biostatistics (3.00)**

This course introduces students to statistical methods for public health practice. Students will review descriptive statistics, hypothesis testing, and bivariate techniques briefly before moving on to the application of multivariate regression analysis to prediction and causal models. Sampling and power analysis in public health contexts will be addressed, and students will gain proficiency in evaluating statistical scientific studies.

Prerequisite: MHEO-415 and MHEO-410.

**MHEO 435 - Community-Based Research for Health Equity (3.00)**

This course introduces students to qualitative and mixed methods research design used in public health and health equity. Students learn survey design, needs assessment, monitoring and evaluation, and impact evaluation. Students are also prepared with methods in community-based participatory research and action research targeting social change. Research ethics are a core consideration, covering human subjects protections and ethical issues arising in partnered research. Students study effective techniques for engaging stakeholders across the research process.

Prerequisite: MHEO-420 and MHEO-425.
MHEO 440 - Health Policy Analysis & Change (3.00)
This course prepares students to analyze health systems and policies. Students study the history and foundations of the U.S. health system and engage in international comparative analyses through a lens of access, efficiency, and quality. Students learn core concepts of health care financing and insurance and examine coverage gaps. Students also examine law and policy processes and study how health is impacted by policies within and outside of traditional health domains, including education, transportation, housing, welfare, and labor and consider opportunities and policy frameworks amenable to change.
Prerequisite: MHEO-420 and MHEO-425.

MHEO 445 - Public Health Leadership and Management (3.00)
In this course, students assess and evolve their own leadership style, strengths, and potential. Students develop a skill set for managing and building effective teams for public health programming. Students also learn management skills for project, program, and organizational development, including strategic planning, budgeting, grant writing and donor education, quality assurance, and communication.
Prerequisite: MHEO-435 and MHEO-440.

MHEO 450 - Environmental Health & Justice (3.00)
This course examines the interdependency and interrelationships humans have with the natural and built environment, focusing on population health consequences. Students examine pressing environmental health challenges, including climate change, population growth, water and air pollution, food quality and scarcity, toxins, occupational hazards, and waste production. Students study how poverty and inequality exacerbate such concerns, examining environmental racism, gentrification, natural resource extraction, toxic dumping, and other challenges. Environmental justice serves as a guiding framework as students analyze the impact and potential of policy frameworks.
Prerequisite: MHEO-435 and MHEO-440.

MHEO 460 - Immersion: Ecuador (2)

MHEO 461 - Immersion: Arizona (2)

NULL

MHEO 465 - Health Advocacy & Organizing (3.00)
This course prepares students with skills of community organizing and health advocacy. Students learn key concepts and strategies, including base building, framing, assessing opportunity structure, goal setting, and effective health advocacy techniques. Students explore case studies and oral histories illuminating various models of change, including social movements, social innovation, social entrepreneurship, microdevelopment, and people-centered budgeting. Students critically analyze past innovations and identify opportunities to address health inequities and power imbalances shaping community health.
Prerequisite: MHEO-430.

MHEO 470 - Global Health & Political Econ (3.00)
This course examines global health challenges through a political economic lens. Students study the global burden of disease and intersections with poverty and inequality. They critically analyze historic and contemporary contexts and forces shaping health outcomes, including colonialism and imperialism, globalization, labor and migration systems, war and militarism, privatization, trade, aid, development. Students consider the roles and promise of various institutions, including national and global governance institutions, for-profit organizations and corporations, and nonprofit and nongovernmental organizations in shaping global health outcomes.
Prerequisite: MHEO-430.
MHEO 473 - Public Health Project Plan I (1.00)
This introductory course provides students with the foundations to begin planning the Health Equity Change Project, encompassing the applied practicum and integrative learning experience. During this course, students start the process of seeking a practicum placement, practicing important career preparatory skills such as professional résumé and cover letter development, professional networking, and interviewing skills. Students select guiding public health competencies and develop associated practicum goals and objectives aligned with the mission and vision of the placement organization of their choice.
Prerequisite: MHEO-435 and MHEO-440.

MHEO 474 - Public Health Project Plan II (1.00)
This course provides students with the necessary ethical and structural tools to design their Health Equity Change Project (HECP), encompassing the applied practicum and integrative learning experience. Students frame and analyze their practicum objectives from an ethical perspective and create a logic model to approach their practicum from a realistic perspective. Ultimately, students develop and submit a final HECP proposal that builds upon their learning across the curriculum and that will guide their applied practice and integrative learning experience in the final terms of the program. This proposal serves as the basis for program approval to begin the HECP experience in subsequent terms.
Prerequisite: MHEO-473.

MHEO 475 - Health Equity Change Project I (2.00)
This course serves as the first in a two-course sequence that incorporates the integrative learning and practice experience for the MPH degree. Through an applied practicum experience across two terms, students gain skills in designing, implementing, and evaluating a project to address a health inequity. In this course, students define and assess a health equity challenge, typically within their local context, in consultation with their practicum supervisor and community and organizational partners. This work culminates in a written project proposal, including an implementation and evaluation plan.
Prerequisite: MHEO-474.

MHEO 476 - Health Equity Change Project II (2.00)
This course serves as the second in a two-course sequence that incorporates the integrative learning and practice experience for the MPH degree. Through an applied practicum experience across two terms, students gain skills in designing, implementing, and evaluating a project to address a health inequity. In this course, students implement and evaluate the project they designed during the prior course, in consultation with their practicum supervisor and community and organizational partners. Students produce a final report and portfolio, evaluating their project and analyzing their attainment of program learning competencies.
Prerequisite: MHEO-475.

MHEO 485 - GIS & Spatial Analysis (3)

MHEO 486 - Strategic Comm for Health Equity (3)

MHEO 487 - GIS Spatial Analysis & Health II (3)
Corequisite: Required Must have taken MHEO 485 previously.

MHEO 488 - Health Law & Human Rights (3)
Corequisite: Required Must have completed MHEO-440 previously.
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)
NURP 387 - Nursing Care of Communities (4)
NURP 404 - Advanced Pathophysiology (3)

This course is an organ system based advanced human pathophysiology course designed to teach the pathologic processes that underpin human diseases. Clinical case scenarios and discussions of common disease states across the lifespan are used to facilitate understanding of pathophysiologic concepts for more broad application to the clinical environment. The knowledge gained in this course provides the foundation for the management of primary care issues of individuals of all ages.

NURP 410 - Research Methods (3)

This course is designed to prepare you to critically analyze research literature. Emphasis will be placed on critically reading and interpreting published research in terms of applicability to the practice of healthcare professionals.

NURP 424 - Advanced Pharmacology Across Life Span (3)

Advanced Pharmacology is a core requirement for completion of the Simmons University Family Nurse Practitioner Program. The course also meets the requirements for pharmacology preparation to sit for national Nurse Practitioner certifying examinations by ANCC or AANP. While emphasizing the pharmacological knowledge required by advanced practice nurses 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. Students analyze and discuss current research findings related to pharmacologic therapies. Students are guided in the learning experience by faculty prepared in pharmacology and experienced in the role of applying the science of clinical pharmacology as family nurse practitioners.

Corequisite: Required Must take NURP 404 before NURP 424.

NURP 450 - Health Care System: Interdisciplinary_Perspectives (3)

This course is meant to examine the historical background of the U.S. health care system and analyze the current health care system. To accomplish this, students will learn about health care quality, access, and cost, as well as innovation. Health care systems will be appraised using the Iron Triangle of health economics. Health policy and advocacy will be highlighted through a social justice framework. Students will learn how quality and safety are improved through interprofessional collaboration. At the end of the course, students will have gained the requisite knowledge and skills to better advocate for their patients, community, and health care system. Students will strengthen their professional identity as future nurse practitioners and understand the role of the nurse practitioner in the U.S. health care system.

NURP 454 - Leadership and Management (4)
NURP 492 - Health Assessment (4)
NURP 499 - Biology for Nursing Professionals (2)
NURP 505 - Family Theory: Health & Illness (2)

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.

NURP 507 - Scholarly Inquiry (2)

The focus of Scholarly Inquiry I, is the development of a scholarly project. The development of this project requires an understanding of the historical perspective of nursing theory and research as well as theoretical perspectives in nursing and related disciplines. Students will explore these perspectives to frame the development of nursing as a science and to increase awareness about the relationship among theory, nursing science, research, and nursing practice.

Prerequisite: NURP 410.

NURP 508 - Scholarly Inquiry II (2)

This course builds upon knowledge gained in the areas of research methods, critical analysis and synthesis of the literature, quality improvement, and evidence-based practice. The main objective of the course is the implementation, completion, and dissemination of a scholarly project. The course focuses on the acquisition of the knowledge and skills needed to implement and analyze the data for the scholarly project, as well as the knowledge of research skills and methods useful in the family nurse practitioner role.

NURP 530 - Advanced Health Assessment Across the Life Span (3)

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.

Corequisite: Required Must take NURP 404 before NURP 530.

NURP 531 - FNP I Primary Care Nursing: Child Family (3)

This is the first course in the sequence of the FNP primary care core curriculum. The focus is on the holistic gynecological care of the female, and the care of the low-risk childbearing woman and her newborn, applying a developmental, theoretical, and family perspective.

Information gathering skills, clinical judgment, critical thinking, and problem solving skills for the childbearing family are emphasized. Communication theory in both the written and verbal presentation of the childbearing focused encounter, utilizing evidence-based practice and using clinical decision support systems is reinforced.

Prerequisite: NURP 404, NURP 424, NURP 530.

NURP 532 - FNP II Primary Care Nursing (3)

This course is designed to enable the student to integrate the theoretical and clinical components of primary health care nursing across the lifespan at an advanced level, in preparation for clinical practice in a supervised primary healthcare setting. The course builds on content from Advanced Health Assessment and Primary Health Care for the Childbearing Family, Normal and Abnormal Human Physiology, Scholarly Inquiry, and Pharmacology. The course focuses on the student's application of clinical knowledge and skills to the delivery of primary healthcare nursing to families.

Prerequisite: NURP 404, NURP 424, NURP 530.
NURP 533 - FNP III Primary Care Nursing (3)

This course is the third of three courses in the theory and practice of family primary care nursing. This course offers the opportunity to synthesize learning from prior courses, including prior family clinical and theory courses, pathophysiology, health promotion, pharmacology, and advanced health assessment. Content will include specialty and selected topics in adult/geriatric and pediatric primary healthcare. An additional focus will be the integration of professional issues, as well as legal and ethical considerations in FNP practice.

Prerequisite: NURP 404, NURP 424, NURP 530, NURP 531, NURP 532.

NURP 534 - Immersion Weekend

This course examines the clinical and physical exam practice of the family nurse practitioner in the primary care setting. This course will build on the fundamental principles of health assessment and provide further information to obtain, interpret, and intervene on common physical exam findings. Students should take time to review and understand the concepts presented in this course in preparation for Immersion Weekend.

NURP 535 - FNP Clinical Decision Making I

This course is Part I of a two-part clinical course series and provides the student the opportunity to integrate theoretical content into practice. Through clinical conferences, skills-building sessions, and clinical practice, the FNP student will achieve the skills necessary to provide primary care to patients across the life span. The synchronous class sessions will meet every other week.

This course requires 336 clinical hours over 14 weeks of practice in a clinical setting with a nurse practitioner, certified nurse midwife, physician assistant, or physician preceptor. Clinical experiences may be provided in a variety of health care settings including, but not limited to, community health centers, private offices, tertiary care settings, urgent care centers, and homeless shelters.

NURP 536 - FNP Clinical Decision Making II

This course is Part II of a two-part clinical course series and provides the student the opportunity to integrate theoretical content into practice. Through clinical conferences, skills-building sessions, and clinical practice, the FNP student will achieve the skills necessary to provide primary care to patients across the life span. The synchronous class sessions will meet every other week.

This course requires 336 clinical hours over 14 weeks of practice in a clinical setting with a nurse practitioner, certified nurse midwife, physician assistant, or physician preceptor. Clinical experiences may be provided in a variety of health care settings including, but not limited to, community health centers, private offices, tertiary care settings, urgent care centers, and homeless shelters.

NURP 537 - Clinical Advisement (0)

NURP 570 - Health Promotion Global Perspective (2)

This course is designed to give students an overview of health promotion issues, to explore selected current topics in health and health policy from a global perspective and to investigate the consequences these issues have for the health status of individuals, populations and society. This course will provide the theoretical foundation to allow the practitioner to design interventions, which promote health and behavior change in the individual client within the community setting.
NURP 589 - Informatics (3)

The focus of this course is essential core concepts, skills, and tools that capture evidence-based practice for the FNP and define the 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.

NURP 620 - Ethical/Legal Issues (3)

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 in order to more deeply understand the nature of complexity of ethical issues in contemporary practice. The course will also explore legal issues in advanced practice and in the health care system as they apply to enhancing ethical practice and improving and enhancing the practice environment for ethical practice.

NURP 630 - Prof. Leadership & Prac Change (3)

This course will provide students with an overview of health delivery systems, the regulatory and financial environment, the impact of technology and innovation, and the challenges and benefits of a diversified workforce. The course will expand the capacity of the students to understand their individual and personal leadership strengths in the context of learning about leadership theory and practice. Students will have the opportunity to diagnose organizational and strategic challenges facing health care institutions and will explore workforce development and inclusive practice environment models. Approaches to solving problems and improving structures, processes, and outcomes in a way that harnesses the potential of interprofessional teams in the delivery of patient- and family-centered care will be explored.

NURP 640 - Advanced Research Methods (3)

This is the initial course in the research sequence of the Doctorate in Nursing Practice (DNP) program and builds on the student’s knowledge and experience in research with the emphasis on clinical application, using a variety of models. The diverse levels of preparation among the students will be addressed with a review of qualitative and quantitative methods including problem identification, levels of research, design, data collection, and strategies for analyzing both quantitative and qualitative data. This content is the foundation for the discussion of a variety of research models and designs used for specific purposes.

NURP 650 - Epidemiology (3)

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.

Corequisite: NURP 655.

NURP 655 - Biostatistics (3)

This course prepares you to analyze clinical and health related data for application within research, evidence-based practice, performance improvement, and clinical data management. Emphasis will be placed on application of various statistical tests to answer clinically relevant research, evidence-based practice, and performance improvement questions along with supporting clinical data management.

Prerequisite: NURP 640.
NURP 660 - Evidence-Based Prac: Informatics (3)

This course will provide a broad overview of electronic health records, decision support systems, standards, security and confidentiality, evidence-based practice, data analytics, data visualization and consumer health informatics. The current landscape of healthcare informatics and the impact they have on quality patient care will be reviewed.

Skills essential for the DNP will be covered such as the ability to provide leadership within healthcare systems and/or academic settings to use information systems/technology to support and improve patient care and healthcare systems. This course will introduce the student to apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to a specialized area of practice.

NURP 670 - Health Policy (3)

This course is meant to examine the historical background of the U.S. health care system and analyze the current health care system. To accomplish this, students will learn about health care quality, access, and cost, as well as innovation. Health care systems will be appraised using the Iron Triangle of health economics. Health policy and advocacy will be highlighted through a social justice framework. Students will learn how quality and safety are improved through interprofessional collaboration.

NURP 675 - Quality Improve in Health Care (3)

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. Current health policy issues related to assuring safe, high-quality, effective, equitable, timely, patient-centered, and efficient care will be addressed. Given the importance of patient- and family-centered care, interdisciplinary teamwork and collaboration, and positive practice environments, these areas of study will enrich the course content. Building cultures of safety that are fair and just and assuring high accountability and reliability in care processes will also be studied. Access and cost issues will be addressed, including pay for performance, quality outcomes, and nurse-sensitive outcomes. Health care reform's focus on quality will be considered.

NURP 750A - DNP Project Seminar I (2)

This 2-credit course is the first in a series of three seminars which will guide students in the completion of the DNP seminar project. During DNP Seminar Project I, students will develop the project proposal, including design, identification of outcomes, and choice of the methods that will be used to achieve outcomes, and begin their projects. Students will obtain appropriate permissions and IRB approvals for the DNP project.

Prerequisite: NURP 640, NURP 675.

NURP 750B - DNP Project Seminar II (2)

This 2-credit course is the second in a series of three seminars which will guide students in the completion of the DNP seminar project. During DNP Seminar Project II, students will develop the project proposal, including design, identification of outcomes, and choice of the methods that will be used to achieve outcomes, and begin their projects. Students will obtain appropriate permissions and IRB approvals for the DNP project.

Prerequisite: NURP 750A.

NURP 750C - DNP Project Seminar III (2)

This two credit course is the third in a series of three seminars which will guide students in the completion of the DNP Project. During DNP Project Seminar III, students will further refine and complete their DNP Project, including data collection, data analysis, and dissemination.
Prerequisite: NURP 750B, NURP 630.

**NURS - NURSING**

**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 424 - Advanced Pharmacology Across the Lifespan (3)**

Advanced Pharmacology is a core requirement for completion of the Simmons University Family Nurse Practitioner Program. The course also meets the requirements for pharmacology preparation to sit for national Nurse Practitioner certifying examinations by ANCC or AANP. While emphasizing the pharmacological knowledge required by advanced practice nurses 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. Students analyze and discuss current research findings related to pharmacologic therapies. Students are guided in the learning experience by faculty prepared in pharmacology and experienced in the role of applying the science of clinical pharmacology as family nurse practitioners.

**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 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 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: NURS 238L.

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)

Crosslisted as: NURS 249L.

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 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 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)

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 494 - Nursing Fundamentals & 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 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 505 - Family Theory: Health and Illness

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.

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 512 - Nursing Leadership & Theory (3)

NURS 513 - Nurse Manager Role (4.00)

This course examines the key roles and functions of the nurse manager in today's 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 514 - Leadership & Mgmt. Practicum (3)

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 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 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 530 - Advanced Health Assessment Across the Life Span
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.

NURS 531 - FNP I Primary Care Nursing Child Family
This is the first course in the sequence of the FNP primary care core curriculum. The focus is on the holistic gynecological care of the female, and the care of the low-risk childbearing woman and her newborn, applying a developmental, theoretical, and family perspective.

Information gathering skills, clinical judgment, critical thinking, and problem solving skills for the childbearing family are emphasized. Communication theory in both the written and verbal presentation of the childbearing focused encounter, utilizing evidence-based practice and using clinical decision support systems is reinforced.

NURS 532 - FNP II Primary Care Nursing
This course is designed to enable the student to integrate the theoretical and clinical components of primary health care nursing across the lifespan at an advanced level, in preparation for clinical practice in a supervised primary healthcare setting. The course builds on content from Advanced Health Assessment and Primary Health Care for the Childbearing Family, Normal and Abnormal Human Physiology, Scholarly Inquiry, and Pharmacology. The course focuses on the student's application of clinical knowledge and skills to the delivery of primary healthcare nursing to families.

NURS 533 - FNP III Primary Care Nursing
This course is the third of three courses in the theory and practice of family primary care nursing. This course offers the opportunity to synthesize learning from prior courses, including prior family clinical and theory courses, pathophysiology, health promotion, pharmacology, and advanced health assessment. Content will include specialty and selected topics in adult/geriatric and pediatric primary healthcare. An additional focus will be the integration of professional issues, as well as legal and ethical considerations in FNP practice.
NURS 534 - Immersion Weekend

This course examines the clinical and physical exam practice of the family nurse practitioner in the primary care setting. This course will build on the fundamental principles of health assessment and provide further information to obtain, interpret, and intervene on common physical exam findings. Students should take time to review and understand the concepts presented in this course in preparation for Immersion Weekend.

NURS 535 - FNP Clinical Decision Making I

This course is Part I of a two-part clinical course series and provides the student the opportunity to integrate theoretical content into practice. Through clinical conferences, skills-building sessions, and clinical practice, the FNP student will achieve the skills necessary to provide primary care to patients across the life span. The synchronous class sessions will meet every other week.

This course requires 336 clinical hours over 14 weeks of practice in a clinical setting with a nurse practitioner, certified nurse midwife, physician assistant, or physician preceptor. Clinical experiences may be provided in a variety of health care settings including, but not limited to, community health centers, private offices, tertiary care settings, urgent care centers, and homeless shelters.

NURS 536 - FNP Clinical Decision Making II

This course is Part II of a two-part clinical course series and provides the student the opportunity to integrate theoretical content into practice. Through clinical conferences, skills-building sessions, and clinical practice, the FNP student will achieve the skills necessary to provide primary care to patients across the life span. The synchronous class sessions will meet every other week.

This course requires 336 clinical hours over 14 weeks of practice in a clinical setting with a nurse practitioner, certified nurse midwife, physician assistant, or physician preceptor. Clinical experiences may be provided in a variety of health care settings including, but not limited to, community health centers, private offices, tertiary care settings, urgent care centers, and homeless shelters.

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 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 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 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 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 advisement in order to complete their Capstone Project.
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: 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.

PHIL - PHILOSOPHY

PHIL 246 - Who Am I How Do I Know (4)

Explores philosophies from different cultural traditions and historical periods on the nature of the self and self-knowledge. Examines philosophical issues including the definition of personal identity, the existence of the soul, the mind-body relation, the role of society in defining the individual, and the limits to knowledge of the self.

PHIL 247 - The Meaning of Life (4)

Discusses the age-old question concerning the meaning of life as it has been explored in world philosophies. Themes include the roles of God and spirituality in life, the significance of death, freedom versus determinism, the possible absurdity of life, and the importance of goals such as happiness in our existence.

PHIL 456 - The Bible (4)

NULL

PHIL 532 - Law and Philosophy (4)

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

Raymond.

Crosslisted as: PHIL 332.

PHIL 590 - Seminar (4.00)

This seminar course intensively examines a particular philosopher, philosophical school of thought, or philosophical problem.

Prerequisite: None. Crosslisted as: PHIL 390, WST 390, WST 590.

POL S - POLITICAL SCIENCE

POLS 168 - Criminal Law (3)

This course investigates crime and punishment in the American Court system. We will explore the function of courts and their role in the legal and criminal justice system. The goal is to introduce students to a broad range of topics on law, courts, and the criminal justice system.
POLS 226 - State and Local Politics (4)
While national politics receives the most media attention, it is actually the lower levels of government that have the greater influence on our daily lives. In demonstrating this influence, this course will specifically focus on the power of state and local government to foster greater social equality in America.

POLS 228 - The War on Drugs (3)
Explores the War on Drugs that has been waged in the United States over the last fifty years. In doing so, it focuses on the history and development of the war, considers its various consequences, evaluates its effectiveness, and analyzes current reform efforts.

POLS 268 - Human Rights in South Africa (4)
Explores changes since the country's first multiracial elections in 1994 and the extent to which the society reflects the values of its postapartheid constitution in the daily life of its citizens, with attention not only to political rights but also to economic and social rights. Students produce publishable articles on their experience.
Corequisite: Required COMM-122.

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 - Internship (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.

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, particular written language skills. Includes formal and informal evaluative procedures.
Prerequisite: None.
RDG 432 - Reading Assessment (4.00)
Provides experience in administering and interpreting data obtained from formal and informal reading assessments and integrating this information with data from other sources to develop specific recommendations for appropriate reading/written language curricula to enhance reading/spelling/writing. Incorporates appropriate software for diagnosis and remediation.
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' difficulties at higher levels of language processing and for understanding the rationale behind explicit teaching of comprehension skills and strategies. Reviews current research on vocabulary, reading fluency, comprehension, and composition 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 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.

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 in 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 & Religious 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/disenempowerment 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 by social, 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 216 - i Sing the Body Electric: Social Justice and the Expressive Arts (3)

Sociology has long understood that a creative spirit is key to what makes us human. This course focuses on expressive arts (poetry, graphic novel, film) that deepen our understanding of contemporary social justice movements globally. We turn to expressive arts to widen our consciousness and illuminate key sociological concepts.

SOCI 233 - The War on Terror (3)

Explores the history and impact of the War on Terror in the United States and globally. Students will be asked to uncover the cultural, political and economic motivations for the War on Terror and the impact it has had on communities of color in the United States.

SOCI 285 - Drugs and Society (4)

Drugs permeate our society. Pharmaceutical companies advertise medications on TV, marijuana is being legalized, children are increasingly being medicated, and heroin overdoses are rising. In this course, we will examine legal and illicit drugs with a critical lens, to better understand the social factors and policies that shape our consumption.

Corequisite: Required SOCI-101.

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 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)**

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 for key vocabulary and concepts. Uses structured linguistic activities at the phonologic, semantic, syntactic, and discourse 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 comprehension 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 executive function disorders, all students can benefit from these strategies.

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, 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.

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, assignments), 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 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 discrepancy 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.


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 - Creating a Caring Classroom Community (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 Evaluation in Autism and Developmental 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 (2)**

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 theorists 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 II and Lab (4)
This course builds on the content of Applied Autism Research I and Lab. 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 and 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 an 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 Organization, 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 Assessment for Administrators (4)

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. Provides alternative techniques for teaching difficult math concepts. Staff.

SPND 534 - Algebra and Beyond (3)

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)

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.

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 Administrator (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.

SWO - SOCIAL WORK ONLINE

SWO 400 - Clinical Supervisors (0)

SWO 401 - Social Welfare Policy (3)

SWO 403 - Social Policy SW in Organizations & Comm (3)

SWO 404 - Social Welfare Policy (3)
Corequisite: Required SWO-403 or Advanced Standing.

SWO 409 - Dynamics of Racism & Oppression (3)

SWO 411 - Human Behavior in the Social Environment (3)

SWO 414 - Assessment & Diagnosis (3)
Prerequisite: Required Advanced standing or Take SWO 401, SWO 409, SWO 411, and SWO 441.

SWO 418 - Crisis Intervention W/ Children and Adol (3)
Corequisite: Required SWO-411 or Advanced Standing.

SWO 421A - Social Work Practice I (3)
Prerequisite: Recommended Take SWO 446A concurrently.

SWO 421B - Social Work Practice II (3)
Prerequisite: Required Take SWO 421A Required Take SWO 446B concurrently.

SWO 422 - Substance Use and Social Work (3)
Corequisite: Required SWO-411 or Advanced Standing.
SWO 424 - Advanced Clinical Practice (3)
Prerequisite: Required SWO ADVST OR Take SWO 446B Required Take SWO 447A concurrently or be Advanced Standing.

SWO 425 - Capstone Seminar (3)
Prerequisite: Required Take SWO 447B concurrently or be Advanced Standing Required Take SWO 424.

SWO 438 - Alcohol, Drugs, and Social Work Practice (3)
Prerequisite: Required Advanced standing or Take SWO 421B Required Advanced Standing or Take SWO 401.

SWO 441 - Research (3)
NULL
Prerequisite: Required Take SWO 401.

SWO 446A - Field Education I (5)
Prerequisite: Recommended Take SWO 421A concurrently.

SWO 446B - Field Education I (4)
Prerequisite: Required Take SWO 446A Required Take SWO 421B concurrently.

SWO 446L - Field Education Lab (5)

SWO 447A - Field Education II (4)
Prerequisite: Required Advanced Standing or Take SWO 446B Required Take SWO 424 concurrently.

SWO 447B - Field Education II (4)
Prerequisite: Required Take SWO 447A.

SWO 455 - Human Sexuality and Social Work Practice (3)
Prerequisite: Required Advanced standing or Take SWO 421B Required Advanced Standing or Take SWO 401.

SWO 461 - Best Practices in Group Work (3)
Corequisite: Required Take SWO-411.

SWO 462 - Adv Group Work W/ Vuln. Pops. (3)
Prerequisite: Required Advanced Standing or Take SWO 421B Required Advanced Standing or Take SWO 401 and SWO 577.

SWO 467 - Family Approaches (3)

SWO 472 - Evidence-Based Approaches to SW Practice (3)

SWO 475 - Narrative Approaches- SW Pract (3)
Prerequisite: Required Advanced Standing or Take SWO 421B Required Advanced Standing or Take SWO 401.

SWO 478 - SW Practice in Health Care (3)
Prerequisite: Required Advanced standing or Take SWO 421B Required Advanced Standing or Take SWO 401.
**SWO 483 - Cognitive Behavioral Approaches & Treatment (3)**
Prerequisite: Required Advanced Standing or Take SWO 421B. Required Advanced Standing or Take SWO 401.

**SWO 486 - Essential Elements Tele-Health (3)**

**SWO 509 - Evaluation in SW Practice (3)**
Prerequisite: Required Advanced Standing or Take SWO 414. Required Take SWO 424 or SWO 425 concurrently.

**SWO 512 - Evidence Based Approaches in SW Practice (3)**

**SWO 523 - Advocacy & Social Action (3)**
Prerequisite: Required Advanced Standing OR Take SWO 401 and SWO 411 previously or concurrently.

**SWO 528 - Child and Adolescent Trauma (3)**
Prerequisite: Required Advanced Standing or take SWO 421B. Required Advanced Standing or Take SWO 401.

**SWO 528A - Child and Adolescent Trauma (3)**
Corequisite: Required Take Advanced Standing or SWO 421B.

**SWO 528B - Lifespan of Trauma Treatment: Adults (3)**
Corequisite: Required Must take SWO-411 previously.

**SWO 569 - Advanced Standing Seminar (3)**

**SWO 577 - Social Work With Groups (3)**

**SWO 578 - Perspectives Severe Mental Ill (3)**
Prerequisite: Required Advanced Standing or Take SWO 401. Required Advanced Standing or Take SWO 421B.

**SWO 582 - Attachment, Neurobio & SW Practice (3)**

**SWO 590 - Advocacy & Social Action (3)**
Prerequisite: Required Take 1 group; # Take SWO ADVST; # Take SWO 409 SWO 401 SWO 411;
**SWO 596 - Field Educ. Advanced Standing (5)**
Prerequisite: Required Advanced Standing Only.

**SWO 597 - Field Educ. ADV Standing II (4)**
Prerequisite: Required Advanced Standing Only.

**SWO 598 - Field Educ. ADV Standing III (4)**
Prerequisite: Required Advanced Standing Only.

**SWO 701 - Transformation, Inspiration, and Inclusion: Social Work Leadership for the Future**

As the first leadership course in the DSW program, this course sets the foundation for students to develop skills for leadership roles. This course acknowledges the range of leadership experiences DSW students bring to the program and the potential to expand leader-manager roles following program completion. It covers a variety of leadership theories and perspectives, challenging students to develop and assess their own leadership style, with a particular emphasis on inclusive leadership. Building on the work of Simmons University Institute for Inclusive Leadership, the course puts significant attention on leadership values of diversity, equity, respect, cultural intelligence, and collaboration. Specific skills such as leadership, including assessment, communication, human capital development, decision making, and collaboration are explored. The course culminates with a focus on leadership for the future through the exploration of innovation, technology, and change. Throughout the course, students are required to apply course materials to practice situations and develop strategies for social work leadership.

**SWO 702 - The Inner Life of the Adult Learner: Introduction to Theory and Practice**

Teaching is about building a culture of trust, a relationship that supports intellectual growth through shared purpose and mutual aid as well as a willingness to take risks and be uncomfortable. This course imagines the inner life of the adult learner through examination of social learning theory, cognitive and metacognitive science, contemplative practices, the interconnectedness between emotions and knowledge acquisition and retention, and other diverse approaches to student engagement. The course considers different frameworks for understanding adult learning by exploring the barriers to learning that result from complex trauma, poverty, oppression, and most notably, racism. Threaded throughout the course curriculum are themes deconstructing the impact of structural racism on education and students’ sense of belonging within the classroom.

**SWO 703 - Seminar in Ethics and Social Justice**

This seminar is grounded in the National Association of Social Workers (NASW) Code of Ethics, which suggests that all actions social workers take have ethical implications and consequences, and that social justice considerations in particular must be weighed with every action. Through examination of ethics literature, public records of ethical violations, class discussions, and case-based learning, students will develop knowledge and skill in using an antiracist, ethics-informed approach to decision making and taking action in the core areas of the DSW program: practice, teaching, and leadership.
**SWO 704 - Deconstruction and Development of Clinical Social Work Knowledge and Practice**

This course will examine how professional social work knowledge evolves in the context of broader intellectual currents in philosophy and the social sciences, including debates in epistemology, ontology, and political and moral philosophy. Traditional and postmodern theories will be examined and deconstructed in relation to clinical practice with vulnerable populations traditionally served by social workers. Emphasis will be placed on utilizing a diversity, equity, inclusion, and power (DEI-P) framework to critically review perspectives, particularly in relation to each other and their clinical utility and limitations when applied to vulnerable populations.

**SWO 705 - Power, Passion, and Social Change**

This course is designed to prepare students for diverse roles in organizational leadership with a focus on shifting institutional culture, creating social change, and advancing antiracist policies and practices. Students will deepen their knowledge of organizational theories and concepts of power, privilege, and oppression within institutional frameworks. Students will develop the strategies for effective change leadership — including organizational assessment and analysis, adaptive solution-finding, and leveraging their own vantage point and positionality within an organization.

**SWO 706 - Theories to Advance Practice**

This course is designed to deepen students' understanding of theories inclusive of theories previously explored in SWO-704. Students will learn how to advance practice using DEI-P (diversity, equity, inclusion, and power) and DEIPAR (diversity, equity, inclusion, power, antiracist) lenses to understand the relevance and supporting science of incorporating theories of historical and generational trauma. Theories of institutional, structural, and individualized oppression will be discussed in the context of increasing awareness regarding: personal benefit of members of the dominant society from historical dehumanization of others; the impact of internalized and accommodated dehumanization in nondominant and dominant societal members; personal and corporate responsibility for creating the conditions of dehumanization; how culture creates and recreates dehumanization and acceptance of dehumanization; ethical implications of being complicit in dehumanization; and the role of resistance to rejection in the struggle to use DEIPAR frameworks.

**SWO 707 - The Research-Informed Practitioner**

This course focuses on developing students' knowledge of research methods to evaluate and utilize evidence for practice in clinical settings. Students will explore both quantitative and qualitative methods so that they will be able to read and critique published research and determine the implications for evidence-based and evidence-informed practices with a particular focus on underserved and underrepresented populations. Students will also examine these methods for implementing practice evaluations for evidence-based and evidence-informed practice.

**SWO 708 - The Fundamentals of Inclusive Course Design and Effective Instruction**

This course provides DSW students with the foundation needed to develop and design a course from a learner-centered and antiracist approach. The student will have the opportunity to gain knowledge and skill related to the creation of learning objectives, assessments, syllabi, and other key elements of a course. In addition, DSW students will learn to design and execute a learner-centered instructional plan that is rooted in inclusive pedagogy. Strategies will be discussed for effective instruction and management of classroom dynamics.
SWO 709 - Strategies for Decolonized Clinical Supervision and Management

This course is designed to focus the broader themes of the first leadership course into examination of social justice and antiracist considerations in clinical program supervision and management, including challenging oppressive workplace structures and building decolonized work climates and cultures. Discussions and coursework will address the range of internal program dynamics addressing diversity, equity, and inclusion issues in clinical supervision, managing complaints, and conflict.

SWO 710 - Complex Learning Environments

This course explores complex issues in teaching after students have progressed from understanding the learner and building the course in SWO-702 and SWO-708 to facilitating antiracist, inclusive, and universal design of learning environments. Students will be engaged in developing culturally responsive approaches to navigating classroom dynamics and promoting learning strategies for developing classrooms grounded in cultural humility and creating space for debate, self-examination, and growth.

SWO 711 - Complex/Diverse Populations

This course explores application of DEI-P (diversity, equity, inclusion, and power) and DEIPAR (diversity, equity, inclusion, power, antiracist) lenses with complex and diverse populations. Discussions will include application of theories discussed in prior practice courses to help students develop flexibility in thinking through various theories in different contexts. Students will learn to identify more effective ways to get "stuck" cases moving toward resolution, regardless of their prior fluency with resolving difficult cases. Students will explore the intersections of unconscious bias and historical and generational trauma on vulnerable and dominant populations. Discussions will include contrasting use of DEIPAR and generational trauma lenses to open up previously intractable issues with viewpoints from a colonized perspective designed to maintain frameworks of unconscious bias. Discussions will also explore internal resistances to deconstructing colonized perspectives in order to effectively apply antiracist frameworks.

SWO 712 - Interdisciplinary Social Work

This course focuses on the development of expert-level knowledge, skills, and competencies in interdisciplinary social work practice. The aims of the course are to familiarize students with 1.) the varying models of interdisciplinary practices, 2.) approaches to working with and across disciplines while centering the client or patient within the experience, and 3.) the skills necessary to assume leadership roles on interdisciplinary teams. Students explore the complex interactions of different disciplines while examining the impact of interdisciplinary practice on outcomes, satisfaction, and greater structural change. The course content emphasizes critical thinking, peer discussion, demonstration, and case-based learning to enhance students' conceptual and practice skills to not only participate in, but lead, interdisciplinary teams.

SWO 713 - Adaptive Leadership: Implementing Leadership Through a Social Justice Lens

This course will examine applications of theories of power in social justice contexts and consider personal and public resistances to DEIPAR (diversity, equity, inclusion, power, antiracist) lens applications. The class will explore the tensions and ambiguities of incorporating a "both/and" perspective in "either/or" environments and what it means to build an authentic DEIPAR leadership style.
SWO 714 - Integrative Seminar

In this course, students will integrate their learning and knowledge from previous curricular content. Students will demonstrate integrated competency via course assignments, which serve as the doctoral comprehensive exam. Students will work with course faculty to develop a seminar portfolio, which they will orally defend. Successful completion of this course will result in advancement to candidacy.

SWO 715 - Capstone

Students will work closely with and receive mentorship from a Simmons faculty member who serves as a guide throughout the capstone experience and helps students continuously develop their identities as DSWs, with an emphasis on academic rigor. Specifically, the candidate must shape what they have learned toward a personally meaningful project, demonstrating their application of advanced knowledge that has emerged from DSW program training. Successful completion of the capstone project will demonstrate the candidate's ability to launch or enhance their career in practice, education, or leadership.

The capstone will be incorporated into the student's capstone portfolio, which is an expanded version of the seminar portfolio. In the capstone portfolio, students reflect on their learning to-date and explore topics of special interest within the field, pushing the bounds of their knowledge via the lens of antiracism, diversity, equity, inclusion, and power. The capstone portfolio will challenge students to synthesize what they have learned throughout the program. Students may also decide to do two publishable papers with a dissemination plan for their capstone.

**SW - SOCIAL WORK**

**SW 031B - Writing for SW Practice (0.00)**

This course is designed to facilitate students' transition into graduate-level writing in the School of Social Work. The course approaches writing as a process where students practice meeting the expectations of course assignments. They work on developing and organizing ideas, finding and citing sources, learning APA citation and more.

Prerequisite: None.

**SW 200 - Social Welfare Policy (4)**

Examines the issues and problems that social workers confront and provides a framework for understanding and critically analyzing the impact of social welfare policies on individuals, groups, and society. Through an examination of historical and contemporary social welfare policies, students build the knowledge, values, and skills required for effective practice through policy development and reform, including the ability to engage in policy practice to advance social and economic well being.

**SW 255 - Interviewing & Documentation in Human Services (4)**

This course is designed to give students entering social service professions an introduction to interviewing skills that are needed in order to complete initial and follow-up interviews with clients. These skills include engagement, working with the client to identify the presenting concerns, and working with the client to assess their needs and strengths. The course begins by focusing on engagement and interviewing skills when working with individuals, families, groups, and community members. The focus then turns to documenting these social service encounters. Once initial interviewing skills have been honed, the course focuses on skills for Motivational Interviewing before ending the course with an introduction to assessment. Throughout the course, strengths-based practice, a social justice orientation, person-in-environment, and culturally humble stance will be taken when looking at engagement and assessment. Students will leave this course with an understanding of how to conduct an empowering and strengths-based initial interview with a client, whether that client is an individual, family, group, or a composition of community members.
SW 345 - Junior Field Experience Seminar (1.00)

The Junior Field Experience and Seminar is designed for the junior social work student to integrate classroom learning with practical social work experience in an agency setting. The field experience requires students to participate in 100 hours of field experience throughout the semester. The weekly seminar assists students in relating social work concepts, theories, and generalist practice competencies learned in BSW courses to experiences in the field. The junior field experience is designed to expose students to the complexities of practice in community-based organizations in preparation for the Senior Field Experience. Multiple dimensions of competent social work practice will be explored across a range of agency and service contexts. Students will begin to utilize supervision, identify and analyze related policies, engage in research-informed-practice, incorporate social values and ethics, and apply theories of human behavior in the social environment to various contexts in community-based practice.

Prerequisite: SW-351; must be concurrent with SW-352.

SW 371 - SW Field Placement & Sem II (8.00)

The Social Work Field Placement and Seminar II (Spring) is designed for the senior social work student in order to integrate classroom learning with practical social work experience in an agency setting. Throughout the Spring semester, students participate in 16 hours of field placement per week toward completion of the 425-hour, year-long BSW senior field placement requirement. In addition, students meet once per week for a 1 hour 20 min, in-class field seminar led by the BSW Program Field Director. Through reflective discussion, weekly assignments, and major projects and papers, the Field Seminar focuses on the integration of theory and practice, building the student's professional social work identity, enhancing self-awareness skills, advancing practice competencies, and synthesizing field learning. All aspects of agency field work, including learning to work within the agency context, effectively using supervision, using research to inform practice, utilizing social work values and ethics in practice, and applying social work knowledge and skills with clients are addressed.

Prerequisite: SW-370.

SW 390 - Social Work Senior Seminar (4.00)

Designed as the capstone experience for the BSW Program, this course is taken in the final semester (spring) of the senior year and follows a weekly seminar format. It focuses on the integration of theory and practice and provides the student with the opportunity to select and explore special topics and participate in social work community events that supplement, correlate, and synthesize the content presented throughout the social work curriculum sequence. It combines the in-class review of social work course material with critical analysis of social work practice methods, social justice concerns, and policy issues. In addition, the seminar is intentionally designed to help the student to reflect upon their social work educational journey, articulate professional strengths and needs, and identify a lifelong plan for learning and growth. Over the course of the semester, students examine their own professional identity, complete advanced level readings, and participate in in-depth discussion and class presentations. Finally, each student completes a Social Work Senior Project, which is designed to demonstrate the student's mastery of the Program's Core Competencies.

Prerequisite: SW-371.

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 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 404U - Seminar in Leadership I (0)**

NULL

**SW 405 - Organizational Dynamics (2)**

NULL

**SW 406 - Ethical Issues in Social Work (2)**

NULL

**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)**

Since its inception, the social work profession has been committed to developing health and human services that promote diversity and alleviate and/or eliminate social oppression and injustice. Rooted in the ecological perspective, social workers are aware of and can identify large social structures and processes that can negatively impact the well-being of communities and individuals. This 3-credit course is an intensive examination of how racism meets at the intersection of other dynamics of oppression to shape our and our clients’ experiences as we work together. The selection of the oppression of racism as a primary focus for the course is deliberate. Through the analysis of critical race theory and intersectionality, students will come to understand the reasoning for this emphasis. The course begins with conceptualizing race as a social construct and racism as a system that exists on multiple domains. From there, using an intersectional approach, we will examine the research focusing on how people develop racial identities in the face of racism, and how our racial identities position us to do our work. While thinking about how to disrupt racism in key sectors, such as the health professions and schools, we will then focus on how to enact culturally responsive care at the micro, meso, and macro levels in ways that honor the expertise and strengths of BIPOC people and their communities. The course is designed to stimulate critical thinking, help us critically reflect on our positionalities, and develop systematic critical analyses that lead to identifying ways that social workers can intervene and oppose oppression professionally and personally.

Prerequisite: None.

**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 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 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 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 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.

- First year (i.e., generalist/foundation) field days are Mondays, Tuesdays and Thursdays.
- First year (i.e., generalist/foundation) courses are offered on the following days and times: Monday (evening only), Tuesday (evening only), Wednesday day and evening), Thursday (evening only), Friday (day only).

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.

- First year (i.e., generalist/foundation) field days are Mondays, Tuesdays and Thursdays.
- First year (i.e., generalist/foundation) courses are offered on the following days and times: Monday (evening only), Tuesday (evening only), Wednesday day and evening), Thursday (evening only), Friday (day only).

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.

- Second year (i.e., specialist/advanced) field days are Mondays and Thursdays, and either Wednesday or Friday.
- Second year (i.e, specialist/advanced) courses are offered on the following days and times: Monday (evening only), Tuesday (day and evening), Wednesday (evening only), Thursday (evening only), Friday (day only).

Prerequisite: None.
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.

- Second year (i.e., specialist/advanced) field days are Mondays and Thursdays, and either Wednesday or Friday.
- Second year (i.e., specialist/advanced) courses are offered on the following days and times: Monday (evening only), Tuesday (day and evening), Wednesday (evening only), Thursday (evening only), Friday (day only).

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 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 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 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 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 - Advocacy 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 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 472 - Evidence-Based Approaches in Social Work Practice (3.00)**

In this course students will gain relevant knowledge and practice skills in order to practice motivational interviewing and dialectical behavior therapy with diverse client populations in an array of settings. In the first half of the course, students will gain exposure to the spirit of motivational interviewing as both a philosophy about client engagement and an approach that is sensitive to and respectful of the client's ambivalence about change. They will learn how to ask questions and respond to clients in a way that is curious, reflective, supportive, and ultimately strives to promote client self-determination, well-being, and readiness for change. MI has been proven to be an effective approach for clients who struggle with substance use disorders and other addictive disorders, as well as suicidal ideation. In the second half of the course, students will focus on dialectical behavior therapy, which is a manualized curriculum developed by Marsha Linehan and teaches clients the skills that enable self-regulation of affect, and to consider how their own meaning making and perceptions impact their behaviors that inform their sense of self and relationship with others, and is used with clients in both individual and group settings. Students will also learn how to integrate MI and DBT as a combined intervention strategy when appropriate. This course meets the requirement for a clinical practice elective.

Prerequisite: SW-411B or Advanced Standing.

**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)**

This 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 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 486 - Essential Elements of Telebehavioral Health (3.00)
This course provides students with the foundation needed to understand the benefits and uses of telebehavioral health as well as the role of the telebehavioral health social worker. As more agencies and practices are providing “online” services, it is crucial for students to understand the role of technology, social work ethics, evidence-based practices, special populations and adaptations. *This course meets the requirement for a clinical practice elective.*
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 494 - Multiple Faces of Trauma (3.00)
Understanding and intervening with trauma theoretically and clinically is a critical skill for clinical 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 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 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 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 social 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 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 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 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 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 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 (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 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 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 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)

NULL

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 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 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 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 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 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 including 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 & Diagnoses (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 Advanced 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 610 - Social and Behavioral Theory (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 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 631 - Philosophy of Science (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 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 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 Multivariable 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 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 660 - Independent Study (3.00)
This option is intended to 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 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 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 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.
**TESL - GRAD ESL EDUCATION**

**TESL 417 - Sheltered English Instruction (4.00)**

Successful completion of this course can qualify you for Massachusetts Sheltered English Instruction (SEI) Endorsement. For pre-service teachers in core subject areas, the course will build your skills, confidence, and familiarity with research-proven practices for working with English Language Learner (ELL) students. You will cover the social, cultural, familial, and academic factors that affect learning. You will learn strategies for sheltering content for ELLs and, using WIDA language standards, you will explore the link between oral language and student learning of academic language and literacy skills. This course was created for candidates working toward their first initial teaching license in a core subject area and is not intended for incumbent, already-licensed teachers.

Prerequisite: GEDUC-460 or SPND-446 and methods course.

**TESL 445 - Fundamentals of Reading in a Second Language (4.00)**

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

Prerequisite: None.

**TESL 449 - Individual Study (2.00)**

For graduate students only. Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement.

Prerequisite: None.

**TESL 450 - Independent Study (2.00)**

For graduate students only.

Prerequisite: None.

**TESL 451 - Bilingualism and Language Variation (4.00)**

Examines language policy, minority language rights, and linguistic and political issues affecting bilingual education in a multicultural context. Investigates the effects of gender, race, and culture on language use within developmental stages and learning styles of students across grade levels. Emphasizes assessment procedures and the involvement of parents in education.

Prerequisite: None.

**TESL 452 - Advanced Seminar in TESL Curriculum (4.00)**

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

Prerequisite: None.
**TESL 454 - Teaching Pronunciation in English As a Second Language (4.00)**
Reviews foundational knowledge of phonetics and phonology, provides an overview of monolingual and bilingual acquisition of the sound system, and examines current research into acquisition of post critical period productive phonology.

Prerequisite: None.

**TESL 471 - ESL Adult Teaching Practicum (4.00)**
Assigns supervised teaching responsibilities in an ESL classroom at either a university-based or a community-based ESL program. Involves observing and assisting the classroom teacher and developing curricula. Requires 96 documented hours of direct instruction and attendance at a student teaching seminar.

Prerequisite: None. Crosslisted as: TESL 480, TESL 487.

**TESL 479 - Teach English As a Second Language Methodology and Curriculum (4.00)**
Introduces students to teaching English as a second language. Offers an overview of the history of second language teaching, methodologies, approaches, and techniques and their underlying theories and assumptions. Examines specific classroom techniques - reading and writing processes and instruction and assessment and testing - and their application to curriculum development.

Prerequisite: None.

**TESL 480 - Practicum: English As a Second Language (Grades 5-12) (4.00)**
Assigns supervised teaching responsibilities in an ESL classroom. Involves planning and implementing daily class lessons for at least 150 hours of direct teaching, developing curriculum materials, and demonstrating service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars, and a minimum of 135 documented hours of direct instruction.

Prerequisite: None. Crosslisted as: TESL 471, TESL 487.

**TESL 487 - Practicum: English As a Second Language (PreK-6) (2.00)**
Assigns supervised teaching responsibilities in an ESL classroom. Involves planning and implementing daily class lessons for at least 150 hours of direct teaching, developing curriculum materials, demonstrating service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars, and a minimum of 135 documented hours of direct instruction.

Prerequisite: None. Crosslisted as: TESL 471, TESL 480.

**TESL 500 - Special Topics in TESL (4)**
Prereq.: Advanced standing in MATESL or extensive teaching experience in the field. Intended for MATESL students and non-degree teachers who need specialized TESL knowledge and applications. Topics vary from year to year and may be drawn from student interest, new state requirements for teacher preparation, and needs of various newcomer populations for special instruction. Abraham, Staff. Graduate Programs in General Education

**TESL 517 - Structured English Immersion for Administrators (2)**

NULL
**WGST - WOMEN’S & GENDER STUDIES**

**WGST 235 - Transgender Politics & Freedom (4.00)**

This course aims to engage students in 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?

Prerequisite: None. Crosslisted as: POLS 235.

**WGST 248 - Gender and Art (4)**

Examines social constructions of gender in the visual arts from the Renaissance through today, focusing on artists including Artemisia Gentileschi, Rosa Bonheur, Georgia O'Keeffe, Elizabeth Catlett, Judy Chicago and Vaginal Davis. Considers the intersections of race and class with gender, the power dynamics inherent in seeing and being seen, and the role of arts institutions in the creation and reception of art.

**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.
FACULTY

Agarwal, Naresh. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BAS, Nanyang Technological University; PhD, National University of Singapore. 2009.

Agudelo, Felipe. Assistant Professor of Public Health, College of Social Sciences, Policy, and Practice. MPH, Universidad de Antioquia; EdD, DePaul University. 2017.

Aguilera, Anna. Associate Professor of Biology, College of Natural, Behavioral, and Health Sciences. AB, Brown University; MS, University of Massachusetts, Amherst; PhD, Tufts University. 2012.

Ahmed, Sumayya, Assistant Professor of Library and Information Science, BA, Wesleyan University, MA, Georgetown University, PhD, University of North Carolina-Chapel Hill, 2020.

Allen, Ronald. Associate Professor of Practice of Behavior Analysis and Doctoral Program Director, College of Natural, Behavioral, and Health Sciences. BA, MS, PhD, University of Florida. 2007.

Almeida, Joanna. Associate Professor of Social Work, College of Social Sciences, Policy, and Practice. ScD, Harvard University. 2012.

Amado, Abel. Assistant Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. PhD, Boston University. 2015.

Aoki, Masato. Associate Professor of Economics, College of Social Sciences, Policy, and Practice. BA, Bucknell University; MA, PhD, University of Massachusetts, Amherst. 1993.

Arias, Celia, Field Education Specialist and Assistant Professor of Practice, School of Social Work, 2020

Aronson, Judith. Professor of Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, University of Michigan; MFA, MCP, Yale University. 1998.

Atinaja-Faller, Josephine. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Rutgers, The State University of New Jersey, Newark; MSN, Northeastern University. 2003.

Augustine, Elaine, Assistant Professor (NTT) of Psychology, 2019.

Axe, Judah. Professor of Education and Behavior Analysis and Director of Special Education, College of Social Sciences, Policy, and Practice. BS, University of Wisconsin; MA, PhD candidate, The Ohio State University. 2008.

Bailey, Gary. Professor of Practice of Social Work and Director of Urban Leadership Program, College of Social Sciences, Policy, and Practice. MSW, Boston University. 1999.

Bailly, Sandra. Associate Professor of Practice of Social Work and Assistant Director of Field Education, College of Social Sciences, Policy, and Practice. BA, Tufts University; MSW, Simmons College. 2014.

Ballin, Amy. Assistant Professor of Education, College of Social Sciences, Policy, and Practice. B.S. Cornell University; M.S.T. Antioch New England Graduate School; M.S.W., Boston University; C.A.G.S, Lesley University; Ph.D. Lesley University. 2015.

Baughman-Dalton, Lindsey. Associate Professor of Practice of Social Work and Assistant Director of Field Education Evaluation and Planning, College of Social Sciences, Policy, and Practice. BS, Penn State University; MSW, Boston College. 2014.

Beebe, Justin. Associate Professor of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BS., M.S. University of Indianapolis; Ph.D. Washington University in St. Louis. 2013.

Beers, Donna. Professor of Mathematics, College of Organizational, Computational, and Information Sciences. BA, MS, PhD, University of Connecticut. 1986.
Bellenoit, Helen. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. MS, Salem State University. 2010.

Berger, Michael. Professor of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BA, Cornell University; MBA, Boston University; MA, PhD, Harvard University. 2005.

Bergland, Renee. Professor of English and Chair of the Department of English, Gwen Ifill College of Media, Arts, and Humanities. BA, St. John's College; PhD, Columbia University. 1999.

Berry, Stephen. Associate Professor of History, Gwen Ifill College of Media, Arts, and Humanities. BA, MEd, Vanderbilt University; MLIS, University of Southern Mississippi; PhD, Duke University. 2007.

Bettivia, Rhiannon, Assistant Professor of Library and Information Science, BA, Barnard College, MS Pace University, PhD, University of Illinois, Urbana-Champaign, 2020.

Bhattacharyya, Shreya. Lecturer in Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BS, University of Calcutta; MS, Indian Institute of Technology, Madras; PhD, Arizona State University. 2017.

Biewener, Carole. Professor of Economics, College of Social Sciences, Policy, and Practice. BA, Douglass College; PhD, University of Massachusetts. 1987.

Blumberg, Nancy. Associate Professor of Practice of Social Work and Assistant Director of Field Education, College of Social Sciences, Policy, and Practice. B.S., Vassar College; S.S.W., Simmons College. 2012.

Bonacic, Danisa. Associate Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, MA, Pontificia Universidad Católica de Chile; PhD, Brown University. 2007.

Boothby-Downing, Kimberly. Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. 1995.

Botticelli, Peter. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, Loyola University; AM, University of Illinois; PhD, University of Illinois; MSI, University of Michigan. 2013.

Bresler, Edith. Professor of Practice of Art & Music, Gwen Ifill College of Media, Arts, and Humanities, BFA, School of Visual Arts. 2000.

Brown, Michael. Professor of Mathematics, College of Organizational, Computational, and Information Sciences. BA, Columbia University; MA, PhD, Harvard University. 1986.

Brown, Lisa. Associate Professor of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, Clark University; MS, Simmons College; PhD, Boston University. 2008.

Burney, Nickie. Associate Professor of Practice of Nursing and Director of the FNP Program, College of Natural, Behavioral, and Health Sciences. 2017.

Burton, Carly. Associate Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. BA, Wesleyan University; MSW, Boston University. 2015.

Carey, Amanda. Associate Professor of Psychology, College of Natural, Behavioral, and Health Sciences. PhD, Northeastern University. 2012.

Christian, Ladonna. Associate Professor of Practice of Nursing and Director of the Dotson Bridge Program, College of Natural, Behavioral, and Health Sciences. BSN, University of Michigan, Ann Arbor; MSN, University of Massachusetts, Dartmouth. 2009.

Christoffersen, Jean. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, State University of New York, Brooklyn; MSN, Boston College. 1999.

Chumley, Janet. Associate Professor of Practice of Education, College of Social Sciences, Policy, and Practice. BA, Antioch College; MEd, Boston University. 1995.
Cobeta, Beatriz, Assistant Professor of Modern Languages and Literature, BA, Universidad Autonoma, MA Instituto Cervantes, PhD, UNED, 2020

Cohn, Tanya. Associate Professor of Practice of Nursing and Coordinator of Foundation Courses, College of Natural, Behavioral, and Health Sciences. 2013.

Colavito Siu, Elizabeth. Lecturer in Nutrition, College of Natural, Behavioral, and Health Sciences. 2010.

Cole, Benjamin. Associate Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. BA, MA, University of New Hampshire; PhD, George Mason University. 2012.

Cole, Donna. Senior Lecturer in Sociology, College of Social Sciences, Policy, and Practice. 2014.

Conn, Donia, Assistant Professor of Practice of Library and Information Science, BA, St Olaf College, MLIS, University of Texas-Austin, 2018

Costello, Margaret. Associate Professor of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Salve Regina College; MS, Simmons College; MSN, Massachusetts College of Pharmacy; PhD, Simmons College. 2001.

Dashottar, Amitabh. Professor of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BPT, Barkatullah Vishwavidyalaya; MPT, Devi Ahilya Vishwavidyalaya; PhD, The Ohio State University. 2013.

Davis, Rebecca. Assistant Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, University of North Carolina, Chapel Hill; MS, University of Kentucky; PhD, University of Tennessee. 2017.

DeCurtis, Erin. Lecturer in Business, College of Organizational, Computational, and Information Sciences. BA, University of New Hampshire; MBA, Simmons College. 2012.

Delouchry, Tina, Professor of Practice of Nursing. 2019

Desmond, Sarah. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Northeastern University; MS, Simmons College; SM, Harvard School of Public Health. 2006.

Dieujuste, Colette. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Columbia Union College; MSN, Boston College. 2000.

Dittrich, Gretchen. Associate Professor of Practice of Behavior Analysis and Director of Mentoring and Supervision, College of Natural, Behavioral, and Health Sciences. BS, University of Nevada; MS, Northeastern University; PhD, Simmons College. 2006.

Doherty, Leanne. Associate Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. BA, Clark University; MA, PhD, Northeastern University.

Donovan, Elizabeth. Assistant Professor of Psychology, College of Natural, Behavioral, and Health Sciences. BS, University of Colorado at Boulder; PhD, Boston University. 2015.

Dumas, Catherine, Assistant Professor of Library and Information Science, BA, College of St Rose, MS, University of Albany, PhD, SUNY-Albany, 2018

Dunbar, Kwamie, Associate Professor of Business, MBA, Sacred Heart University, MSc, Fairfield University, PhD, Fordham University, 2020

Dyer, Jacqueline, Associate Professor of Practice and Associate Director for DSW, School of Social Work, 2020

Dynan, Mark, Associate Professor of Practice of Physical Therapy and Director of Clinical Education, BS, University of Michigan, MPT, DPT, Simmons University, 2019

Ehrsam, Max. Lecturer in Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, Universidad Iberoamericana; MA, University of Rhode Island. 2015.
Erickson, Kris. Senior Lecturer in Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, Smith College; MFA, Columbia College; MA, University of Chicago; PhD, George Mason University. 2016.

Evans, Christine. Associate Professor of Practice of Education and Director of the NECC Program, College of Social Sciences, Policy, and Practice. BA, Hartwick College; MED, Lesley University. 1993.

Fash, Lydia. Lecturer in English, Gwen Ifill College of Media, Arts, and Humanities. 2016.

Febles, Eduardo. Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, Tulane University; MA, PhD, Brown University. 2003.

Feldman, Gregory. Professor of Psychology and Chair of the Department of Psychology, College of Natural, Behavioral, and Health Sciences. BA, University of Connecticut at Storrs; MS, PhD, University of Miami. 2006.

Fortin, Heather. Lecturer in Education and Coordinator of NECC Practicum, College of Social Sciences, Policy, and Practice. 2007.


Fung, Teresa. Professor of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, MS, Cornell University; ScD, Harvard University. 2000.

Gallagher, Sharon. Associate Professor of Practice of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, Cornell University; MS, Framingham State University. 2015.

Galli, Rachel. Associate Professor of Psychology, College of Natural, Behavioral, and Health Sciences. BA, Hofstra University; MA, PhD, Boston University. 1998.

Gans-Boriskin, Rachel. Assistant Professor of Communications, Gwen Ifill College of Media, Arts, and Humanities. MA, University of Pennsylvania; MA, New York University. 2015.

George, Sheldon. Professor of English, Gwen Ifill College of Media, Arts, and Humanities. BA, The City College of New York; PhD, Boston College. 2005.

Goldberg, Renada, Assistant Professor of Social Work, Med, MSE, PhD, University of Minnesota, 2020

Golden, Audrey, Assistant Professor, BA, Wesleyan University, JD, Wake Forest University, PhD, University of Virginia, 2018

Gould, Paul. Assistant Professor of Social Work and Director of the BSW Program, College of Social Sciences, Policy, and Practice. PhD, 2015.

Graf, Ann, Assistant Professor of Library and Information Science, BA, MLIS, PhD, University of Wisconsin-Milwaukee, 2018

Graves, Daren. Associate Professor of Education and Coordinator of the Boston Teachers Union Program, College of Social Sciences, Policy, and Practice. BA, Yale University; Med, EdD, Harvard University. 2004.

Grigoryan, Viktor. Associate Professor of Mathematics, College of Organizational, Computational, and Information Sciences. BS, Yerevan State University; MS, PhD University of Massachusetts, Amherst. 2014.

Grossman, Diane. Professor of Philosophy and Women’s & Gender Studies and Chair of the Department of Philosophy, Gwen Ifill College of Media, Arts, and Humanities. BA, Vassar College; MA, PhD, New York University. 1985.

Gurney, Rich. Professor of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BS, Benedictine University; PhD, Purdue University. 2003.

Gushwa, Melinda. Associate Professor of Social Work and Director of the MSW Program, College of Social Sciences, Policy, and Practice. BA, University of Redlands; MSW, California State University, San Bernadino; PhD, Washington University in St. Louis. 2016.
Hager, Kelly. Professor of English and Women’s & Gender Studies and Chair of the Department of Women’s & Gender Studies, Gwen Ifill College of Media, Arts, and Humanities. BA, Rice University; PhD, University of California, Irvine. 2001.


Harrison, Carmen, Associate Professor (NTT) of Nursing, AND, BSN, Miami University, MSN University of Cincinnati, PhD, University of Missouri-Kansas City, 2016

Hart-Tennen, Leah. Associate Professor of Social Work and Interim Associate Program Director, Social Work@Simmons, College of Social Sciences, Policy, and Practice. BA, University of Wisconsin, Madison; MSW, MPH, Boston University. 2013.

Hecker, Suzanne. Associate Professor of Practice of Social Work and Assistant Director of Field Education, College of Social Sciences, Policy, and Practice. MSW, Simmons College. 2013.

Herrmann, Todd. Lecturer in Business, College of Organizational, Computational, and Information Sciences. AB, Dartmouth College; MBA, University of Pennsylvania. 2017.

Hole, Heather. Associate Professor of Art & Music, Gwen Ifill College of Media, Arts, and Humanities. BA, Smith College; MA, PhD, Princeton University. 2011.

Horn, Denise. Associate Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. BA, University of North Carolina, Greensboro; MA, University of Connecticut, Storrs; PhD, Rutgers University. 2015.

Hussey, Lisa. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, University of Miami; MA, University of Arizona; PhD, University of Missouri. 2008.

Inglis, Alister. Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, University of Canberra; PhD, University of Melbourne. 2003.

Jones, Justin. Associate Professor of Practice of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BS, University of Massachusetts, Amherst; MSPT, Simmons College; DPT, Simmons College. 2007.

Jordan, Michael. Associate Professor of Practice of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BA, D. Phil., Oxford University. 2007.

Joudrey, Daniel. Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, George Washington University; MLIS, University of Pittsburgh; PhD, University of Pittsburgh. 2005.


Kiely, Colleen. Professor of Art & Music, Gwen Ifill College of Media, Arts, and Humanities. BFA, Rhode Island School of Design; MFA, School of the Museum of Fine Arts. 2005.

Kimball, Melanie. Associate Professor of Library & Information Science and Director of the School Library Teacher Concentration, College of Organizational, Computational, and Information Sciences. BMus, Alma College; MMus, University of Michigan; MS, University of Illinois; PhD, University of Illinois. 2009.

Koeniger-Donohue, Rebecca. Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Saint Anselm College; MSN, Boston University; PhD, University of Rhode Island. 1988.

Kriesberg, Adam, Assistant Professor of Library and Information Science, BA, Brown University, PhD, University of Michigan, 2019

Lechan, Arianna, Assistant Professor of Practice of Library and Information Science, BS, New York University, MS, Simmons University, 2019
Lee, Nancy. Professor of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BA, University of Pennsylvania; PhD, Brown University. 1994.

Leiter, Valerie. Professor of Sociology, College of Social Sciences, Policy, and Practice. BA, State University of New York at Albany; AM, Harvard University; PhD, Brandeis University. 2003.

Leonard, Sarah. Associate Professor of History and Chair of the Department of History, Gwen Ifill College of Media, Arts, and Humanities. BA, University of California, Santa Cruz; MA, PhD, Brown University. 2004.

Leonard, Suzanne. Professor of English, Gwen Ifill College of Media, Arts, and Humanities. AB, Dartmouth College; MA, PhD, University of Wisconsin–Milwaukee. 2006.

Levesque, Caitlin. Assistant Professor of Practice and Coordinator of MSN Core Curriculum, College of Natural, Behavioral, and Health Sciences. 2013.

Li, Yulong. Associate Professor of Business, College of Organizational, Computational, and Information Sciences. PhD. The University of Toledo. 2013.

Lite, Randi. Professor of Practice of Biology and Director of the Exercise Science Program, College of Natural, Behavioral, and Health Sciences. AB, Brown University; MA, Columbia University. 1990.

Lopilato, Jane. Associate Professor of Biology and Chair of the Department of Biology, College of Natural, Behavioral, and Health Sciences. BA, Emmanuel College; PhD, Harvard University. 1989.

Luo, Shirong. Associate Professor of Philosophy, Gwen Ifill College of Media, Arts, and Humanities. MS, Peking Union Medical College; MA, Texas A&M University; PhD, University of Miami. 2006.

Luth, Eric, Assistant Professor of Biology, BA, Colby College, PhD, Harvard University, 2018

Lynch, Marla. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BS, Boston University; MSN, Boston College. 1993.

Maguire, Russell. Associate Professor and Chair, Department of Behavior Analysis and Director of the Graduate Program, College of Natural, Behavioral, and Health Sciences, BA, New York State University at Buffalo; MA, PhD, Northeastern University. 2006.

Maguire, Stacey, Associate Professor of Practice of Physical Therapy, BS, MS, Boston University, DPT, Massachusetts General Hospital Institute of Health Professions, 2018


Marchant, Kelly. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BS, Salem State University; MS, Georgetown University. 2014.

Markos, Kristina, Associate Professor of Practice of Communications, BS, Bowling Green State University, MLS, University of Toledo, 2019

Martin, Sarah. Professor of Psychology, College of Natural, Behavioral, and Health Sciences. BS, Duke University; MS, PhD, Pennsylvania State University. 2008.

Martino, Briana. Assistant Professor of Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, Tufts University. BA Certificate, Simmons College, MA, PhD Stonybrook University. 2000.

McCarty, Megan, Assistant Professor, BA, Bowdoin College, MS, PhD, Purdue University, 2019

McGee, Eileen. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, MSN, University of Massachusetts, Boston; PhD, Boston College. 2003.
Menzin, Margaret. Professor of Computational and Mathematical Sciences, College of Organizational, Computational, and Information Sciences. BA, Swarthmore College; MA, PhD, Brandeis University. 1969.

Mercier, Cathryn. Professor of Children's Literature and Director of the Children's Literature Program and the Center for the Study of Children's Literature, Gwen Ifill College of Media, Arts, and Humanities. BA, Mount Holyoke; MA, Boston University; PhD, Boston University. 1985.

Messay, Marda. Assistant Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, University of Dayton; MA, Bowling Green State University; PhD, Florida State University. 2016.

Metallinos-Katsaras, Elizabeth. Professor of Nutrition and Chair of the Department of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, MS, PhD, University of California, Davis. 1999.

Moniz, Linda. Assistant Professor of Nursing, College of Natural, Behavioral, and Health Sciences. BS, Boston State College; BSN, MSN, Salem State. 2004.

Moura, Erica. Lecturer in Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, Simmons College; MA, Emerson College. 2017.

Mukherjee, Zinnia. Associate Professor of Economics, College of Social Sciences, Policy, and Practice. BS, MS, University of Calcutta; PhD, University of Connecticut. 2013.

Mustata, Gina. Lecturer in Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. 2013.

Neault, Noelle. Associate Professor of Practice of Behavior Analysis and Director of the Behavior Analysis@Simmons Program, College of Natural, Behavioral, and Health Sciences. BS, MS, Northeastern University; PhD, Simmons College. 2016.

Nelson, Teresa. Professor of Business, College of Organizational, Computational, and Information Sciences. BA, University of Massachusetts at Boston; MBA, Western Michigan University; PhD, University of Illinois at Urbana-Champaign. 2006.

Nolan, Katherine. Associate Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. MSW. 2015.

Ogden, Lydia. Associate Professor of Social Work, College of Social Sciences, Policy, and Practice. BA, Colorado College; MSW, PhD, Columbia University. 2017.

Oh, Kyong Eun. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, Yonsei University; MA, Yonsei University; PhD, Rutgers University. 2013.

Ortega, Stephen. Associate Professor of History, Gwen Ifill College of Media, Arts, and Humanities. BA, New York University; MA, Harvard University; PhD, University of Manchester. 2006.

Ovalle-Child, Arlene. Lecturer in Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, Drew University; MA, Boston College; PhD, Boston University. 2016.

Parr, Jessica. Lecturer in History, Gwen Ifill College of Media, Arts, and Humanities. BA, MA, MS, Simmons College; MA, PhD, University of New Hampshire. 2017.

Pattee, Amy. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, University of North Carolina, Greensboro; MLS, Rutgers University; PhD, University of North Carolina, Chapel Hill. 2004.

Pechulis, Kristina. Senior Lecturer in Political Science & International Relations and Director of the Lee Family Foundation Fellowship Program, College of Social Sciences, Policy, and Practice. BA, Kenyon College; MS, Simmons College; JD, Northeastern University. 2014.

Pelaez Benitez, Maria Dolores. Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. Licenciatura, PhD, Universidad Complutense de Madrid. 1992.
Pfeiffer, Ray, Dir. School of Business and Professor of Business, BA, Moravian College, PhD, University of North Carolina-Chapel Hill, 2019

Pojednic, Rachele. Assistant Professor of Nutrition, College of Natural, Behavioral, and Health Sciences. PhD, Tufts University. 2015.

Pollock, Danielle, Assistant Professor of Library and Information Science, BA, University of Houston, MA, University of Missouri-Columbia, PhD, University of Tennessee-Knoxville, 2018

Pomerantz, Jeffrey. Associate Professor of Practice of Library & Information Science and Coordinator of the Online Program, College of Organizational, Computational, and Information Sciences. PhD, Syracuse University. 2018.

Popinchalk, Helen, Assistant Professor (NTT) and Gallery Director & University Art Collection Curator, 2018

Poulin, Eric. Lecturer in Library & Information Science and Coordinator of SLIS West, College of Organizational, Computational, and Information Sciences. BS, University of Massachusetts, Amherst; MLIS, University of Rhode Island. 2013.

Powers, Jenna, Assistant Professor of Practice of Physical Therapy, 2019

Pratt, Kelly. Associate Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. MSW, Boston University. 2012.

Pratt, Sarah, Assistant Professor (NTT) of Library and Information Science, BA, Trinity College, MS, Simmons University, 2019

Prelack, Kathrina. Associate Professor of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, Syracuse University; PhD, Tufts University. 2014.

Prieto, Laura. Professor of History, Gwen Ifill College of Media, Arts, and Humanities. BA, Wellesley College; MA, PhD, Brown University. 1997.

Puri, Jyoti. Professor of Sociology, College of Social Sciences, Policy, and Practice. BA, Bombay University; PhD, Northeastern University. 1996.

Putnam, Michelle. Professor of Social Work, College of Social Sciences, Policy, and Practice. BA, University of Michigan, Ann Arbor; MS, Miami University in Ohio; PhD, University of California, Los Angeles. 2008.


Quattrocchi, John. Assistant Professor of Public Health, College of Social Sciences, Policy, and Practice. PhD, Harvard University. 2016.

Radwan, Ahmed, Lecturer in Chemistry and Physics, 2018

Ragusa, Jill. Associate Professor of Practice of Social Work and Coordinator of Academic Services, College of Social Sciences, Policy, and Practice. MSW, Simmons College. 2016.

Ramirez, Cherie. Lecturer in Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BS, Rollins College; PhD, Harvard University. 2016.

Reeder, John. Associate Professor of Psychology, College of Natural, Behavioral, and Health Sciences. BA, McMaster University; PhD, Princeton University. 2004.

Rhinesmith, Colin. Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, MA, Emerson College; PhD, University of Illinois, Urbana-Champaign. 2016.

Riley, Julia. Associate Professor of Practice of Social Work and Interim Associate Program Director Social Work@Simmons, College of Social Sciences, Policy, and Practice. BS, Suffolk University; MA, St. Joseph’s College; MSW, PhD, Boston College. 2015.
Rissmiller, Patricia. Associate Professor of Nursing and Chair of Graduate Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Catholic University; MSN, DNSc, Boston University. 1990.

Roecklein-Canfield, Jennifer. Professor of Chemistry & Physics and Chair of the Department of Chemistry and Physics, College of Natural, Behavioral, and Health Sciences. BS, University of Maryland, College Park; PhD, Stony Brook University. 1999.

Rosenthal, Aaron, Asst. Prof. of Political Science and International Relations, BA, Loyola University Chicago, MA, PhD, University of Minnesota-Twin Cities, 2018

Rossi, Laura. Assistant Professor of Nursing, College of Natural, Behavioral, and Health Sciences. 2017.

Russell, Charlotte. Senior Lecturer in Biology, College of Natural, Behavioral, and Health Sciences. B. Med. Sci., University of Birmingham; PhD, University of Manchester. 2006.

Russell, Naila, Assistant Professor of Nursing, AND, Northwestern Michigan College, BSN, University of Phoenix, DNP, University of Michigan-Flint, 2015

Sandler, Elana. Associate Professor of Practice of Social Work and Assistant Director of Field: Community Partner Engagement, College of Social Sciences, Policy, and Practice. BA, University of Massachusetts, Amherst; MSW, MPH, Boston University. 2015.

Saunders, Laura. Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, Boston University; MSLIS, Simmons College; PhD, Simmons College. 2010.

Saunders, Candace. Associate Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. MSW. 2007.

Schwartz, Matthew. Lecturer in Biology, College of Natural, Behavioral, and Health Sciences. BA, Northwestern University; PhD, Harvard University. 2018.

Scotina, Anthony, Assistant Professor of Statistics, AB, College of the Holy Cross, MS University of Massachusetts-Amherst, PhD, Brown University, 2018

Scott, Elizabeth. Professor of Biology and Chair of the Department of Public Health, College of Natural, Behavioral, and Health Sciences. MI, Manchester Metropolitan University; MPhil, PhD, University of. 2001.


Sellers, Christina, Assistant Professor of Social Work, PhD, Boston College, 2019

Selod, Saher. Associate Professor of Sociology, College of Social Sciences, Policy, and Practice. BA, University of Texas at Austin; MA, DePaul University; PhD, Loyola University. 2012.

Shapiro, Mary. Professor of Practice of Business, College of Organizational, Computational, and Information Sciences. BFA, MS, MBA, Wright State University. 1992.

Slowik, Gregory. Professor of Art & Music and Director of the Music Program, Gwen Ifill College of Media, Arts, and Humanities. BM, Mansfield University; MM, DMA, Boston University. 1989.

Sohrabji, Niloufer. Professor of Economics and Chair of the Department of Economics, College of Social Sciences, Policy, and Practice. PhD, Boston College. 1999.

Stubbs, Amber. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BS, Simmons College; MA, Brandeis University; PhD, Brandeis University. 2005.

Sullivan, Frances. Assistant Professor of History, Gwen Ifill College of Media, Arts, and Humanities. BA, Duke University; PhD, New York University. 2017.
Tang, Rong. Professor of Library & Information Science and Director of the Ph.D. Program, College of Organizational, Computational, and Information Sciences. BA, Renmin University of China; MA, Renmin University of China; MA, Ohio State University, PhD, University of North Carolina. 2006.

Thomas, Dawna. Professor of Africana Studies and Women’s and Gender Studies, College of Social Sciences, Policy, and Practice. BA, MS, University of Massachusetts, Boston; PhD, Northeastern University. 2003.

Thomas, Kristie. Associate Professor of Social Work, College of Social Sciences, Policy, and Practice, BS, St. Joseph's University; MSW, PhD, University of Pennsylvania. 2011.

Thompson, Becky. Professor of Sociology, College of Social Sciences, Policy, and Practice. BA, University of California, Santa Cruz; PhD, Brandeis University. 1996.

Tiwari, Devashish. Assistant Professor of Physical Therapy, MPT, Manipal University, DPT, PhD, University of Michigan-Flint, 2019

Torres Gregory, Wanda. Professor of Philosophy, Gwen Ifill College of Media, Arts, and Humanities. BA (Pol. Sci.), BA (Phil.), MA, University of Puerto Rico; PhD, Boston. 1995.

Trefalt, Spela. Associate Professor of Business, College of Organizational, Computational, and Information Sciences. BA, University of Ljubljana, Slovenia; MBA, University of Kansas; DBA, Harvard University. 2008.

Trigilio, Jo. Senior Lecturer in Philosophy and Director of the Graduate Program in Gender & Cultural Studies, Gwen Ifill College of Media, Arts, and Humanities. BA, Marietta College; MA, PhD, University of Oregon. 2005.

Turner, Geoff. Associate Professor of Psychology, College of Natural, Behavioral, and Health Sciences. AB, Lafayette College; MS, PhD, Pennsylvania State University. 1997.

Turner, Kylan. Associate Professor of Practice of Behavior Analysis, College of Natural, Behavioral, and Health Sciences. Bphil, MEd, PhD, University of Pittsburgh. 2017.

Veilleux, Nanette. Professor of Computational Sciences and Chair of the Computational and Mathematical Sciences Department, College of Organizational, Computational, and Information Sciences. ScB, Brown University; MSEE, PhD, Boston University. 1999.

Verma-Agrawal, Meenakshi, Associate Professor of Practice of Public Health & Assistant MPH Program Director, BS, MPH, University of Massachusetts-Amherst, 2018

Vieira, Edward. Professor of Business, College of Organizational, Computational, and Information Sciences. BA, Rhode Island College; MBA, Bryant University; PhD, University of Connecticut. 2004.

Volkman, Sarah. Professor of Nursing, College of Natural, Behavioral, and Health Sciences. BA, University of California, San Diego; ScD, Harvard University. 1994.

Walker, Kate. Assistant Professor of Practice of Nutrition, 2019

White, Bob. Professor of Communications, Gwen Ifill College of Media, Arts, and Humanities. AB, College of the Holy Cross; MS, Boston University. 1971.

White, Phillip. Associate Professor of Chemistry and Physics, BA, BS, Florida State University, MEng, PhD Pennsylvania State University, 2019

White, Shelley. Associate Professor of Public Health, College of Social Sciences, Policy, and Practice. BS, Boston University; MPH, Boston University; PhD, Boston College. 2015.

Williams, Marianne. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. 2006.
Williams, Rachel. Assistant Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, University of Kentucky; MLIS, University of Pittsburgh; PhD, University of Wisconsin, Madison. 2017.

Wisser, Katherine. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, Bates College; MA, University of New Hampshire; MLIS, University of North Carolina; PhD, University of North Carolina. 2009.

Wollman, Richard. Professor of English, Gwen Ifill College of Media, Arts, and Humanities. BA, Brandeis University; MA, MPhil, PhD, Columbia University. 1993.

Young, John, Assistant Professor of Biology. BS, Aquinas College, MS, University of Oregon, PhD, University of California-Berkeley, 2019

Zipoli, Diane. Associate Professor of Practice of Social Work and Assistant Director of Field Education, College of Social Sciences, Policy, and Practice. MSW, Stony Brook University. 2017.

Zuccheri, Terri. Professor of Practice of Nursing and Director of Nursing@Simmons, College of Natural, Behavioral, and Health Sciences. BS, The Catholic University of America; MS, Emory University; PhD, University of Hawaii, Manoa. 2018.

Zuckerwise, Lena. Assistant Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. PhD, University of Massachusetts, Amherst. 2013.

**Emeriti Faculty**

Abraham, Paul, Professor of Education

A. J. Anderson, EdD, Professor of Library and Information Science

Anne-Marie Barron, PhD, Professor of Nursing

Donald Basch, PhD, Professor of Economics

Jeannette Bastian, PhD, Professor of Library and Information Science

James Baughman, PhD, Professor of Library and Information Science

Judy Beal, DNSc, Dean and Professor of Nursing

Kirk Beattie, PhD, Professor of Political Science and International Relations

Lynda Beltz, PhD, Professor of Communications

Bonita Betters-Reed, PhD, Professor of Management

Katherine Bevacqua, Med, Associate Professor of Management

Stacy Blake-Beard, PhD, Professor of Business

Carol Bonner, MA, Associate Professor of Social Work

Pamela Bromberg, PhD, Professor of English

Deanna Brooks, MSW, Associate Professor of Social Work

David Browder, PhD, Professor of Mathematics

Maria N. Bueche, PhD, Professor of Nursing

Margaret Bush, MLS, Professor of Library and Information Science
Teresa Carterette, PhD, Professor of Psychology
Peter Castle, PhD, Associate Professor of Psychology
Ching-Chih Chen, PhD, Professor of Library and Information Science
Michele Cloonan, PhD, Professor of Library and Information Science
Louise Cohen, PhD, Associate Professor of Political Science and International Relations
Daniel Connell, MA, Instructor in Communications
James Corcoran, MPA, Associate Professor of Communications
Diane T. Couloupolos, PhD, Professor of Psychology
Laurie Crumpacker, PhD, Professor of History
Ruth Dean, PhD, Professor of Social Work
Charles Dunbar, MA, Warburg Professor of International Relations
Kathleen Dunn, EdD, Professor of Education and Human Services
Susan Duty, ScD, Professor of Nursing
Josephine R. Fang, PhD, Professor of Library and Information Science
Marlene Fine, PhD, Professor of Communications
Ellen Grabiner, PhD, Associate Professor of Communications
Gary Gaumer, PhD, Professor of Business
Mary Gilfus, PhD, Professor of Social Work
Robert Goldman, PhD, Professor of Mathematics
Shelley Goodgold, ScD, Professor of Physical Therapy
Ann Goodrum
Margaret Hanni, PhD, Professor of Art
Susan Hass, MBA, Professor of Business
Peter Hernon, PhD, Professor of Library and Information Science
Elaine Hagopian, PhD, Professor of Sociology
Raquel Halty, PhD, Professor of Modern Languages and Literatures
Mary Louise Hatten, PhD, Professor of Management
Iclal Hartman, PhD, Professor of Chemistry
Humm-Delgado, Denise, PhD, Professor of Social Work
Sheila Intner, DLS, Professor of Library and Information Science
Reginald L. Jackson, PhD, Professor of Communications
Anne Jardim, DBA, Founding Dean and Professor
Michael Kaplan, PhD, Professor of Chemistry and Physics
Ann Kittler, MSN, Professor of Nursing
Deborah Kolb, PhD, Professor of Management
Gerald Koocher, PhD, Dean and Professor
Stefan Krug, PhD, Deputy Provost and Professor of Social Work
Zhigang Liu, PhD, Professor of Modern Languages and Literatures and Professor of History
Stephen London, PhD, Professor of Sociology
Carol Love, PhD, Professor of Nursing
John Lowe, PhD, Professor of Business
Charles R. Mackey, PhD, Dean of Humanities and Professor of French
Helen Mamikonian, MA, Associate Professor of Foreign Languages
Lisa Mayer
Michael Melendez, PhD, Professor of Social Work
Kathleen Millstein, PhD, Professor of Social Work
Helen Moore
Lynda Moore, EdD, Professor of Management
Phyllis Moore, DNSc, Professor of Nursing
Charlotte M. Morocco, MEd, Dean of the College
Mindell Nitkin, PhD, Associate Professor of Business
David Novak, PhD, Associate Professor of Mathematics
Deborah Nutter, PhD, Professor of Political Science and International Relations
Carol Ochs, PhD, Professor of Philosophy
Robert Oppenheim, MFA Professor of Art, Director of the Trustman Art Gallery
Patricia Oyler, PhD, Professor of Library and Information Science
M. Lynn Palmer, PhD, Professor of Physical Therapy
Ynhui Park, PhD, Professor of Philosophy
Theresa Perry, PhD, EdD, Professor of Africana Studies and Education
James Piper, PhD, Professor of Chemistry
Edward Prenowitz, MA, Professor of Physics
Elizabeth Rawlins, EdD, Professor of Education and Associate Dean
Joseph Regan, PhD, Professor of Social Work
Patricia Rieker, PhD, Professor of Sociology
Linda Roemer, PhD, Associate Professor of Health Care Administration
Alice Sapienza, DBA, Professor, School of Management
Barbara Sawtelle, PhD, Professor of Economics
Candy Schwartz, PhD, Professor of Library and Information Science
Vaughn Sills, MFA, Associate Professor of Art
Mark Solomon, PhD, Professor of History
Leonard Soltzberg, PhD, Professor of Chemistry
Sue P. Stafford, PhD, Professor of Philosophy
Robert Stueart, PhD, Dean of the Graduate School of Library and Information Science
Carol Swenson, DSW, Professor of Social Work
Karen Talentino, PhD, Professor of Biology
Bruce Tis, PhD, Associate Professor of Computer Science
Harriet Tolpin, PhD, Dean and Professor of Nursing
Janice Toms
Mary Jane Treacy, PhD, Professor of Modern Languages and Literatures
Alice Van Deusen, Lecturer in Education
Janie Ward, PhD, Professor of Africana Studies and Professor of Education
Afaa Weaver, MA, Professor of English
Cheryl Welch, PhD, Professor of Political Science and International Relations
N. Sandra Williams, PhD, Professor of Biology
Judith Wittenberg, PhD, Professor of English