

SIMMONS COLLEGE

**Graduate Course Catalog
College of Arts and Sciences
2006–2008**

Addendum Available in Spring 2007



Contents

ACADEMIC CALENDAR 2006–2007	6
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THE COLLEGE

ABOUT SIMMONS	8
BOSTON AND BEYOND	9
PRINCIPLES AND POLICIES	9
Student Principles	9
Student Policies	10
College Principles	10
Notice of Non-Discrimination and Grievance Procedures	11
Grievance Procedure	11
Information for Students with Disabilities	12
Religious Observance	12
Other Policies	13

ADMINISTRATION	13
----------------------	----

STUDENT SERVICES	14
------------------------	----

Academic Support Center	14
Office of Alumnae/i Relations	14
Career Education Center	15
College of Arts and Sciences, Office of the Dean	15
J. Garton Needham Counseling Center	15
Disability Services	16
Office of Student Financial Services	16
Health Center	16
Health Requirements and Recommendation	16
Health Education Program	17
The College Library	17
Office of the Dean for Student Life	18
Physical Education, Intercollegiate Athletics, Recreation, and Intramurals	18
Office of Public Safety	19
Office of the Registrar	20
Office of Residence Life	20
Technology	20

COLLEGE OF ARTS AND SCIENCES	21
------------------------------------	----

Graduate Programs	21
Admissions	21

Partnerships..	22
<i>Community Service Learning –English Institute of Harvard Universit – Fenway Alliance –</i>	
<i>Girls Get Connected Collaborative – Graduate Consortium of Women’s Studies – Isabella</i>	
<i>Stewart Gardner Museum – Museum of Fine Arts – New England Philharmonic Orchestra</i>	
Centers and Publications.	22
<i>Center for Gender in Organizations – Gustavus Myers Center for the Study of</i>	
<i>Bigotry and Human Rights in North America – Scott/Ross Center for</i>	
<i>Community Service – Simmons Institute for Leadership and Change–Summer</i>	
<i>Institute in Children’s Literature – Zora Neale Hurston Literary Center</i>	
REGISTRATION AND FINANCIAL INFORMATION	23
Fees.	23
Payment Policies	24
Billing	24
Refund Policies	25
Dropping a Course	26
Non-Degree Registration	26
International Students	27
FINANCIAL AID.	27
Scholarships.	27
Teaching Assistantships	28
ACADEMIC POLICIES AND PROCEDURES	28
GRADUATE STUDENT DEVELOPMENT FUND	30
USER’S GUIDE	32
COLLEGE OF ARTS AND SCIENCES PROGRAMS	33
CHILDREN’S LITERATURE	33
COMMUNICATIONS MANAGEMENT	38
EDUCATION	42
GENERAL.	43
Elementary and Secondary Teaching	44
Educational Leadership	46
Urban Elementary Education	46
Beginning Teacher Center	47
Teaching English as a Second Language	55
SPECIAL.	58
Urban Teacher Initiative	60
Moderate Disabilities	60
Severe Disabilities	61
Assistive Special Education Technology.	62
Behavioral Education	62

Administrator of Special Education	63
Supervisor/Director.....	63
Non-Licensure Programs	63
Special Education Administration	63
Language and Literacy – Language-Based Learning Disabilities	64
ENGLISH	74
GENDER/CULTURAL STUDIES	78
HISTORY AND ARCHIVES MANAGEMENT	86
SPANISH	88
DOCTORAL PROGRAMS	92
SCHOOL FOR HEALTH STUDIES	95
Health Care Administration	95
Nursing	95
Nutrition	97
Physical Therapy	97
SCHOOL OF LIBRARY AND INFORMATION SCIENCE	98
Doctor of Arts	98
Master of Science	99
Archives Management	99
Preservation Management	99
School Library Teacher	99
SCHOOL OF MANAGEMENT	101
Master of Business Administration	101
Executive Education	101
Center for Gender in Organizations.	102
SCHOOL OF SOCIAL WORK	103
Master of Social Work	103
Doctor of Philosophy.	104
FACULTY AND ADMINISTRATORS	105
EMERITI FACULTY	118
AWARDS AND ENDOWMENTS	121
School and Program Awards.....	121
Endowed Scholarships	126
Endowed Chairs	122

Other Major Endowments	126
HONORARY DEGREES AWARDED	128
CAMPUS DIRECTORY	132
MAP AND DIRECTIONS TO SIMMONS	148
INDEX	150

ACADEMIC CALENDAR 2006-2007

FALL 2006

AUGUST

- 1 Undergraduate tuition payment due for fall

SEPTEMBER

- 1 Residence halls open for graduate students and Dix Scholars
- 3 Residence halls open for international students
Residence halls open for new undergraduate students
New undergraduate students arrive for Fall Orientation
- 4 Fall orientation continues; most administrative offices closed for Labor Day holiday
- 5 Simmons residence halls open for returning students
Registration and check-in for all students
Fall Orientation continues
- 6 Classes begin for the Fall term
First faculty meeting, College of Arts and Sciences
- 13 Honors Convocation, 2:30 pm
- 15 Final day to drop a course and receive a full refund
Final day to add a course without the instructor's signature
- 29 Final day to add a course with the instructor's signature
Final day to drop a course without the instructor's signature
Final day for undergraduate students to change a pass/fail grading option
Final day to drop a course with no "W" grade

OCTOBER

- 4 Senior Faculty Toast
- 9 College closed for Columbus Day holiday
- 10 Academic holiday for students; administrative offices open;
professional day for faculty
- 20-22 Family weekend
- 27 Final day to drop a course with the instructor signature. A grade of "W" will be assigned for courses dropped after September 29.

NOVEMBER

- 10 College closed for Veterans' Day
- 17 Final day to sign up for Thanksgiving break housing
- 21 Thanksgiving academic holiday begins after final class on Tuesday
November 21
- 22 Undergraduate residence halls close for Thanksgiving break
- 27 College re-opens after Thanksgiving holiday

DECEMBER

- 1 Final day to withdraw from residence for Spring 2007
- 8 Research day-classes will be held.
- 11 Final day of classes
- 12-13 Reading and review
- 14-19 Final examinations
- 5 Tuition payment for Spring due
Final day to register for Winter Break housing
- 20 Residence halls close at noon
- 22 College closed for Winter Break at noon

SPRING 2007

JANUARY

- 1 New Year's holiday
- 2 College opens after Winter Break
Grades for all students posted to SOAR
Residence halls open 10 a.m. for residents who have pre-registered for Winter Break
- 15 Residence halls open 12 noon for returning students. New undergraduate and transfer resident students arrive. Most offices closed for Martin Luther King Day
- 16 New Student Orientation
Registration continues
- 19 Classes begin for the Spring term
- 28 Final day to drop a course and receive a full refund
Final day to add a course without the instructor's signature

FEBRUARY

- 9 Final day to add a course with the instructor's signature
Final day to drop a course without the instructor's signature
Final day for undergraduate students to change pass/fail grading option
Final day to drop a course with no "W" grade
- 19 College closed for Presidents' Day
- 23-25 Women's Legacy Weekend
- 28 Final day to register for Spring Break housing

MARCH

- 5-9 Spring Break. No classes. Administrative offices open.
- 12 Classes resume after Spring Break
- 16 Final day to drop a course with the instructor's signature; a grade of "W" will be assigned beginning February 12
- 30 Final day to withdraw from residence for Fall 2007
- 30-31 Inauguration of President Susan C. Scrimsha

APRIL

- 16 College closed for Patriots' Day holiday
- 20 Student Leadership Recognition Ceremony
- 25 Senior faculty banquet

MAY

- 1 May Day celebration
- 4 Research Day. Classes will be held.
- 7 Final day of classes
- 8-9 Reading and review
- 10-14 Final examinations
- 15 Grades for students graduating in May posted to SOAR by 10 a.m.
Final signed departmental graduating lists due to Registrar's Office by 4:30 pm
Residence halls close for all students, except graduating Seniors, Dix Scholars and graduate students at 12 noon
- 17 CAS faculty meeting for regular business and voting of degrees
16 Residence halls close to seniors at 12 noon
- 19 Commencement
- 20 Residence halls close for graduating Seniors at 12 noon
- 21 Grades for all students posted to SOAR
Summer housing begins
- Vary Summer sessions begin. Check SOAR for start and end dates.
- 31 Residence halls close for Dix Scholar and graduate students on Spring 2007 housing contract at 12 noon.

THE COLLEGE

About Simmons

Simmons is a small, nationally distinguished university in the heart of Boston. The undergraduate women's college provides exceptional liberal arts education integrated with career preparation. In addition, the College also offers coeducational graduate programs in health studies, education, communications management, social work, library and information science, and liberal arts, as well as an MBA program specifically designed for women.

Decades before women in America gained the right to vote, Boston businessman John Simmons had a revolutionary idea—that women should be able to lead meaningful lives and earn independent livelihoods. This same spirit of inclusion and empowerment produced the first African American Simmons graduate in 1905, and created one of the few private colleges that did not impose admissions quotas on Jews during the First and Second World Wars.

Since 1899, Simmons has offered a pioneering liberal arts education for undergraduate women integrated with professional work experience. Today, Simmons is recognized as an innovative college that encompasses many of the benefits of a small university—including renowned graduate programs for men and women. Simmons continues to empower people through education, professional training, research, and community outreach. Simmons

values the many dimensions of identity—including race, class, ethnicity, and sexuality—and reflects those dimensions in curricula, community partnerships, and college policy.

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

Placing students first is a priority at Simmons. A number of characteristics central to the Simmons experience serve as the foundation for student success:

- a small, accessible community that encourages collaboration and challenges students to do their best;
- faculty teachers and scholars who focus on students' educational objectives and career needs;
- 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 college town with unlimited educational, career, and social opportunities.

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

Boston and Beyond

Boston, the largest of New England's many cities, is rich in history, tradition, and cultural diversity. A preeminent business center and a mecca for research, medicine, and education, Boston attracts more than 250,000 undergraduate and graduate students from around the world every year, making it the nation's largest "college town." The historic, tree-lined Simmons campus is located on the borders of Boston's lively Fenway neighborhood and the Longwood Medical Area, a world-renowned hub for research and health care.

As an urban institution deeply involved in and committed to the city, Simmons offers programs that support and encourage partnerships between the College and the city of Boston. Many of the undergraduate departments and graduate schools and programs have long included internships and field-based work at neighborhood institutions as part of their regular courses of study and professional preparation.

Boston offers a variety of cultural, historical, sporting, and social activities. An excellent public transportation system makes traveling throughout the city convenient and inexpensive. Local attractions include the Museum of Science, with its state-of-the-art Omni Theater; the Museum of Fine Arts; the Isabella Stewart Gardner Museum; and the New England Aquarium.

Boston boasts several sports teams, including the Boston Red Sox, the Boston Celtics, the New England Patriots, the Boston Bruins, and the New England Revolution. Each spring, the Boston Marathon draws thousands of world-class runners to the city, and in the fall, Boston hosts the nation's top crew teams at the Head of the Charles Regatta.

Musical events are abundant in Boston. They range from the Boston Pops to rock, blues, and country music to jazz concerts at Berklee College of Music to classical performances at

the New England Conservatory of Music and Symphony Hall. Boston's charming Old World atmosphere and diverse ethnic neighborhoods offer choices from the past and present.

Historical landmarks—including the Bunker Hill Monument, the Old North Church, the USS Constitution ("Old Ironsides"), and the Paul Revere House—are easily visited by foot along the Freedom Trail.

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 the College carries with it the expectation that she will abide by 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 presenting work of her own creation and for not representing as her own work that which is not hers; and
- Conduct in keeping with the policies outlined in the *Student Handbook* and all other official College publications is expected of each member of the Simmons community.

The College reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior as outlined in the *Student Handbook* and other official publications.

Enrollment in a course implies a reciprocal agreement entered into by the 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 College-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.

If a student does not attend the first class meeting of any course in which she is officially enrolled, and does not contact the professor prior to the first class meeting by voicemail, e-mail, in writing, or in person, the student may have placed her future enrollment in that class in jeopardy. As a result and at the discretion of the professor, the student's place on the class roster may be given to a student who is in attendance during the first class meeting, whether or not she has previously been on a waiting list.

A student who is experiencing difficulty with a course is encouraged to discuss her progress with her instructor as soon as possible. Her faculty advisor may also be able to assist with advice or resources. Students who are concerned about the quality of instruction in a course or the grade that they receive are urged to share that concern first with the instructor, then with the chair or director of the department or program in which the course is taught. If no resolution is reached, the student may pursue her grievance to the Office of the Dean of the College of Arts and Sciences.

Simmons students are actively involved in and concerned with the affairs of the College. They participate regularly in formal and informal discussions with the president and the faculty, serve on designated faculty committees, meet with candidates for faculty positions, and participate in the orientation of new students. Academic departments keep in touch with student concerns through liaison meetings.

Student Policies

The College's practice in regard to student record-keeping is based on the provisions of the Educational Privacy Act of 1974 and is intended to be a safeguard against the unauthorized release of information. Information on the Family Educational Rights and Privacy Act and students' rights under the law are available in the *Student Handbook*.

All students are given equal access to the College's programs and resources. As permitted by state and federal law, admission to the College's undergraduate baccalaureate program is reserved for women. The College is committed to admitting qualified students of any race, color, age, religion, sexual orientation, national and ethnic origin, regardless of disability, to all the programs and activities generally made available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered social, educational, and recreational programs, and student services. All graduate schools and programs are open to both men and women. The School of Management MBA program is designed specifically for women.

An undergraduate student who wishes to withdraw from the College must notify the registrar in writing in advance of her withdrawal. Students are urged to consult with their advisors, the dean for student life, and their parents or guardians before making a decision to withdraw from the College. For further information, consult the *Student Handbook*.

College Principles

As an academic community that integrates the pursuit of the life of the mind with the leadership and analytical skills needed by our graduates to make their own critical and constructive contributions as professionals, scholars, and engaged citizens, Simmons College broadly defines diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. The College is committed to embracing diversity, which includes:

- ensuring that the organization has inclusive leadership, policies, and practices;
- integrating diversity into the curriculum, co-curricular programming, admissions, and other activities;
- fostering an open, dynamic and critical intellectual environment of respect, civil engagement, and dialogue about differences; and
- increasing representation of traditionally underrepresented groups of students, faculty, and staff.

Simmons is committed to creating an atmosphere within which the diversity of its individual members meets with understanding, respect, and encouragement and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The College does not tolerate sexual harassment of employees or students.

SIMMONS COLLEGE NOTICE OF NON-DISCRIMINATION and GRIEVANCE PROCEDURES

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

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

Simmons College supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. In accordance with applicable law, the College administers its employment and personnel policies without regard to race, color,

religion, disability, national origin, ancestry, age, sex, sexual orientation, or veteran's status.

Simmons College administers its educational programs and activities in accordance with the requirements and implementing regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Title III of the Americans with Disabilities Act of 1990.

Simmons College strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, religion, age, national origin, ancestry, disability, or veteran's status.

Complaints of discrimination or harassment should be addressed to the director of Human Resources when brought by employees or to the applicable dean for appropriate action when brought by students. Complaints or inquiries concerning the College's policies and compliance with applicable laws, statutes and regulations may also be directed to the College president's office, Room C202, 617.521.2073. A complaint should contain your name and address and a brief description of the action you believe is in violation of state or federal law. A complaint should be filed with the appropriate office within 60 days after you the grievant become aware of the alleged violation. The president or appropriate college officer will conduct an investigation and issue a written decision on the complaint, ordinarily within 45 days.

Grievance Procedure

A written complaint alleging violation of the federal sex and handicap discrimination regulations (34 C.F.R. Part 106 and 45 C.F.R. Part 86, implementing Title IX; 34 C.F.R. Part 104 and 45 C.F.R. Part 84, implementing Section 504 of the Rehabilitation Act; and 45 C.F.R. Part 83, implementing Section 855 of the Public Health Service Act) may be filed with the College by any student,

employee, or other aggrieved person. Complaints under this procedure will not be processed from applicants for employment or admission. A College employee's allegation that he or she has been subjected to discrimination prohibited by the regulations will be processed under the relevant employee grievance procedure.

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

Information for Students with Disabilities

Simmons College is committed to the full participation of all students in its programs and activities. Although Simmons has no academic program specifically designed for students with disabilities who are otherwise qualified for admission, Simmons is committed to providing support services and reasonable accommodations when requested by students who qualify for them.

Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (the ADA) protect otherwise qualified individuals with disabilities from discrimination on the basis of their disabilities. Both Section 504 and the ADA protect the following persons: those who have a physical or mental impairment that substantially limits a major life activity, those who have a record of impairment, or anyone who is regarded as having an impairment.

The process for obtaining a reasonable accommodation for a documented disability is an interactive one that begins with the student's disclosure of her/his disability along with the request for a reasonable accommodation. Every Simmons student who is seeking an accommodation for a disability must provide Simmons with sufficient current medical documentation from a qualified clinician or health care provider that supports the request for an accommodation and sets forth suggestions for accommodations.

Requests for accommodations and supporting documentation should be directed to the ADA Compliance Officer / Coordinator for Disability Services, located in the Academic Support Center. The College's Section 504 Compliance Officer is responsible for assisting Simmons students who have identified themselves as having a disability and who are seeking an accommodation as a result of their disabilities.

Timeliness is an integral part of the accommodation process. Students should initiate the process for obtaining accommodations as soon as possible, preferably no later than the start of the course in which they are seeking the accommodation. Academic accommodations for a disability are not granted retroactively.

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 vocational training institution, other than a religious or a denominational educational or vocational 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 effects 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.

Other Policies

Simmons College subscribes without exception to the Campus Security Act of 1990. It is College policy to provide members of the College community with information, reports, and statistics as required by P.L. 101-502; to maintain working relationships with other law enforcement agencies to ensure cooperation between different law enforcement jurisdictions; and to provide educational programs designed to increase crime and safety awareness among students, faculty, and staff. For information regarding the Campus Security Act, contact the director of public safety at 617.521.2289.

In addition, data regarding retention at Simmons is available from the registrar of the College, in compliance with P.L. 94-482. For information regarding graduation statistics, contact the Office of the Registrar at 617.521.2111.

Administration

The Corporation of Simmons College was chartered in 1899 in accordance with the will of John Simmons. It is the overall governing body of the College and consists of the board of trustees and non-trustee members (called corporators). The corporation annually elects members to the board of trustees and the corporation.

The Board of Trustees is entrusted with the management of the business, property, and affairs of the College, including setting overall policy for the College, appointing the president and officers of the College, 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.

The President is appointed by the board of trustees and is the chief academic and executive officer of the College, responsible for the academic and financial administration of the College in accordance with policies established by the board. The vice presidents and academic deans report to the president. The president acts as a liaison between the board of trustees and the faculties; works with members of the board and the Simmons community to plan and budget for College 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 the College plays an active role in Boston-area community relations and higher education on a national level. Susan C. Scrimshaw is the current president.

The General Counsel is responsible for providing a wide variety of legal services to members of the Simmons community, including its board of trustees, administrators, faculty, and staff. The general counsel advises on regulatory compliance, internal governance, risk management, and commercial transactions, and she engages the services of outside law firms for matters requiring specialized expertise. The general counsel serves as clerk of the College, assistant clerk to the board of trustees, and oversees the Office of Employee Services and Resources, which is responsible for human resource administration, payroll, and benefits. Kathleen B. Rogers is the current general counsel.

The Deans of each of the five schools are the academic leaders of their units. They are responsible for long-term planning, staffing decisions, curriculum support, and resource allocation. They work closely with the administrative units, oversee admission in their schools, and serve on president's council, along with the vice presidents.

Student Services

In keeping with its philosophy of individual study, personal development, and career preparation, the College offers a variety of programs and services for its students.

Academic Support Center

Director: Lesola Morgan

Website: <http://my.simmons.edu/services/asc/>

The Academic Support Center (ASC) supports the educational progress of Simmons students by providing academic support, assistance, and access to success. The ASC supports Simmons faculty in advising students and providing them with excellent education. Students receive assistance in a variety of different courses in many of the major concentrations, including the sciences, languages, and social sciences. The study skills advisor helps students with development of learning strategies, time management, test preparation, and academic motivation.

Writing tutors work with students in courses from all disciplines. Writing tutors help students develop ideas, revise drafts, and improve editing and proofreading strategies. Tutors are trained to coach students to better organize and structure their writing, to refine generalities, and to learn new self-editing habits. An English-as-a-second-language specialist helps non-native speakers improve their language skills and adjust to the American academic environment.

ASC staff members meet with students to assist them with assessing their academic strengths and weaknesses through individual counseling on issues that influence their academic performance. As a special service to first-year students and faculty advisors, the ASC distributes First Year Mid-Semester Progress Reports issued by the course instructor. The progress report gives the student and the academic advisor positive and constructive criticism of the student's performance and guides them in their intellectual pursuits.

The Office of Alumnae/i Relations

Executive Director: Lorita B. Williams

Website: <http://alumnet.simmons.edu>

The Office of Alumnae/i Relations serves approximately 40,500 addressable alumnae/i across the nation and abroad. The office develops and administers programs and services to benefit all alumnae/i while supporting the mission of the College. We are relationship agents who foster and enhance connections between alumnae/i, students, and Simmons. Our purpose is to establish, maintain, and nurture these relationships so as to encourage volunteerism and philanthropic giving. We collaborate with internal partners and we create lifelong educational, social, and professional opportunities through which our constituents play an active role in carrying out the mission of the College. Partnerships have been established with all Alumnae/i Associations, the Development Office, faculty, staff, administrators, area colleges and universities, non-profit organizations, and businesses.

Alumnae/i involvement and support are vital to the College. They provide important support to the College through their leadership and volunteerism and with generous contributions to annual, capital, and planned gifts. There are more than 1,150 alumnae/i volunteer leaders, creating a worldwide network to recruit and assist students in their educational pursuits and in their leadership and career development through scholarships, mentoring, and internship programs. The alumnae/i network includes more than 25 alumnae/i clubs and designated contacts in the United States and in Europe. Graduate alumnae/i represent half of the College's graduates.

Graduates of the College are invited to join more than 6,300 registered alumnae/i worldwide through Alumnet, the comprehensive online community for Simmons alumnae/i. The community allows alumnae/i to maintain close ties with the College or College friends in the U.S. and abroad. Simmons graduates can easily register to

participate in the online community. To register, log on to alumnet.simmons.edu and click on "Join Today." For more information, please contact alumnet@simmons.edu or call the Office of Alumnae/i Relations at 800.246.0573.

The Career Education Center

Director: TBA

Website: <http://my.simmons.edu/services/cec/>

The Career Education Center (CEC) assists students and alumni at all stages of their career development. Students who need assistance with identifying their interests, skills, personalities, and values in order to make effective career decisions and major selections, and alumni who wish to evaluate and prepare for possible career transitions, are encouraged to use the services of the CEC. In workshops or in one-on-one meetings with career counselors, students and alumni receive help in preparing for a job search, identifying compatible employment, and focusing on long-term career goals. A variety of resource guides, regular e-mails to students, and electronic communications provide valuable information.

Annually, the CEC lists more than 2,500 positions in business, industry, health, education, government, public affairs, and human services. Each year, recruiters visit the College to interview seniors and graduate students for full-time employment. An online employment system called Sharklink facilitates the on-campus recruiting program and maintains all employment and internship listings. Students can access the system through the CEC's website or by going to sharklink.simmons.edu. In addition, recommendations from Simmons faculty members and former employers may be put on file in the CEC and made available when needed to support new job or graduate school applications.

The CEC also has student employment resources. Staff members help students seeking jobs or internships during the academic year and during vacation periods. The CEC maintains listings for both on- and off-campus employment, funded either by the employer(s) or

through the Federal Work-Study Program. Descriptions of on- and off-campus job opportunities are listed on the CASH system, an online database.

College of Arts and Sciences, The Office of the Dean

Dean: Diane Raymond

The Office of the Dean of the College of Arts and Sciences (CAS) provides leadership in the areas of graduate and undergraduate curriculum, admission, faculty development, and student academic progress and awards. The dean is responsible for CAS's academic departments, graduate studies programs, full and adjunct faculty, budgets, strategic planning, and curriculum development. The dean also oversees the Office of Undergraduate Admission, the Office of Graduate Studies Admission, the Simmons Institute for Leadership and Change, the Academic Support Center, and the Career Education Center, Study Abroad, and Disabilities Services. For further information, contact cas@simmons.edu or 617.521.2091.

The J. Garton Needham Counseling Center

Director: Dr. Jonathan Ehrenworth

Website: http://www.simmons.edu/students/counseling_center

The J. Garton Needham Counseling Center's staff offers personal counseling services to students who wish to discuss confidentially their concerns and questions with a staff psychologist or intern in psychology, social work, or counseling. Following an initial evaluation, the counselor will recommend appropriate ways of helping the student cope with these concerns. Consultation services are available to any member of the Simmons community who is concerned about a colleague, fellow student, or friend. These services are available at no cost and are confidential, as provided by state law.

Disability Services

Director: Todd K. Herriott

Website: <http://my.simmons.edu/services/asc/>

Simmons is committed to providing access to education for all students. Students with a documented physical, health, sensory, learning, or mental health disability may be eligible for reasonable academic accommodations through Disability Services. Students who wish to receive academic accommodations must first provide documentation of their disability to the Disability Services office located in the Academic Support Center for review and evaluation. Once the submitted documentation has been approved, students should make an appointment to discuss reasonable accommodations and to register with Disability Services. Reasonable accommodations are determined on a case-by-case basis in consultation with the coordinator, the student, and, if appropriate, with the faculty. Services such as extra time on exams, note takers, readers, use of adaptive technology, and academic coaching are some of the possible accommodations available. Disability Services also sponsors workshops for students on specific themes and works closely with faculty to promote education relating to those issues.

The Office of Student Financial Services

Director: Diane Hallisey

Website: <http://my.simmons.edu/services/sfs/>

The Office of Student Financial Services consists of the financial aid, student accounts, and cashiering functions. The office administers a comprehensive financial aid program, which includes institutional, federal, and state grants and loans. This funding may make a Simmons education available to students who are unable to finance costs entirely on their own. This office is also responsible for the collection of student account charges, processing of student loan funds, and servicing students on financial issues.

The Simmons College Health Center

Administrative Director: Susan Glazer

Website: <http://my.simmons.edu/services/health/>

The Simmons College Health Center is located on the residence campus. The staff includes the medical director, administrative director, several staff physicians, registered nurses, and nurse practitioners. The walk-in clinic is open daily, including evenings and weekends, and is staffed by registered nurses. A staff member is on call for consultation when the health center is closed. Physicians and nurse practitioners also have daily office hours during the school year. Limited services are available during the summer and school vacations at Simmons and at the Wentworth Institute of Technology Health Center, which is operated by Simmons.

Health Requirements and Recommendations

Every undergraduate and graduate student must complete and return to the medical director prior to registration a health certificate, which includes immigration records. The College provides these forms through the undergraduate and graduate admission offices. A compulsory health center fee payment, currently \$598 annually (\$294/semester), is required of all full-time registered undergraduates and those graduate students living on the residence campus. Other graduate students not living on the residence campus may elect to use the health center by paying the health fee or on a fee-for-service basis. The health fee covers most services offered at the health center during the undergraduate calendar year, but does not cover immunizations, prescription medications, consultations with physicians outside the health center, emergency room visits, X-rays, and laboratory tests. State law requires all students to carry health insurance to cover these costs. If not covered by a family plan, students may purchase health insurance through the College. For details, consult the *Student Handbook* or call the health center at 617.521.1002 with any questions.

The Health Education Program

Director: Elise Tofias Phillips, MEd

Website: <http://www.my.simmons.edu/services/health-education>

The health education program at Simmons College is part of the Office of the Dean for Student Life and is located in the health center. The department specializes in health education programs, health awareness campaigns, college-wide events, interactive workshops, health-related lectures, peer education, and individual and group health, wellness, and nutrition counseling. The department assesses students' awareness, knowledge, behaviors, and perceptions of preventive health strategies and works to create programming for positive lifelong learning.

Health education includes peer education program's in the areas of time and stress management, smoking cessation, nutrition, healthy eating, disordered eating, body image, drug and alcohol use, safe sex, HIV and AIDS, self-esteem, healthy relationships, and the prevention of relationship violence and sexual assault. Health education programs are facilitated by professional health educators, nutritionists, student health educators, and health and counseling staff. For more information, please contact healtheducation@simmons.edu or call Elise Tofias Phillips, Director of Health Education, at 617-521-1001. For Nutrition Counseling contact kathianne.williams@simmons.edu or 617-521-1298.

The College Library

Director: Daphne Harrington

Website: <http://my.simmons.edu/library>

The Library's mission is to support and enhance the academic, instructional, and intellectual programs of Simmons College. The Library achieves this goal by acquiring and making readily accessible a wide variety of print, media, and electronic materials and by offering a full range of information services. A major

renovation and expansion of the Library will be complete in the summer of 2007, offering more comfortable and usable seating for students, as well as 15 technology-equipped group study rooms.

The Beatley Library, the main College library, provides access to a book and journal collection of more than 240,000 volumes and more than 1,700 periodical subscriptions, an extensive reference collection, and collections that support the curricula of CAS, SSW, SHS, and GSLIS. Materials not available in the libraries or online can be ordered electronically free of charge through the interlibrary loan service.

The Library offers many services and resources electronically. Over 30,000 books, 20,000 full-text journals, and 130 databases are available online from on or off campus. The online catalog allows users to locate resources owned by the Library, access course readings through an e-reserves service, check their own borrowing records, and renew books online. Many computers, including wireless laptops, are available for use in the Library.

Reference librarians are available to assist patrons in most effectively utilizing the libraries' services and collections. Training and instruction are offered in the Library and in many classes, and are also provided over the phone or electronically through e-mail, chat, and digital reference. Help with technology is also available at a Technology desk in the Library.

The College's Colonel Miriam E. Perry Goll Archives houses a collection of historical materials relating to Simmons and to the history of professional education for women.

The Miller/Knopf Career Resource Library, located at One Palace Road, is a reference center where students can explore and research various academic programs and career opportunities.

The School of Management Library supports the specialized needs of graduate management students. The facility is at 411 Commonwealth Avenue.

The Simmons College Library belongs to the Fenway Library Consortium, which is composed of 15 nearby libraries. Current members of the Simmons College community have library privileges at the other 14 libraries: the Brookline Public Library; libraries at Emerson, Emmanuel, Hebrew and Wheelock Colleges; Roxbury Community College; Massachusetts College of Art; Massachusetts College of Pharmacy and Health Sciences; Suffolk and Lesley Universities; University of Massachusetts at Boston; Wentworth Institute of Technology; the New England Conservatory of Music; and the Museum of Fine Arts, including the School of the Museum of Fine Arts.

The Office of the Dean for Student Life

Dean: Sheila Murphy

Website: <http://www.simmons.edu/student-life/>

The Office of the Dean for Student Life coordinates a comprehensive set of programs and services designed to enhance Simmons College undergraduate and graduate students' educational experience. It includes the following departments: athletics, the counseling center, the health center, health education, residence life, leadership and first-year programs, student activities, the Upward Bound program, and religious life. Staff members in the student life office provide specialized services for ALANA (African American, Latina, Asian, and Native American) students, Dix Scholars, international students, and commuting students.

Information on Simmons College policies, procedures, and academic and social programs is available through the Office of the Dean for Student Life. The staff in the dean's office administer the following programs: undergraduate orientations, international student advising domestic exchange, ALANA, retention programs, assessment programs, advice on leaves of absence and change of status, and other issues of interest and concern to students.

Students are welcome to schedule appointments to discuss specific issues of interest. Evening appointments are available for the con-

venience of students who may be unavailable during business hours.

Physical Education, Intercollegiate Athletics, Recreation, and Intramurals

Director: Alice Kantor

Website: <http://my.simmons.edu/campuslife/athletics/>

At Simmons, opportunities for intercollegiate, intramural, and recreation participation are offered to all students of the College. Students of many athletic backgrounds and skill levels can find a way to enjoy exercise at Simmons, whether they are on their way to a conference championship with their varsity team or unwinding after a difficult exam. Opportunities are available to compete as a varsity athlete against other athletes from around New England; to play on an intramural team against residence hall friends, faculty, and staff; to learn new skills or further develop existing ones through fitness instructional courses; and to enjoy the outdoors on a recreational outing.

The intercollegiate athletic program emphasizes the pursuit of athletic excellence and enjoyment of competition against New England colleges. As a NCAA Division III institution, Simmons houses sports teams with a tradition of high-caliber student athlete participation and is a competitive member of the Great Northeast Athletic Conference. Over the past three years, Simmons's varsity teams have finished third or higher during regular season and tournament competitions, and have captured many championship titles. For example: Simmons's soccer team won the 1996, 1998, and 2004 Conference Soccer Championships. Furthermore, many athletes have achieved All-American, All-New England, All Conference, and All-Tournament honors.

Being a member of a varsity athletic team is a serious commitment. Most student athletes manage a rigorous academic schedule along with ten to twelve hours per week at a job. Teams are invited back to campus early for

preseason training, and once the athletic seasons are under way, most teams practice and compete late on weekday afternoons and early on Saturday mornings. Nine sports teams are sponsored: basketball, crew, field hockey, novice crew, soccer, softball, swimming and diving, tennis, and volleyball.

The Lifelong Exercise and Activities Program (LEAP) is designed to provide non-credit instructional classes, workshops, field trips, professional development training, recreational activities, and intramurals. The intramural program is for those students who want to participate in recreation that can be either competitive or social. Students may form teams with their student organizations, residence halls, or academic departments, or participate as individuals. Members of the Colleges of the Fenway have joined Simmons to compete in selected intramural leagues ending with a championship tournament. Leagues and championships offered from time to time include basketball, co-ed volleyball, co-ed flag football, inner tube water polo, indoor soccer, softball, tennis, and co-ed ultimate Frisbee. LEAP also offers instructional classes, workshops, and clinics to those individuals eager to learn or develop physical skills and fitness. Taught by trained professionals recognized regionally and nationally, instructional offerings include aerobics, aquatics, cardio-boxing, dance, fitness and conditioning, outdoor adventure, professional leadership development, safety, and wellness.

Opportunities for recreation activities throughout New England are available through LEAP. Sponsored by the Department of Athletics, these outings are mostly day trips, but several weekend events are planned as well. Whether it's hiking in the White Mountains of New Hampshire, skiing at Sunday River in Maine, or rollerblading on the Esplanade, recreation trips provide, along with guided instruction, outdoor enjoyment of physical activity.

Athletic Facilities

The William J. Holmes Sports Center features a competitive eight-lane swimming pool; an on-

deck spa and sauna; a gymnasium consisting of one regulation wood-floor basketball court, two regulation volleyball courts, and three regulation badminton courts; one racquetball and two squash courts; an indoor suspended running area; a maple-floor dance studio; two rowing tanks; and three fitness rooms including Eagle weight equipment, free weights, spinning room and cardiovascular training equipment such as treadmills, rowing ergometers, stationary bicycles, and Stairmasters.

Office of Public Safety

Director: Gerald Chaulk

Website: <http://my.simmons.edu/services/business/public-safety/index.shtml>

All members of the Simmons community should take an active role in their own safety and security both on and off campus. On campus, the College's Office of Public Safety coordinates security and safety measures for the College, and uniformed public safety officers are on duty at various locations on the campus. Supervisors in the Office of Public Safety are licensed by the Commonwealth of Massachusetts as special police officers and have authority to make arrests and enforce the laws of the Commonwealth on College property.

The administrative offices of the Office of Public Safety are located on the ground floor of the east wing of the Main College Building, Room Eoo8. The dispatch center is located in Simmons Hall on the Residence campus. They can be contacted any time day or night at ext. 1111 in an emergency and at ext. 1112 for non-emergency situations.

Members of the Simmons community should always be prepared to show their College ID cards to College public safety personnel. The Office of Public Safety distributes the Annual Report of Safety and Security, which contains useful and important information for all members of the Simmons community and can be obtained from the Public Safety Department at any time.

The Office of the Registrar

Registrar: Donna Dolan

Website: <http://my.simmons.edu/services/registrar/>

The general functions of the Office of the Registrar are to maintain student records and to report data based on this information to the Simmons community and to specific outside agencies. Services to students include registration, reporting of grades and transcripts, evaluating transfer credit and fulfillment of all-College degree requirements, and coordination of information for planned educational leaves of absence. In addition, the Office of the Registrar is responsible for coordinating cross-registration within the Colleges of the Fenway and other consortium institutions. The Office of the Registrar staff works with the academic deans to schedule class times and room assignments and distributes class lists, grade rosters, and records for student advising purposes. The Office of the Registrar also provides supportive services to many of the College's administrative committees.

The Office of Residence Life

Director: Jeanais Brodie

Website: <http://my.simmons.edu/services/residence-life/>

The Office of Residence Life coordinates all aspects of the residential living experience, contributing to co-curricular education by providing a wide variety of services, leadership opportunities, and educational activities for all residential students. Special housing options create a living/learning environment that foster personal growth and development. The residential halls are staffed by a combination of full- and part-time professionals and paraprofessionals. Residence Life staff members work with students to create an environment that encourages mutual respect and supports the diversity and individuality of community members.

Most undergraduate residence halls are corridor-style with double, triple, and quadruple

rooms. First-year students typically reside in designated first-year spaces with programs targeted to their needs as first-year students. Single and suite-style living is generally available for seniors. Graduate students and Dix Scholars are housed in single and double rooms. Special interest housing options, including wellness and extended quiet-hour areas, are available to undergraduate students. Assignments are based on availability and students' preferences as stated in the application for housing.

Technology

Executive Director: Robert Kuhn

Website: <http://my.simmons.edu/technology/students>

Technology at Simmons College is dedicated to making your technological experience at Simmons go smoothly. Simmons provides you with an e-mail account and other network resources. Many students choose to buy a computer before coming to school. For technical recommendations and access to substantial savings through Simmons online stores, visit <http://my.simmons.edu/purchasing>. Be sure to protect your computer with free anti-virus and other software Technology makes available for free at <http://my.simmons.edu/disinfect-protect>.

Conveniently located throughout campus you will find computers with software you need to complete your coursework. For more information about general access and lab locations, including hours of operation, see <http://my.simmons.edu/technology/labs>. There are two technology support desks. At the Information Commons Technology Desk, on the first floor of the library, you can get technical assistance with software on the computers in the area, and borrow wireless laptops. And the Help Desk is your email and phone technology support resource; call 617.521.2222 or e-mail helpdesk@simmons.edu. The Help Desk also offers self-help clinics where you can learn how to troubleshoot problems with your own computer.

Technology Media Services, located in P108, lends videotapes, DVDs, and audio-video

equipment (e.g. digital, SLR, and mini-DV cameras). For information about borrowing and for locations of viewing stations on campus, please see <http://my.simmons.edu/technology/media/>.

Through the Pottruck Technology Resource Center, current students can enroll, free of charge, in workshops on such topics as Microsoft Excel, PowerPoint, and Word, web design tools, and video editing: <http://my.simmons.edu/technology/ptrc>.

College of Arts and Sciences

Diane C. Raymond, Dean and Professor
Cathryn M. Mercier, Associate Dean and Professor

Graduate Programs Offered

Communications Management

Communications Management

General Education

Educational Leadership
Elementary, Middle, and Secondary Teaching
Teaching English as a Second Language
Urban Elementary Education
Non-Licensure Programs

Special Education

Applied Behavior Analysis (PhD)
Moderate Disabilities
Severe Disabilities
Assistive/Special Education Technology
Behavioral Education
Language and Literacy
Administrator of Special Education (PhD)
Supervisor/Director
Non-Licensure Programs

Liberal Arts

Children's Literature
English

Gender/Cultural Studies

Spanish

Writing for Children

Dual-Degree Programs

History and Archives Management

Master of Arts in Teaching in conjunction
with Children's Literature, English,
Gender/Cultural Studies, or Spanish

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

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

Graduate Studies Admission

Simmons College

300 The Fenway

Boston, MA 02115-5898

Telephone: 617.521.2915

Fax: 617.521.3058

E-mail: gsa@simmons.edu

Admissions

The following conditions for the master's degree, CAGS, or Ed.S apply:

1. A baccalaureate degree from an accredited institution
2. Evidence of satisfactory completion of courses required for entry into a program
3. A satisfactory grade point average, as stipulated by individual graduate-level programs

Once admitted, the school or program advisor must approve all courses selected by the student. Part-time study is possible in all CAS graduate programs. Please consult individual program descriptions in this catalog for additional information about specific admission requirements.

All students are expected to meet high academic standards as defined by individual programs. A student's connection with the College can be terminated whenever, in the judgment of the faculty, he/she has failed to show sufficient industry, scholarship, or professional aptitude.

Partnerships

Community Service Learning – Offers students opportunities to participate in diverse projects and programs throughout the Boston community, such as Mission Safe, the Farragut School, the Timilty School, Hale House, and Best Buddies.

The English Institute of Harvard University, Cambridge, MA – Offers graduate students and faculty teaching in graduate programs the opportunity to attend an annual conference including renowned literary scholars.

The Fenway Alliance – Provides members of the Simmons community access to the many programs and events offered through this Fenway-area consortium of academic, cultural, and arts organizations.

The Girls Get Connected Collaborative – Provides Simmons students the opportunity to work with middle-school girls on technology projects.

Graduate Consortium of Women's Studies – Offers gender/cultural studies students interdisciplinary graduate seminars at the Radcliffe Institute for Advanced Study.

The Isabella Stewart Gardner Museum, Boston – Enables members of the Simmons community to visit the museum at no charge.

The Museum of Fine Arts, Boston – Enables Simmons students to visit the museum, excluding special exhibits, at no charge.

The New England Philharmonic Orchestra, Boston – Allows members of the Simmons community free concert tickets and open admission to all rehearsals. Also offers internship opportunities and class lectures.

Centers and Publications

Center for Gender in Organizations

Director: Patricia Deyton

Website: <http://www.simmons.edu/som/cgo>

The Center for Gender in Organizations (CGO), an international resource for innovative ideas and practice in the field of gender, work, and organizations, is part of the School of

Management. For more information, visit the website (see above).

Gustavus Myers Center for the Study of Bigotry and Human Rights in North America

Director: Loretta J. Williams

Website: <http://www.myerscenter.org>

The Gustavus Myers Center for the Study of Bigotry and Human Rights in North America seeks to discover, assess, promote, and distribute information that increases understanding of intolerance and bigotry and strategies that can lead to greater equity in a diverse society. The center also awards the Myers Outstanding Book Awards to U.S. and Canadian authors whose focus is bigotry and anti-bigotry. For more information, visit the website (see above).

The Scott/Ross Center for Community Service

Director: Stephen London

Director of Service Learning: TBA

Director of Graduate Community Service:

Carolyn Grimes

Website: [http://www.simmons.edu/](http://www.simmons.edu/communityservice)

communityservice

The mission of the Scott/Ross Center for Community Service is to support and encourage community service and service learning among all members of the Simmons community. Community service at Simmons offers opportunities for academic and personal growth through classroom experience, Simmons Community Outreach (a student-run community service organization), alternative spring break, and resources for a wide range of community involvement. Service learning is a teaching method that involves students in organized community service that addresses local needs while developing their academic skills, sense of civic responsibility, and commitment to the community. For more information, visit the website (see above).

Simmons Institute for Leadership and Change

Director: Diane Hammer

Website: <http://www.simmons.edu/silc>

Fulfilling John Simmons's original mission for the College to improve the status of women

in the Boston community, the Simmons Institute for Leadership and Change (SILC) is committed to projects that initiate social change for women, raise women's issues to the state and national political levels, and ultimately transform the lives of women and girls for the better. SILC is one of the few Massachusetts based organizations that offer public events addressing women's issues from both local and global perspectives. It is committed to helping people act individually and collectively to transform their personal, work, and community lives by creating partnerships between academic, business, and community organizations. These partnerships create innovative strategies, promote activism, and work towards social justice.

Summer Institute in Children's Literature

Program Director: Cathryn Mercier

Website: http://www.simmons.edu/graduate/childrens_literature

Offered every other year through the graduate program in children's literature, the Summer Institute brings together authors, illustrators, editors, and critics for discussion of a literary theme. For further information, see the *Graduate Course Catalog* or contact the children's literature program at 617.521.2540.

The Zora Neale Hurston Literary Center

Director: Afaa M. Weaver

The mission of the Zora Neale Hurston Literary Center is to help cultivate literary awareness and cultural diversity on the campus. Taking as its inspiration the work of the African American novelist, playwright, and folklorist Zora Neale Hurston, the center seeks to present an inclusive forum for contemporary poets, playwrights, and fiction and prose writers issuing from a foundation in the experience of the African diaspora. It further seeks to strengthen the College's relationships with the various communities in the Boston area. For more information, contact the Zora Neale Hurston Literary Center at znh@simmons.edu or Rachel Ruggles, the ZNH administrator, at 617.521.2220.

Registration and Financial Information

New Students

An officially registered student is one who has completed the registration form per instructions, has obtained any necessary approvals, and has settled all charges with the Office of Student Financial Services.

Returning Students

No student may register for any course after the fourth week of either semester. See academic calendar found on pages 6–7.

2006–2007 Fees for Graduate Division

Note: All tuition and fees are subject to revision by the Board of Trustees. For 2007–2008 figures, consult the catalog addendum, available in spring 2007.

Application Fee

Master's program	\$ 35
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Tuition Fees, per semester hour

Liberal arts, MCM, and dual-degree programs	\$ 825
Special education programs	\$ 700
General education programs	\$ 700

Student Activity Fees, per semester and summer session

Graduate studies programs	\$ 20
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Graduate Residence (room and board, two semesters – fall/spring)	\$ 11,970
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Health Center Fee (two semesters)	\$ 588
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Massachusetts Medical Insurance

Massachusetts state law mandates that all students taking at least 75 percent of full-time credit hours must be covered by medical insurance providing for a specified minimum coverage. Simmons College offers students the option of either participating in a plan offered through the College or submitting a waiver form. The waiver form must include specific

insurance information on the comparable insurance plan covering the student. Waivers are completed online at the website of our insurance provider, UniversityHealthPlans.com. The waivers must be completed by August 1 for the fall semester and by December 15 for the spring semester. Full-time students who do not submit a waiver form by the due dates above will automatically be enrolled and billed for the required Massachusetts medical insurance. International students may not waive the medical insurance requirement.

Payment Policies

College 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 settled all charges with the Office of Student Financial Services.

Students are urged to complete payment in full by the due dates of August 1 for the first semester and December 15 for the second semester. The College cannot assure that payments received after the due date will be processed in time to clear the student's official registration. Students who do not settle their accounts prior to the first day of classes may have to select courses on a space-available basis.

Students whose payments are received after the due dates will be charged a \$100 late payment fee (\$50 is assessed at the due date; an additional \$50 is assessed on the first day of the term).

Overdue accounts will be charged a delinquent fee of \$10 plus one percent (12 percent annual rate) of the outstanding balance each month until paid in full. A fee of \$20, in addition to the above late payment fees, will be charged for any dishonored check.

Checks should be made payable to Simmons College and sent to the statement remittance address or to Simmons College, 300 The Fenway, Boston, MA, 02115-5898; Attention: Student Financial Services, or presented at the Office of Student Financial Services at the College.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, grades, references, and placement materials and use of various offices and facilities. It should be noted that Simmons has no deferred-payment plans and that all College charges are payable by the applicable due dates, or the late payment fees will be applied.

If the College refers a delinquent account to a collection agent or attorney, these costs, plus all expenses associated with the collection effort, will be due and payable.

American Express, Mastercard, and VISA are accepted for the payment of tuition, fees, and residence charges.

Many graduate students prefer to pay tuition and other fees in monthly installments and have found satisfaction with programs offered by a number of banks and other reputable financial institutions offering services along these lines. Newly accepted students will often receive direct mail advertisements from these firms. Arrangements should be made well in advance of the start of the academic year. The College is not able to control such offerings, cannot recommend any particular plan, and suggests that any tuition proposal be studied carefully before its terms are accepted.

Billing: New Students

Invoices (statements of student accounts) are mailed prior to July 10 for the first semester and November 22 for the second semester. They are sent to new students' permanent addresses as maintained by the registrar's office. Any student who does not receive a bill by these dates should request one from the Office of Student Financial Services. For new students who are accepted to the College after the respective billing dates noted above, all charges are payable when billed.

Tuition charges are based on the full-time student rate. Students planning a course load of fewer than 12 credit hours should notify the

registrar in writing prior to June 8 for the fall semester and November 14 for the spring semester so a correct bill can be issued.

Billing: Returning Students

Invoices (statements of student accounts) are mailed prior to July 10 for the fall semester and November 22 for the spring semester. They are sent to returning students' permanent addresses as maintained by the registrar's office. Any student who does not receive a bill by these dates should request one from the Office of Student Financial Services.

Refund Policies: Tuition General Refund Policy

Tuition refunds will be granted only through the first four weeks of a semester. The date that appears on the official add/drop form filed with the registrar is used to determine the refund amounts. Only official add/drop forms will be accepted as evidence that a student has withdrawn from a class or program. (Non-attendance in a class does not constitute withdrawal from that class.)

This refund policy applies when the student's course load falls below 12 credit hours per semester.

<i>Courses Dropped On or Before</i>	<i>Percentage of Tuition Charges Cancelled</i>
Fall Semester 2006	
September 15	100 percent
September 22	80 percent
September 29	60 percent
October 8	40 percent
October 13	20 percent
<i>Courses Dropped On or Before</i>	<i>Percentage of Tuition Charges Cancelled</i>
Spring Semester 2007	
January 26	100 percent
February 2	80 percent
February 9	60 percent
February 16	40 percent
February 23	20 percent

Weekend Courses

Prior to the first day of class	100 percent
By the end of the first day of class	60 percent
After the first day of class	No refund

One-Week Courses

Prior to the first day of class	100 percent
Once class begins	No refund

Multi-Week Courses

Prior to the first day of class	100 percent
By the end of the second meeting of class	70 percent
By the end of the fourth meeting of class	50 percent
After the fourth meeting of class	No refund

Refund

Refund

Refund

Refund Policy: Residence Fees and Deposits

A resident student is required to prepay all residence charges. If a student withdraws during the first four weeks of a semester, she will be refunded a pro-rated amount for food costs, starting from the date she officially withdraws from residence. No refund will be made after the Friday of the fourth week of the semester. Federal financial aid recipients may be subject to different rules, and students are encouraged to meet with a financial aid counselor for an explanation of an individual case. The residence deposit reserves a residence hall room for the entire academic year. The deposit is refundable in full upon graduation or upon notification by December 1 and March 30 that the student will not be returning to Simmons College the following semester. A student who withdraws from residence in midsemester but who has paid his/her bills may receive his/her deposit in full upon written notification to the director of residence life. Students should be aware that the room and board license agreement is binding from the date of occupancy to the end of the academic year. (A first-year student who notifies the College on or before July 5 that she does not wish a room will receive

a full deposit refund. Students accepted for the spring semester must notify the director of residence life by December 1 to receive a full refund.) In addition, charges for damage or loss of College property attributed to the resident student may be assessed.

The Tuition Refund Plan, A.W.G. Dewar, Inc.

Many graduate students have requested an option to protect their educational investment at the College from an accident, illness, injury, or mental health disorder. Simmons is pleased to offer such a program through A.W.G. Dewar, Inc. For information about this plan, please write directly to A.W.G. Dewar, Inc., 50 Braintree Hill Office Park, Braintree, MA, 02184. Please note that applications must be made prior to opening day at the College.

Special Rules Affecting Financial Aid Recipients Refund Policy and Return of Title IV Funds

If a student should completely withdraw from all coursework once classes begin in the fall or spring semesters, he/she may still be accountable for a portion of tuition, fees, room, and board. Simmons College is responsible for adhering to rules established by the federal government that determine the amounts of federal financial aid (Stafford, Pell, Perkins, SEOG) a student is allowed to keep toward college charges. The federal rules assume that a student earns his/her aid based on the period of time he/she remained enrolled. If a student is considering withdrawal, he/she should meet with a financial aid counselor to discuss the financial implications.

All non-financial aid students who withdraw from some or all classes are subject to the Simmons general refund policy, which provides partial refunds of tuition only for the first four weeks of classes.

When a student withdraws, any adjusted Simmons charges that have not yet been paid are still owed to the College. The College will

attempt to collect any unpaid charges, as well as late fees and interest charges. If the account is referred for collection, any associated expenses will be added to the balance due. Many privileges are suspended for students who are not in good standing with the College, including the release of academic transcripts. Questions regarding refunds should be directed to the Office of Student Financial Services.

Dropping a Course

Registration reserves a student's place in a class. This registration is binding, both financially and academically. Should a student decide not to attend class, written notification to the registrar (using the add/drop form, available in the registrar's office) is required. Notification received after the payment due date of a student's bill may result in the assessment of a late payment fee. Courses dropped are subject to the above refund policy.

Non-Degree Registration

All graduate programs allow enrollment as a non-matriculating or non-degree student.

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

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

International Students

The College of Arts and Sciences welcomes student's from all countries. International students complete the standard application requirements required by the specific academic program, with a few additions:

Officially translated and evaluated transcripts are required if not originally written in English. Only transcripts translated and evaluated by authorized organizations are accepted. The preferred provider of transcript evaluations at Simmons is the Center for Education Documentation, PO Box 231126, Boston, MA 02123-1126, telephone 617.338.7171, fax 617.338.7101.

International students must demonstrate that they have sufficient funds available to meet all the travel, living, and educational expenses for graduate study in the U.S. This financial documentation must be provided only if you are admitted to a graduate program at Simmons College.

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose first language is not English. The exam will be waived if the applicant has earned a bachelor's degree or higher from a U.S. institution.

Minimum scores for consideration – by program:

550 Paper Test (213 Computer Test)

MAT and general education programs
Children's literature
English
Spanish

600 Paper Test (250 Computer)

Communications management

MATESL

Special education programs
Gender/cultural studies

Financial Aid

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

In order to be considered for federal and other types of financial aid, students must file the Free Application for Federal Student Aid (FAFSA), and a Simmons College Graduate Supplemental Information Form. Students must reapply for financial aid each year, and meet the published priority application receipt dates in order to be considered for all the various types of financial aid available. Calculated need, available funding, and meeting all eligibility criteria will determine the financial aid package each year. For additional information, students should contact the Office of Student Financial Services.

Information about the following scholarship's can be obtained for the Office of Graduate Studies Admissions.

Virginia Haviland Scholarship

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

Kennedy Scholarship

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

Opportunity Scholarship

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

Teaching Assistantships

A limited number of teaching assistantships (TAs) are granted to qualified graduate students. Students must apply for such awards and are selected by that graduate program director, in consultation with the dean and the director of graduate studies admission. Students with TAs are assigned to a specific course and work under the close supervision of a graduate faculty member. Normally, TAs cover approximately half the cost of a graduate course.

Academic Policies and Procedures

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

Transfer of Credits

Under special circumstances, students may receive credit for graduate work completed at another accredited institution. Between four and eight semester hours are granted. Transfer courses must be graduate level. The lowest grade accepted for transfer is a B. Transfer courses may not have been credited or used towards another degree. Courses for transfer may not have been taken more than five years prior to date of petition. No credit is granted for more than the value assigned by the host institution. Students who transfer courses valued at three credits may have one credit waived towards the Simmons degree. Quarter hours transfer at two thirds of a credit per semester hour.

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

Extension of Time to Complete Coursework

Incomplete coursework must be completed early in the semester immediately following the

semester in which the incomplete grade was granted; grades must be submitted by February 1 for fall semester, July 1 for spring semester, and September 1 for summer semesters. Failure to submit a petition for extension of time or submit work by the deadline will result in a grade of F. Students requesting an incomplete grade must complete the Petition for Extension of Time to Complete Coursework.

Leave of Absence/Readmission to Active Status

Students may choose not to enroll for a fall or spring semester during their graduate study. It is important for students to discuss the implications of taking a leave of absence with their program director as they make this decision. Students must complete a Petition for Leave of Absence prior to the semester in which they do not enroll. Financial Aid recipients must also notify the Office of Student Financial Services. Students who take a leave of absence must complete the degree within the established length of time for completion of degrees (see below), regardless of the length of time away from the program or changes in the program. Students may be held to new program requirements upon return. To register after returning from a leave of absence, students must complete a Request for Readmission to Active Status.

Length of Time to Complete Degree

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

Four years: MAT, special education

Five years: children's literature, communications management, gender/cultural studies, Spanish, MATESL

Seven years: English, archives and history management, dual degree (MAT/liberal arts)

Undergraduate/Graduate Dual Programs:

Same time allotment as corresponding graduate programs. Time allotment begins after the completion of the 128 undergraduate credit requirements.

Withdrawal from the College

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

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

Satisfactory Progress Toward the Degree

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

Grading Policy

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

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

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

Grievance Procedure

A student with a grievance regarding a grade should first discuss the grievance with the instructor. If issues are not resolved, the student should talk to the program director. In the event that the issue is not settled within the program, the student may bring the matter to the Associate Dean of the College as a formal grade appeal.

Graduate Student Development Fund

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

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

The graduate student development fund will help to support travel costs and registration fees. The awards may be granted as follows:

- Up to \$200 for attendance at professional development activities, such as a conference, workshop; or
- Up to \$400 for presentation at professional development activities, such as a conference, workshop, or professional meeting
- Up to \$600 for exceptional cases or for international travel

Each graduate student may receive only one award during the academic year. Graduate student development funds are available only to students who have been admitted to a graduate degree program in CAS. Awards will be given out until funds are depleted for that academic year. For further information, please contact the Office of the Dean of the College of Arts and Sciences at 617.521.2091 or cas@simmons.edu.

Notes

Notes

READING A 2006–2008 CATALOG COURSE DESCRIPTION

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

TC: If a course number is followed by TC, that course is a short-term travel course (for example, MCM 488 on page 41). Short-term travel courses usually run for two to four weeks, beginning at the end of final exams in the spring term. They are counted as part of a student's spring semester course load. For more examples of short-term travel courses, see the *Undergraduate Course Catalog*.

Course Prefix and Number

GCS 430 Cultural Theory (S-1,2)

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

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

Semester Hours

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

Prerequisites and Course Limitations

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

Course Title

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

Semester Offered

This code indicates which semester(s) the course will be offered in 2006–2008:

F = Fall

S = Spring

U = Summer

1 = Academic Year 2006–2007

2 = Academic Year 2007–2008

Thus GCS 430, designated (S-1,2), will be offered in the spring of both academic years.

A course designated (F-1,2; S-1,2) will be offered in the fall and spring semesters of both years, etc.

Course Instructor

The instructor of the course is listed at the end of the course description. Information about the educational background of the faculty can be found on pages 105–118. Note that some courses list "Staff" as the instructor, meaning that the course is taught by an instructor who is not a member of the full-time faculty or has not yet been determined.

Course Description

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

USER'S GUIDE

COLLEGE OF ARTS AND SCIENCES GRADUATE PROGRAMS

Graduate Programs in Children's Literature

Cathryn M. Mercier, *Director, Associate Dean,
and Associate Professor*

Kelly Hager, *Associate Professor*

Susan P. Bloom, *Associate Professor Emerita*

Jacqueline Horne, *Assistant Professor*

DEGREES IN CHILDREN'S LITERATURE

Master of Arts (MA) in Children's Literature

Master of Fine Arts (MFA) in Writing for
Children

MA/MFA joint degree

MA/MAT dual degree (see 47)

Master of Arts in Children's Literature

The graduate degree programs in children's literature offer specialized study of books for children and young adults to students who are, or who intend to be, involved in teaching, library work, editing, publishing, writing, or affiliated fields.

Admission: Admission requires a baccalaureate degree preferably with a major in English, American, and/or comparative literature from an accredited institution. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English. The application requires a statement of purpose in seeking the MA degree, official transcripts of degree work, two letters of recommendation and, for international students, the Test of English as a Foreign Language results. An interview, though not required, is strongly recommended.

Admissions are rolling; therefore, early application is recommended. Although students

usually begin in the fall semester, they may be accepted for spring or summer semester.

Students may elect to complete their degree on a full- or part-time basis. Part-time students must complete the degree requirements within five years of registration as degree candidates.

A maximum of four semester hours of transfer credit will be allowed toward the degree.

Transfer credit must be applied for at the time of admission and before matriculation. All inquiries should be addressed to the Office of Graduate Studies Admission, Simmons College, 300 The Fenway, Boston, MA, 02115-5898. 617.521.2915 or emailed to gsa@simmons.edu.

Degree Requirements for the Master of Arts in Children's Literature: Thirty-six credits (nine courses) are required for the degree. The following five courses are mandatory:

CHL 401	Criticism of Literature for Children
CHL 403	The Picturebook
CHL 413	Contemporary Realistic Fiction
CHL 414	Fantasy and Science Fiction
One literary history course	

A candidate for the degree may elect to write a thesis or an independent project as a part of a tutorial during the final semester. The thesis may be a monograph, an essay, or a bibliographic compilation and will have a scholarly orientation. The independent project may take a variety of shapes; it should have practical application to the candidate's professional work and should represent a model for use by others. Possible independent projects include children's literature and curriculum development, literature education, a creative writing project, a sponsored internship. Students interested in pursuing a thesis or an independent project should consult with the program director early in their program and obtain guidelines for proposal submission for thesis and independent study work.

F = Fall
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Course
1 = Academic
Year 2004-2005
2 = Academic
Year 2005-2006
M = Mode

The administrative committee assumes that students, upon completion of the degree program, will be able to demonstrate the confidence that comes with a general acquaintance with literature, as well as experience in children's literature. With this in mind, the graduate program director may advise students to complete additional coursework in literature. The specific courses will be determined following discussion between the student and the program director.

Master of Fine Arts in Writing for Children

Admission: Admission requires a baccalaureate degree, preferably with a major in English, American, and/or comparative literature and/or creative writing, from an accredited institution. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English. The application requires a statement of purpose in seeking the degree, official transcripts of degree work, two letters of recommendation and, for international students, the Test of English as a Foreign Language results. Additionally, MFA degree candidates must submit a portfolio of creative writing not to exceed 20 pages, a statement that reflects on the writing process, addresses the applicant's goals as a writer, tracks his/her publishing history, and/or identifies any works-in-progress. An interview, though not required, is strongly recommended.

Admissions are rolling; therefore, early application is recommended. Although students usually begin in the fall semester, they may be accepted for spring or summer semester. Students should review carefully when courses are offered and the sequence of courses in the MFA program in order to progress through the program in a satisfactory manner. Students may elect to complete their degree on a full- or part-time basis. Part-time students must complete the degree requirements within five years of registration as degree candidates. A maximum

of four semester hours of transfer credit will be allowed toward the degree. Transfer credit must be applied for at the time of admission and before matriculation. All inquiries should be addressed to the Office of Graduate Studies Admission, Simmons College, 300 The Fenway, Boston, MA, 02115-5898. 617.521.2915. gsa@simmons.edu.

Degree Requirements for the Master of Fine Arts in Writing for Children: This eight-course (32 credits) program of study has a strong theoretical underpinning. Each student completes four academic course and four writing courses:

CHL 401	Criticism of Literature for Children
CHL 403	The Picturebook
One genre-based course	
One literary history course	
CHL 430	Writing for Children I
CHL 431	Writing for Children II
CHL 441	Mentorship I
CHL 442	Mentorship II

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

Simmons offers an accelerated program that allows Simmons undergraduate students to acquire a Master of Arts in Children's Literature or a Master of Fine Arts in Writing for Children within one year of completing their undergraduate studies at the College. Applications should be filed before the beginning of the student's senior year. Undergraduate students applying for graduate study in children's literature are expected to have the following qualifications:

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

course. Or, an education major could provide evidence that her student teaching required extensive work in children's literature. Similarly, a nursing major might find herself heavily involved in bibliotherapy (or other literature activities) in a hospital. A communications major could apply her internship in the children's trade division at a publishing company.

Any individual student may also complete an independent study on some aspect of children's literature, either in her major and/or under the supervision of the children's literature graduate faculty. The children's literature faculty will evaluate, at the time of application, the specific nature of this work. Students accepted into the accelerated BA/MA program must complete 32 credits beyond the Simmons baccalaureate degree for the MA; the BA/MFA student must complete 28 credits beyond the Simmons baccalaureate degree.

Degree Requirements for the MA/MFA Joint Degree Program

It would be possible to complete a joint degree program that earns the MA and MFA in Children's Literature. Applicants to the joint degree program follow the application requirements for the MFA in Children's Literature and indicate that they wish to be considered for the joint degree program. The joint degree is comprised of 14 courses (64 credits) that include the five MA core courses (criticism, picturebook, realism, fantasy, and one historical course), an additional four elective courses studying children's literature, the course in children's book publishing, two courses in writing and two courses of independent work with a mentor.

Course Requirements

Courses in children's literature are open to graduate students who have been admitted to the children's literature program administered by the Center for the Study of Children's Literature. Non-matriculating graduate students may also enroll on a single-course or institute basis with the permission of the program

director. Non-matriculating students must apply after completing their second course. Graduate students in other fields may enroll with the permission of their school or department and consent from the Children's Literature graduate program director. Undergraduate students may enroll under the regulations prescribed by the College. All courses carry four semester hours.

COURSES

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

4 sem. hrs.

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

CHL 403 The Picturebook (S-1,2)

4 sem. hrs.

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

CHL 404 Poetry for Young Readers*

4 sem. hrs.

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

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

4 sem. hrs.

Examines the wide variety of Victorian literature written for children, from fairy tales and nonsense verse to didactic fiction and classic examples of

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M = Mode
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the Victorian bildungsroman. Authors may include Lewis Carroll, Charles Kingsley, Frances Hodgson Burnett, Dinah Mulock Craik, Christina Rossetti, Robert Louis Stevenson, Charlotte Mary Yonge, and Rudyard Kipling. Hager.

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

4 sem. hrs.

Studies the adolescent's quest for a sense of self as she or he must struggle to affirm identity in ever-expanding Joycian circles of influence. Focuses on fiction published for both young adults and adults, drawing from the work of Brock Cole, Robert Cormier, M.E. Kerr, Chris Lynch, Kyoko Mori, Walter Dean Myers, and Virginia Euwer Wolff, among others. Mercier.

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

4 sem. hrs.

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

CHL 416 Modern British Fiction for Young People*

4 sem. hrs.

Involves lectures, workshops on books and extracts, discussions, and student input in various form to survey contemporary British authors and illustrators and trends. Uses specific authors and genres to direct a critical discussion of how to talk about British children's and young adult books. Staff.

CHL 417 Canadian Children's Literature*

4 sem. hrs.

Examines Canadian children's books in English as they reflect the evolution from a colonial to a pluralistic society, including a study of domestic and historical fiction, fantasy and science fiction, the realistic animal story, picturebooks, and folklore. Uses examples of children's books from other Commonwealth nations, especially Australia and New Zealand, for comparison and contrast. Staff.

CHL 418 Australian Children's Literature*

4 sem. hrs.

Examines the growth of an indigenous literature for children and its contemporary flowering in both writing and illustrating. Emphasizes work published since 1970, except for some major writers such as Ivan Southall, Patricia Wrightson, Joan Phipson, and Eleanor Spense. Includes all genres. Staff.

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

4 sem. hrs.

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

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

4 sem. hrs.

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

[CHL 423/ENGL 423 19th Century American Children's Literature

4 sem. hrs. Not offered in 2006-2008.]

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

CHL 425 Folk and Fairy Tales (U-1)

4 sem. hrs.

Examines fairy tales and folktales from classical origins to modern anthologies, orality to literacy, focusing on the Grimms and the phenomenon they canonized. Considers the cultural and psychological messages encoded in the tales, the various frames placed around them by their tellers (old women, male philologists, jongleurs, and modern anthologizers), and the various historical and social functions tales have filled at different times. Also surveys the major 19th- and 20th-century schools of tale interpretation. Develops skills in close reading and analysis of tales. Coates.

CHL 426 The Child in Fiction (S-1)

4 sem. hrs.

Examines art, literature, history, and critical theory as well as education, psychology, and media studies to consider the multiple ways literature about and for children constructs notions of childhood. Addresses portrayals of race, class, and gender in children's books that take childhood itself as subject. Includes readings crossing age (from picturebooks to young adult novels) and genre (folklore, poetry, fantasy, and realism). Mercier, Horne.

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

4 sem. hrs.

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

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

4 sem. hrs. Prereq.: CHL 430.

Investigates the process of writing fiction for children through written assignments and class discussion of assignments, published books, and theoretical applications. Examines different narrative forms and techniques and the elements and development of a story. Includes individual conferences. Staff.

CHL 435 Contemporary Considerations: The Writer's Achievement (F-1)

4 sem hrs.

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

CHL 436 Nonfiction: The New Frontier in Children's Books (F-2)

4 sem. hrs.

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

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

4 sem. hrs. Prereq.: CHL 430.

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

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

4 sem. hrs. Prereq.: CHL 441.

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

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S = Spring
U = Summer
STC = Short-Term Course
1 = Academic Year 2006-2007
2 = Academic Year 2007-2008
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CHL 450 Independent Study (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

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

CHL 500 Summer Symposium in Children's Literature (U-2)

Examines all genres of children's literature, from picturebook through young adult novel, nonfiction, and poetry, through a thematic lens. Culminates in a long weekend in which authors, illustrators, editors, and critics of children's literature bring their unique vision to the theme. Past summer symposia have been "Let's Dance" (2005), "Midnight Gardens" (2003), "Brave New Worlds" (2001), "Halos and Hooligans" (1999), and "As Time Goes By" (1997). Staff.

**Schedule to be announced. British, Canadian, and Australian Children's Literature typically are offered only in even-numbered summers.*

The Master's in Communications Management

Joan Abrams, *Director and Assistant Professor*

Marlene Fine, *Professor*

Vonda Powell, *Assistant Professor*

Edward Vieira, *Assistant Professor*

William Earle, *Lecturer*

Gayle Gifford, *Lecturer*

Mark Kennedy, *Lecturer*

Kenneth Kerber, *Lecturer*

Peter Masucci, *Lecturer*

Naomi Wilsey, *Lecturer*

Alison Whitehead, *Administrative Assistant*

The Master's in Communications Management (MCM) is designed primarily for people who have had either a professional communications experience and want to assume increased responsibilities, duties, and functions; or a managerial experience and want to deepen their understanding of organizational and managerial communication. The curriculum has an applied focus that emphasizes organizational processes and the intersection of theory and professional practice.

Admission: Applicants must submit: an official transcript from the institution granting their baccalaureate degrees and any other schools attended since high school graduation; scores from the Graduate Record Exam (GRE), Graduate Management Admission Test (GMAT), or the Miller Analogies Test (MAT); and two letters of recommendation. GRE, GMAT, or MAT scores may be waived for applicants with five years of significant full-time work experience in communications management or a related field. Up to eight semester hours of transfer credit for graduate study elsewhere may be applied toward the degree when that work is judged to be appropriate to the candidate's program. Transfer credit must be presented upon application. Individuals may take up to two courses in this program before formally applying for degree candidacy. Non-degree student guidelines and the program brochure are available by contacting Graduate Studies

Admission, Simmons College, 300 The Fenway, Boston, MA, 02115-5898; telephone: 617.521.2915; fax: 617.521.3058; or e-mail: gsa@simmons.edu. The website for MCM includes more specific and detailed information: http://www.simmons.edu/gradstudies/communications_management/.

Degree Requirements: Candidates for the degree must satisfactorily complete a minimum of 36 semester hours within five calendar years. This requirement comprises four required core courses, four elective courses, and an applied learning project, which includes a written academic component and an oral presentation. All courses and the applied learning project are four credit hours.

Required courses include:

MCM 442	Emerging Communications Technologies
MCM 462	Financial Aspects of Business
MCM 481	Strategic Communication and Organizational Change
MCM 485	Communicating Across Cultures
MCM 500	Applied Learning Project

Electives are chosen from courses that address new applications of communications technology, marketing communications, public relations, the management of communications functions within organizations, and managerial communication.

COURSES

MCM 420 Effective Managerial Communication*

4 sem. hrs.

Provides a foundation in the strategic use of communication to inform, motivate, persuade, build consensus, and implement change in organizations. Helps improve written, oral, and interpersonal communication skills in managerial settings. Staff.

MCM 421 Speechwriting and Oral Presentation*

4 sem. hrs.

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

MCM 422 Writing for Communications Professionals*

4 sem. hrs.

Focuses on using writing as a strategic managerial tool. Helps develop writing skills across a range of managerial writing tasks, including routine memoranda, reports, proposals, and performance reviews. Staff.

MCM 423 The Business Press*

4 sem. hrs.

Focuses on the knowledge and skills needed to understand, analyze, and write about business, economics, productivity, consumerism, investment, and other business-related topics. Powell.

MCM 424 Negotiations*

4 sem. hrs.

Emphasizes negotiation skills within organizations and with customers, clients, and stakeholders across organizations. Provides a structured means to analyze negotiation and a set of tools to improve negotiation skills. Vieira.

MCM 425 Leadership Through Communication*

4 sem. hrs.

Explores different theoretical approaches to understanding leadership and examining how leadership is constructed and enacted through communication in each approach. Fine.

MCM 426 The Art of Conversation for Managers*

4 sem. hrs.

Focuses on developing speaking, listening, and inquiring skills, essential for productive conversations, along with encouraging the development of key "metaskills" or attitudes that moderate the effectiveness of our speaking, listening, and inquiring. Examines differences between women

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2 = Academic Year 2007-2008
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and men in conversation, cross-cultural communication, and explores the importance of past, future, and present conversations for effective management and leadership. Kerber.

MCM 442 Emerging Communications Technologies (F-1,2)

4 sem. hrs.

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

MCM 451 Integrated Marketing Communications*

4 sem. hrs.

Focuses on the marketing concepts and methods needed to capture fragmented customer-centric markets. Emphasizes the need to integrate all marketing communications, including public relations and advertising. Masucci.

MCM 452 Consumer Communications*

4 sem. hrs.

Examines the role and function of direct and database marketing in the marketing mix. Topics include analysis and measurement of direct marketing, evaluation of direct marketing packages, the role of the Internet, and privacy and ethics. Staff.

MCM 453 Strategic Marketing Communications*

4 sem. hrs.

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

MCM 454 Communicating Corporate Image*

4 sem. hrs.

Focuses on how organizations create and communicate a coherent organizational identity through visual and verbal images. Topics include culture

and corporate image, qualitative and quantitative measures of image and reputation, and strategic and ethical issues in managing corporate image. Abrams.

MCM 458 Online Communications*

4 sem. hrs.

Focuses on integrating an online marketing component into a broad-based marketing communications plan and extending marketing strategies to take advantage of the benefits of online and web-based marketing. Masucci.

MCM 460 Financial and Investor Relations*

4 sem. hrs.

Prepares students to communicate company business and financial information to investors, analysts, shareholders, and the financial media. Staff.

MCM 461 Public Relations for the 21st Century*

4 sem. hrs.

Provides a foundation in the strategic use of public relations. Focuses on the changing nature of public relations, the increasing use of new technologies, and the inclusion of public relations in the total marketing communications mix. Powell.

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

4 sem. hrs.

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

MCM 464 Corporate Community Relations*

4 sem. hrs.

Explores the theory and practice of corporate community relations, tracing its roots through key social movements of the 20th century to the post-9/11 corporate environment in the U.S. Provides practical techniques for community relations professionals from both the corporate and non-profit sectors. Gifford.

MCM 465 Issues Management*

4 sem. hrs.

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

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

4 sem. hrs.

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

MCM 485 Communicating Across Cultures (F-1, 2)

4 sem. hrs.

Provides a cross-cultural perspective for managing both organizational and personal communication in international and multicultural contexts. Kennedy.

MCM 486 Cultural Diversity in the Workplace*

4 sem. hrs.

Explores the organizational challenges and opportunities created by the increasing cultural diversity of the U.S. workforce. Provides a theoretical perspective and practical strategies for creating organizational environments that encourage workers of diverse cultural backgrounds to work together productively. Fine.

MCM 487 Internal Corporate Communications*

4 sem. hrs.

Examines how organizations use internal communications (oral, written, and electronic) to convey company strategy, build employee motivation, and create readiness for organizational change. Vieira.

MCM 488 (TC) Organizational Communication and Culture (U-1,2)

4 sem. hrs.

Examines several types of organizational communication, including marketing communications, public relations, crisis communications, and managerial communication, as they are practiced in Italy and the U.S. Focuses specifically on how culture shapes the practice of organizational communication. Includes lecture, discussion, guest speakers, and field trips. Offered in Rome during a two-week period in summer session. Fine.

MCM 497 Special Topics in Communications Management*

4 sem. hrs.

Explores issues of current interest in communications management. Topics change with each offering. Staff.

MCM 498 Independent Study (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

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

MCM 500 Applied Learning Project (F-1,2; S-1,2)

4 sem. hrs.

Prepares and supports students in completing an applied project that demonstrates an understanding of the strategic use of communication in organizations. Final project includes a written and an oral component. Abrams.

F = Fall
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* = Schedule t.b.a.

Graduate Programs in Education

The Department of General Education and the Department of Special Education prepare teachers to become educational leaders able to address the challenges of 21st century classrooms. Students will gain the knowledge to communicate effectively, orally and in writing; to understand and appreciate the linguistic, ethnic, racial, and socioeconomic differences in schools today; and to facilitate the learning of all children and adults, no matter what diverse or special needs they might have.

Graduate Teacher Preparation Programs

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

- General Education
 - Master of Arts in Teaching (page 44)
 - Master of Science in Education/Certificate of Advanced Graduate Study for General Purposes (pages 46)
 - Educational Leadership (pages 46)
 - Urban Elementary Education (page 46-47)
 - English as a Second Language (page 55)
- Special Education (pages 58-73)

The following dual-degree programs are available:

- Master of Arts in Teaching/Master of Arts in Children's Literature, English, History, Gender/Cultural Studies, or Spanish (page 47)

In addition, the Department of Education offers the Kathleen Dunn Scholars Program, a five-year integrated bachelor's/master's degree program for Simmons students majoring in education. See the *Undergraduate Course Catalog* for more information.

The Practicum

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

In those courses required to meet state standards, the department expects a level of academic distinction, including a cumulative grade point average of 3.00, in order to be recommended for a teaching practicum. All students must document at least 75 hours of prepracticum fieldwork and have passing scores on the Communications and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL) prior to advancing to the practicum. In some cases, students may also be required to pass their MTEL subject matter tests before advancing to the practicum.

All students in a practicum must document a minimum of 135 hours of direct instruction of learners. See program directors for specific details. Practicum descriptions follow course listings in each program area.

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

The applicant must have a baccalaureate degree from an accredited college with a major, or its equivalent, in one of the liberal arts or sciences. The undergraduate record must show strong academic achievement. Recommendations, an interview, and other documentation are required. Students must maintain a 3.00 grade point average and, pass appropriate sections of the MTEL, as well as receive departmental approval for admission to the practicum experience. Individual programs may have additional requirements. Inquiries should be addressed to Graduate Studies Admission, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, 617.521.2915, or gsa@simmons.edu.

GENERAL EDUCATION

Lynda Johnson, *Assistant Dean for Graduate Programs in General Education, Assistant Professor and Chair*

Kathleen Dunn, *Professor Emerita*

Theresa Perry, *Professor*

Paul Abraham, *Associate Professor, Director of MATESL Program*

Maryellen Cunnion, *Associate Professor,*

Alfred Rocci, *Associate Professor*

Jill Taylor, *Associate Professor*

James Walsh, *Associate Professor*

Janie Ward, *Associate Professor*

Joy Bettencourt, *Assistant Professor*

Ellen Davidson, *Assistant Professor*

Helen Guttentag, *Assistant Professor, Director of Clinical Programs and Undergraduate General Education*

Gary Oakes, *Assistant Professor*

Nina Senatore, *Assistant Professor*

Jay Sugarman, *Assistant Professor*

Janet Chumley, *Instructor*

Stephanie Hamel, *Instructor*

Roberta Kelly, *Senior Lecturer and Director of Urban Masters Program*

Renee Rubin, *Senior Lecturer and Director of Educational Leadership Program*

Robert Abbey, *Lecturer*

Mary Anton, *Lecturer*

Arthur Bettencourt, *Lecturer*

Janelle Bradshaw, *Lecturer*

JoAnn Campbell, *Lecturer*

Barbara Cauchon, *Lecturer*

Kim Cave, *Lecturer*

Mary Colvario, *Lecturer*

Charles Cormier, *Lecturer*

Eileen Cronin, *Lecturer*

Peony Fhagen-Smith, *Lecturer*

Suzanne Foley, *Lecturer*

Caitlin Gaffney, *Lecturer*

Carl Gersten, *Lecturer*

Diana Gondek, *Lecturer*

Kellie Jones, *Lecturer*

Beth Kennedy, *Lecturer*

Nancy Levy-Konesky, *Lecturer*

Douglas Lyons, *Lecturer*

Joan McKenna, *Lecturer*

Rena Mirkin, *Lecturer*

Sally Nelson, *Lecturer*

Katherine Norris, *Lecturer*

Susan Plati, *Lecturer*

Thomas Plati, *Lecturer*

William Ribas, *Lecturer*

Thomas Rooney, *Lecturer*

Peter Rowe, *Lecturer*

Barbara Scott, *Lecturer*

Mary Sheffield, *Lecturer*

Michael Sherman, *Lecturer*

Allan Shwedel, *Lecturer*

Anne Steele, *Lecturer*

Jay Sugarman, *Lecturer*

Roseli Weiss, *Lecturer*

Anne Whittredge, *Lecturer*

Tatiana With, *Lecturer*

Rachel Finer, *Program Manager, Graduate General Education and Clinical Programs*

Denise Oberdan, *Academic Program Manager*

Suzanne Mullarkey, *Administrative Assistant, MATESL, Undergraduate General Education*

Master of Arts in Teaching (MAT) Program

Lynda Johnson, *Assistant Dean and Chair of the Department of General Education*

The MAT program is specifically designed for candidates with strong backgrounds in the liberal arts and sciences but no prior teaching experience. It is dedicated to the proposition that all children can learn and have a right to be taught in ways that enable them to learn. MAT candidates receive preparation for teaching by studying the cultural and historical foundations of the school in American society as well as developmental psychology as it applies to learning and teaching situations. Students also study the curriculum, materials, and methods of teaching necessary for the grade levels and subject(s) they will teach. Extensive fieldwork and supervised student teaching are an integral part of the program.

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

- Elementary (grades 1–6)
- Middle/high school (grades 5–8 or 8–12)

Subjects: English, history, mathematics, political science/philosophy, biology, chemistry, physics

- French and Spanish (grades 5–12)

At the elementary level, candidates must present evidence of general familiarity with the subjects taught in the elementary schools, i.e., reading, writing, literature, science, mathematics, art, music, health, physical education, and social studies. They must also have a major in the liberal arts and sciences or equivalent coursework. In addition to the Massachusetts Tests for Educator Licensure Communications and Literacy tests, elementary candidates must pass the General Curriculum test and the Foundations of Reading test.

At the middle or high school levels, candidates must have an undergraduate major in the subject they plan to teach or provide documentation of sufficient courses, knowledge or other experiences. All candidates must pass the MTEL test in their subject area. Faculty will advise candidates regarding their compliance with the regulations at the time of their application to

In accordance with Section 207 of Title II of the Federal Higher Education Act, all programs of teacher education need to report the pass rates of their students on statewide testing for teacher certification. For further information for past cohorts please see our website, <http://www.simmons.edu>.

Massachusetts Tests for Educator Licensure Annual Institution Report

2003–2004

Test category	Simmons pass rate	Statewide pass rate
Communication and Literacy	100%	99%
Academic Content Areas	97%	96%
Teaching to Special Populations	--*	99%
Summary pass rates	97%	95%

*"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

the program. In addition to the Communications and Literacy tests, all middle and high school candidates must pass a subject test in the field of licensure.

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

Elementary Initial License (36 credits):

- GEDUC 460 Teaching Strategies for the Inclusive Classroom
- GEDUC 445 Educational Psychology
- GEDUC 457 Cultural Foundations of Education
- or GEDUC 422 Multiculturalism in the Classroom: Research, Resources, and Readings
- GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom
- GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom
- GEDUC 467 Math for the Early Childhood and Elementary Classroom
- GEDUC 401 Seminar in Teaching and Learning at the Elementary Level
- GEDUC 480 Practicum: Elementary Education (Grades 1–6)
- GEDUC elective

Elementary Initial License with Internship (40 credits):

See Elementary Initial License and add GEDUC 400 Prepracticum Seminar and GEDUC 488 Prepracticum and delete GEDUC 457 Cultural Foundations of Education

Secondary Initial License:

- GEDUC 460 Teaching Strategies for the Inclusive Classroom
- GEDUC 445 Educational Psychology
- GEDUC 420 Reading and Writing Across the Curriculum in the Secondary School
- GEDUC 457 Cultural Foundations of Education
- GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers
- GEDUC 4xx (Methods of Teaching in subject area)
- GEDUC 402 Seminar in Teaching and Learning at the Middle and High School Levels
- GEDUC 481 Practicum: Middle School (Grades 5–8)
- or GEDUC 482 Practicum: High School (Grades 8–12)
- GEDUC elective

Secondary Initial License with Internship

See Secondary Initial License and add GEDUC 400 Prepracticum Seminar and GEDUC 488 Prepracticum and delete GEDUC 457 Cultural Foundations of Education

Candidates for licensure must also pass all sections of the Massachusetts Tests for Educator Licensure (MTEL) Test. Candidates must pass the communication and literacy section before beginning practicum placements.

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

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

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

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

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

Admission: In addition to the requirements described on page 42, MSEd candidates seeking license must submit a copy of a Massachusetts teaching license and have a record of successful teaching experience at a public, independent, charter, or parochial school. CAGS candidates must have a master's degree in addition to the above requirements. A passing score on the MTEL communication and literacy section is part of the licensing requirement.

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

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

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

Urban Elementary Education Program

The Urban Elementary Education Program offers a Master of Science degree or certificate of advanced graduate study in education to elementary level teachers. The program is designed to provide 32 credit hours of coursework, a practicum and seminar, and mentoring and support. All coursework is designed so that the skills and understanding can be applied to work in urban schools. Students will be provided with a mentor/supervisor to confer with weekly minimum of 12 classroom visits.

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

GEDUC 409	Achieving Mathematical Power
GEDUC 415	Building Fair and Effective Classroom Communities
GEDUC 497	Teaching Reading in the Urban Elementary Classroom
GEDUC 418	Understanding Curriculum

GEDUC 417 English Language Learners in the General Education Classroom

GEDUC 493 Topics in Urban Education I

GEDUC 494 Topics in Urban Education II

GEDUC 495 Practicum for Development

This program meets Department of Education course requirements for Professional License for elementary, early childhood and moderate special needs.

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

The dual degree program is a full-time two-year, sixty (60) credit graduate program leading to an MAT degree and an MA degree in an academic discipline. At present, the MAT may be combined with an individual MA degree in children's literature, English, history, gender/cultural studies, or Spanish. The student works simultaneously toward both degrees. The dual degree is awarded only after the candidate has completed 28 credits in the MA program and 32 credits in the MAT program.

Successful completion of the MAT degree along with passing scores on the appropriate Massachusetts Tests for Educator Licensure (MTEL) allow the student to receive initial teaching licensure from Massachusetts at the elementary, middle or high school level. The MA degree will provide the necessary content area study for the student to apply for professional teaching licensure after three years of successful teaching in the state.

The student must apply and be admitted to both programs. Each student will have two advisors, one in the MAT program and one in the MA program.

In the MAT program, the student has the option of completing a one-semester teaching practicum or a full-year teaching internship in a public school. The internship option requires enrolling in an additional four credits. For further information, please contact the Graduate Admissions Department at 617-521-2915 or Maryellen Cunnion in the Education

Department at 617-521-2566.

Beginning Teacher Center (BTC)

In 1999, Simmons College, in collaboration with Teachers 21, formed the Beginning Teacher Center (BTC) to professionalize teacher education. The BTC's goals are to increase retention of new teachers; to improve the skills and confidence of beginning teachers with relevant pre-service curriculum and in-service support; to build dialogue among school systems, state agencies, and colleges to ensure responsive training techniques; and to serve as a model to other colleges and school systems seeking quality curricula.

COURSES IN GENERAL EDUCATION

GEDUC 400 Prepracticum Seminar (F-1,2)

4 sem. hrs.

Prereq.: All required education courses.

Accompanies GEDUC 488.

Addresses topics and issues that align with students' classroom experiences. 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. Requires a pre-practicum placement. Staff.

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

4 sem. hrs.

Develops integrated curriculum units and explores different models of curriculum design, lesson plans, and interdisciplinary teaching; teaches strategies to modify curriculum to accommodate different developmental levels and learning styles; and addresses issues of classroom management and parent communication. Develops appropriate

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assessment and evaluation procedures, measuring student progress. Requires a practicum placement. Cunliffe, Davidson, Hamel, Guttentag, Johnson.

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

4 sem. hrs.

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

GEDUC 409 Achieving Mathematical Power (S-1)

4 sem. hrs.

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

GEDUC 415 Building Fair and Effective Classroom Communities (F-1,2)

4 sem. hrs.

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

GEDUC 416 Dimensions of Learning*

4 sem. hrs.

Explores one model of student learning based on cognitive psychology as applied to classroom situations. Considers five dimensions of learning through this model: attitudes and perceptions, acquiring and integrating knowledge, extending and refining knowledge, engaging in complex tasks, and developing the habits of mind of an expert learner. Staff.

GEDUC 417 English Language Learners in the General Education Classroom*

4 sem. hrs.

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

GEDUC 418 Understanding Curriculum (S-1; U-1)

4 sem. hrs.

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

GEDUC 420 Reading and Writing Across the Curriculum in the Secondary School (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Graduate student status or consent of the department.

Focuses on understanding the issues in reading comprehension and on learning a wide range of strategies for understanding text in the content areas. Emphasizes readings used in social studies, science, and English. Examines instructional practices that demonstrate the value of writing as a tool for learning. Presents assessment techniques that contribute to planning effective instruction and monitoring progress. Johnson, Steele.

GEDUC 421 Integrating Multiple Intelligences (S-2)

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

Through a rigorous examination of the events that led to the Holocaust, promotes the understanding that few events in history are inevitable but rather result from choices made by countless individuals and groups. Uses inquiry, analysis, and interpretation in an interdisciplinary approach to provide the skills and information today's teachers need to confront the moral questions raised by students and embedded in history and literature. Bettencourt, Facing History Staff.

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

4 sem. hrs.

Emphasizes understanding the role of technology as a teaching tool within the broader concept of curriculum development. Explores how computer technology can provide new avenues of learning in heterogeneous classrooms. Provides tools to evaluate software, develop lessons using the Internet,

use digital cameras and scanners, and explore programs such as Hyperstudio and Inspiration. Involves a major curriculum project integrating a range of technologies. Kennedy, Plati.

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

4 sem. hrs.

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

GEDUC 429 Literacy, Schools, and Communities*

4 sem. hrs.

Open to MS/CAGS candidates only. Investigates literacy changes over time and place and in relation to community. Explores the roots of students' literacy and that of other people and other times as a foundation for teaching literacy. Includes an autobiography, travel on the Black Heritage Trail, and guest speakers. Staff.

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

4 sem. hrs.

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

GEDUC 434 Institutional Evaluation and Accountability*

4 sem. hrs.

Explores the fundamental issues and complexities confronting the range of accountability systems that public schools use to assess effectiveness and to plan school improvement efforts. Includes case studies, debates, a mock accreditation hearing, and field-based study. Staff.

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

4 sem. hrs.

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

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

4 sem. hrs.

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

GEDUC 446 Differentiated Writing Instruction to Close the Achievement Gap (F-1; S-1; U-2)

4 sem. hrs.

Examines the achievement gap in writing between white students and their Latino and African American classmates. The Writers Express methodology, shown to be 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, Reck.

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

2–4 sem. hrs.

For graduate students only. Staff.

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

2–4 sem. hrs.

For graduate students only. Johnson.

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

4 sem. hrs. Prereq.: Graduate student status or consent of the department.

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. Campbell, Davidson, Rocci.

GEDUC 457 Cultural Foundations of Education (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Studies the purposes and effects of education in 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. Campbell, Rooney, Walsh.

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

4 sem. hrs.

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

GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom (F-1; S-1; U-1,2)

4 sem. hrs.

Considers methods and materials for elementary

curriculum in social studies, science, music, and art, emphasizing the unit approach to curriculum organization. Incorporates audiovisual materials. Examines experimental models and techniques of observation. Requires field experience in an inclusive classroom or a museum setting. Cormier, Sugarman.

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

4 sem. hrs.

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

GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom (F-1,2; S-1,2; U1,2)

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

F = Fall
S = Spring
U = Summer
STC = Short-Term Course
1 = Academic Year 2006-2007
2 = Academic Year 2007-2008
M = Mode
* = Schedule t.b.a.

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

4 sem. hrs.

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

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

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

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

GEDUC 491 Cultures and Expectations in the Classroom*

4 sem. hrs.

Focuses on building an awareness of the ways that cultural and economic diversity within a school community impact expectations in classroom interactions and instruction. Explores one's own culture, the cultures of one's students, and educational research to better understand the dynamics that affect classroom practice and strategies to communicate positive expectations to students. Anton.

GEDUC 493 Topics in Urban Education I*

GEDUC 494 Topics in Urban Education II*

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

Supports 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 497 Teaching Reading in the Urban Elementary Classroom*

4 sem. hrs.

Develops the student's 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 (U-1,2)

4 sem. hrs.

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

GEDUC 501 Models of Teaching (U-1,2)

2 sem. hrs.

Examines alternative models of teaching and the identification and evaluation of teaching tactics and strategies. Helps prospective administrators view teaching from a reflective stance. Uses teaching videotapes to study and apply skills. A prerequisite for the classroom supervision course. Dunn.

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

4 sem. hrs.

Studies topics including administrative authority, censorship, academic freedom and the curriculum, students' rights, discipline, sexual harassment, freedom of expression, religious freedom, special education, equity negotiations dismissal for cause, unions, and recent legislation. Examines and discusses social, legal, and 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: Fiscal, Facilities, and Politics—Fiscal Management (S-1,2)

4 sem. hrs.

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

GEDUC 505 Curriculum Methods and Development (U-1)

4 sem. hrs.

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

GEDUC 506 Classroom Supervision in Theory and Practice*

4 sem. hrs.

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

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

2 sem. hrs.

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

GEDUC 508 Organizational Management (F-1,2)

2 sem. hrs.

Teaches what is involved in implementing a school's mission, goals, and objectives: recruiting, selecting, and assigning staff; recruiting, training, and using volunteers; providing a safe, orderly climate for learning; facilitating coordination of community service agencies to accommodate at risk children; developing and implementing equitable and effective schedules; using the latest technologies; and managing the operation and maintenance of the physical plant. Mirkin, Lyons.

GEDUC 509 Foundations of Educational Administration (F-1,2)

2 sem. hrs.

Provides an overview of school leadership focusing on the philosophical foundations of education; the psychological traditions of learning processes; legal parameters of the school as a social institution; cultural environments of urban, suburban, and rural educational settings; and educational trends indicated by current research and pertinent literature. Walsh.

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

4 sem. hrs.

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

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1 = Academic Year 2006-2007
2 = Academic Year 2007-2008
M = Mode
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tions between leadership and management. Shares learning from internships and leadership portfolios. Kelly.

Practical in General Education and CAGS

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

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

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

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

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

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

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

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

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

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

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

Assigns supervised teaching responsibilities in an inclusive classroom at the eighth-grade to 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. Rocci.

GEDUC 488 Prepracticum (F-1,2)

4 sem. hrs. Prereq.: All required education courses.

Accompanies GEDUC 400. Requires students to observe, assist, and teach in a 1-12 classroom under the supervision of a professionally licensed supervising practitioner at the field and level of 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. Staff.

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

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

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

GEDUC 495 Practicum for Development*

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

Provides a 300-hour practicum experience (the final segment of study) for candidates for the Master's in Urban Education program. Requires meeting with the program director to develop a proposal for the student's growth based on self-assessment. Specific outcomes will be developed as well as a rubric for assessment. A. Bettencourt, Kelly.

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

4 sem. hrs.

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

Program in Teaching English as a Second Language

Paul Abraham, *Director*

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

Degree Requirements: The MATESL program is designed for candidates who wish to teach English as a Second Language (ESL) to school-aged children in public schools or to adults in community or college-level ESL programs. For those wishing to teach ESL in grades 5–12, the program requires 40 semester hours of course work; for PreK–6, the program consists of 48 semester hours. Both of these programs include all the coursework necessary for initial teaching licensure in Massachusetts. Those who already have state certification in another field should contact the MATESL program director.

Admission: Beyond the requirements described on page 42, MATESL candidates must hold a BA in a liberal arts field or have a major of at least 24 semester hours beyond the introductory level in a liberal arts area and also provide evidence of competence in a second language at or above the intermediate level. Admitted students must also have completed or take concurrently a course in educational, developmental, or adolescent psychology. Additionally, candidates must have general knowledge of the culture of the United States

and, if not native speakers of English, a minimum TOEFL (Test of English as a Foreign Language) score of 600 Paper Based Test (PBT); 250 Computer Based Test (CBT); or 100 Internet Based Test (iBT). Part-time candidates may plan a program of study individually with the program director. All students must complete the degree program within five years.

Non-Licensure Program

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

Certificate of Advanced Graduate Study (CAGS) for General Purposes

See description on page 46.

COURSES IN TEACHING ENGLISH AS A SECOND LANGUAGE

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

4 sem. hrs.

Presents research underlying major theories of second language acquisition, considering such factors as age, role of first language, language environment, learning style, and motivation. Also includes acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Involves tutoring a non-native English speaker to reflect on the process of language acquisition. Fieldwork required. Reed.

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

2–4 sem. hrs.

For graduate students only.

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

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

2–4 sem. hrs.

For graduate students only. Staff.

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

4 sem. hrs.

Examines language policy, minority language rights, and linguistic and political issues affecting

multilingual populations. Investigates the effects of gender, race, and culture on language use within our society and examines theoretical and practical guidelines for teaching in a multicultural context. Chumley.

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

4 sem. hrs.

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

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

4 sem. hrs.

See page 50.

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

4 sem. hrs.

See page 51.

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

4 sem. hrs.

See page 51.

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

4 sem. hrs.

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

methodology. Requires fieldwork. Abraham.

TESL 500 Special Topics in TESL*

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

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

Practicum for Teaching English as a Second Language

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

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

Assigns supervised teaching responsibilities in an ESL classroom at either a university-based or a community-based ESL program. Involves observing and assisting the classroom teacher and developing curricula. Requires 96 documented hours of direct instruction and attendance at a student teaching seminar. Chumley.

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

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

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

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

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

Assigns supervised teaching responsibilities in an ESL classroom. Involves planning and implementing daily class lessons for at least 150 hours of direct teaching, developing curriculum mate-

rials, and demonstrating service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars, and a minimum of 135 documented hours of direct instruction. Chumley.

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 S = Spring
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 1 = Academic Year 2006-2007
 2 = Academic Year 2007-2008
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Graduate Programs in Special Education

Allan Blume, *Chair of the Department
and Assistant Professor, Acting Director
of Language and Literacy Program*

Richard Lavoie, *Visiting Professor*

Theresa Perry, *Professor*

Michael Cameron, *Associate Professor and
Director of the Program in Behavioral
Education*

Michael Dorsey, *Assistant Professor*

Christine Evans, *Assistant Professor, Licensure
Coordinator and Program Director of
New England Center for Children
Program*

Elizabeth Fleming, *Assistant Professor*

Jane Hardin, *Assistant Professor, Licensure
Coordinator and Program Director of
South Coast and Accept - Metrowest
Collaborative Programs*

Susan Ainsleigh, *Assistant Professor and
Mentoring Coordinator*

Madalaine Pugliese, *Instructor and Director of
the Program in Assistive Special
Education Technology*

Bruce Rosow, *Instructor*

John Abramson, *Lecturer*

Marilyn Adams, *Lecturer*

William Arnold, *Lecturer*

Herb Baker, *Lecturer*

Anthony Bashir, *Lecturer*

Barbara Berberian, *Lecturer*

Raleigh Buchanan, *Lecturer*

Francis Connor, *Lecturer*

Theresa Craig, *Lecturer*

Jennifer Edge-Savage, *Lecturer*

Marilyn Engleman, *Lecturer*

Rebecca Felton, *Lecturer*

Stephen Flanagan, *Lecturer*

Stephen Furtado, *Lecturer*

Dale Gardner-Fox, *Lecturer*

Burt Goodrich, *Lecturer*

Jan Goodrich, *Lecturer*

Dan Gould, *Lecturer*

David Heimbecker, *Lecturer*

Robert James, *Lecturer*

Karen Janowski, *Lecturer*

Katherine Johnson, *Lecturer*

Lorna Kaufman, *Lecturer*

Pamela Kaufmann, *Lecturer*

Joseph Keefe, *Lecturer*

Susan Langer, *Lecturer*

Kevin Lenane, *Lecturer*

Abby Machamer, *Lecturer*

Louisa Moats, *Lecturer*

Michael Novick, *Lecturer*

Jill Pompei, *Lecturer*

Kimberly Quade, *Lecturer*

Nancy Raskind, *Lecturer*

Jennifer Sauriol, *Lecturer*

Robert Tucker, *Lecturer*

Patricia Walsh-Cassidy, *Lecturer*

Linda Waters, *Lecturer*

Elizabeth Williams, *Lecturer*

Barbara Wilson, *Lecturer*

Janice Blackland, *Supervisor*

Ruth Glazerman, *Supervisor*

Eileen Harvey, *Supervisor*

Daryl Rynning, *Supervisor*

Wahib Saliba, *Supervisor*

Dawn Waddell, *Supervisor*

Linda Zalk, *Supervisor*

Ruth Zaniboni, *Supervisor*

Michael Zifcak, *Supervisor*

Lorraine Zimmerman, *Supervisor*

Lucie Dufresne, *Mentor*

Elizabeth Hallsworth, *Mentor*

Jennifer Jones, *Mentor*

Barbara Kyle, *Mentor*

Susan O'Shea, *Mentor*
 Robert Shapiro, *Mentor*
 Robyn Stewart, *Mentor*
 John Stokes, *Mentor*
 Amy Tsiros-Domow, *Mentor*
 Roxanne Aurisma, *On Campus Program Manager*
 Denise Oberdan, *Academic Program Manager*
 Marie Brown, *Administrative Assistant*
 Jane Wilmot, *Administrative Assistant*

The Simmons graduate programs in the Department of Special Education are among the largest programs of their kind in the country. The philosophy of the programs is grounded in the principles of inclusion and meaningful access to curriculum by highly qualified teachers, and that all students can learn and have the right to do so in a classroom of students their own age in their own community. The graduate programs in special education offer a graduate degree with Massachusetts licensure options in moderate disabilities (PreK–8), moderate disabilities (5–12) and severe disabilities (Levels: All).

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

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

systems so that communities are able and willing to teach learners with special needs in local public schools and 603 CMR 28.00 approved schools.

Students may pursue the Master of Science in Education (MSEd) degree, the Education Specialist (EdS) degree or a PhD in Special Education Administration or Behavioral Education. The MSEd degree meets the educational needs of those seeking a master's degree with licensure or for those wishing to gain more knowledge in an area of special needs but not interested in licensure. The EdS degree program offers an advanced graduate degree designed to provide an area of specialization to a student who currently holds a master's degree. The primary areas of study are in the field of special education with a concentration in a specific discipline such as: teaching in an area of special education, Language and Literacy, Assistive Special Education Technology, Behavioral Education, or Special Education Administration. Each student is individually advised in consultation with the department chair, program coordinator or faculty advisor, and the programs can be completed on a part-time or full-time basis. The PhD programs offer the opportunity for advanced study and research in the areas of Special Education Administration or Behavioral Education.

The specific programs are outlined below:

- Moderate Disabilities (PreK–8)
(see pages 60–61)
- Moderate Disabilities (5–12)
(see pages 60–61)
- Severe Disabilities (Levels: All)
(see pages 61–62)
- Assistive Special Education Technology
(see page 62)
- Behavioral Education (see pages 62–63)
- Language and Literacy in Education;
Language-Based Learning Disabilities –
Reading Specialist (see page 64)
- Administrator of Special Education
(see page 63)

F = Fall
 S = Spring
 U = Summer
 STC = Short-Term Course
 1 = Academic Year 2006–2007
 2 = Academic Year 2007–2008
 M = Mode
 * = Schedule t.b.a.

- Supervisor/Director (see page 63)
- Special Education Administration (see page 63)
- Non-Licensure Programs (see page 63)

Those seeking teacher licensure in Massachusetts must pass all appropriate sections of the Massachusetts Tests for Educator Licensure (MTEL) before beginning the practicum. (Please see MTEL chart on page 44.)

Note: All appropriate Massachusetts Tests for Education Licensure (MTEL) components must be passed and official documentation must be submitted to the Department of Special Education prior to registering for the practicum/seminar. The programs in Special Education often exceed the licensure requirements of the Massachusetts Department of Education.

One-Year Internship for Candidates in Special Education

All candidates for Massachusetts licensure must complete a full-time, one-year internship working in a public school, private school, or 603 CMR 28.00 approved school. Candidates must document and demonstrate accomplishment of all Massachusetts Department of Education licensure requirements. The requirements for the internship experiences in the Programs in Special Education at Simmons College exceed the standards set by the Massachusetts Department of Education.

Urban Teacher Initiative

The Department of Special Education offers a graduate degree with tuition support for teachers and specialists employed by the Boston or Cambridge public schools who are involved in issues that impact the field of special education. The purpose of the initiative is to provide exemplary training to individuals working with learners with disabilities while granting significant tuition assistance. It demonstrates Simmons's investment in urban education and pledges the College's continued

endorsement of the ideals of leadership and diversity. For more information, please contact Graduate Studies Admissions at 617.521.2915.

Admission to Programs in Special Education

Admission to the Master of Science in Education degree programs in special education requires a baccalaureate degree from an accredited college or university with a major, or its equivalent, in one of the liberal arts or sciences and a strong undergraduate record. Applicants for the education specialist degree programs must hold a master's degree from an accredited institution of higher learning and submit an official transcript of the graduate record. All applicants must submit an official transcript of their undergraduate record, a statement of purpose in seeking the degree, and two letters of recommendation. During the program, a minimum 3.00 grade average must be achieved in each course. Students may take courses in the Department of Special Education on a full- or a part-time basis. Students who wish to complete the program on a part-time basis develop an appropriate course sequence with the program director or department chair and must complete the program within a four-year period. Most courses are available in the late afternoon and/or on weekends. For further information and applications, contact the Department of Special Education, Simmons College, 300 The Fenway, Boston, MA 02115-5698, or call 617.521.2570.

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

The program in moderate disabilities (PreK–8 or 5–12) is designed to prepare specialists to provide direct service to learners in inclusive education classrooms. Students in the program may pursue licensure or many select the nonlicensure option. Traditionally, learners with moderate disabilities have received educational services within resource rooms or substantially separate classes in public or 603

CMR 28.00 private schools. Following the philosophy of inclusion, the program provides the opportunity and skills to develop effective strategies to work with learners with moderate disabilities in a variety of settings while incorporating the Massachusetts Curriculum Frameworks. The typical sequence of courses for full-time students is found in the special education graduate program advising packet available from the Department of Special Education.

Candidates for a degree may complete the program in one calendar year, two academic semesters including one summer session, or on a part-time basis. The typical sequence of courses may be found in the special education graduate program advising packet available from the Department of Special Education. Candidates must plan their program with the program director or department chair.

Changes in Massachusetts Department of Education regulations could result in program changes. The programs in the Department of Special Education often exceed the Massachusetts Department of Education requirements.

Program of Study

RDG 406	The Structure of Language for Teachers
RDG 410	Multisensory Structured Language Strategies for Reading
SPND 412	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPND 422	Differentiating Instruction of Strategies Using Technology Across the Curriculum
SPND 536	Formal and Informal Assessment
SPND 441	Classroom Management for Learners with Special Needs in Inclusive Settings
SPND 443	Special Education Laws, Regulations and Process for Teachers

SPND 446	Learners with Special Needs
SPND 438 or 439	Practicum in Special Education (Pre K–8 or 5–12)
SPND 488	Seminar and Fieldwork in Education

Two electives

Severe Disabilities (Levels: All)

The program in severe disabilities is designed to prepare teachers to work with learners with severe disabilities (Levels: All). Students in the program may pursue licensure or may select the non-licensure option. Graduates of the program teach in inclusive general education classes, in self-contained special education classes, or in 603 CMR 28.00 approved residential or day schools in order to support the inclusion of learners with severe disabilities into classrooms, the community, and the workplace. Students are prepared to teach learners in elementary, middle, and high school settings the Massachusetts Curriculum Frameworks as well as age-appropriate skills that range from communication, self-help skills, and social behavior to specific job skills.

Program of Study

RDG 410	Multisensory Structured Language Strategies for Reading
SPND 412	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPND 422	Differentiating Instruction of Strategies Using Technology Across the Curriculum
SPND 442	Analysis of Behavior: Principles and Classroom Applications
SPND 443	Special Education Laws, Regulations and Process for Teachers
SPND 446	Learners with Special Needs
SPND 447	Assessment and Curriculum Modification and Development for Learners with Severe Disabilities

F	= Fall
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STC	= Short-Term Course
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SPND 448 Analysis of Community Resources
Adult Service Agencies, and the
Transition Process

SPND 468 Practicum: Severe
Disabilities (Levels: All)

SPND 488 Seminar and Fieldwork
in Education

Two electives

Program in Assistive Special Education Technology

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

Program of Study

SPND 422 Differentiating Instruction of
Strategies Using Technology
Across the Curriculum

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

SPND 453 Language and Cognitive
Development and Alternative
Assessment Using Technology

SPND 456 Curriculum Support for Learners
with Special Needs Using
Technology

SPND 458 Curriculum Access Using Assistive
Technology Devices

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

SPND 470 Curriculum Modifications Using
Augmentative and Alternative
Communication Technologies

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

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

Program in Behavioral Education

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

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

Program of Study

BEHV 424 Behavior Analysis in Behavioral
Education

BEHV 426 Behavioral Assessment

BEHV 427 Methodologies for Changing
Behavior

BEHV 430 Legal and Ethical Issues

BEHV 437 Data Collection, Display, and
Interpretation

- BEHV 445 Advanced Applied Behavior Analysis
- BEHV 465 Mentoring in Behavioral Education

PhD in Behavioral Education

See page 92 for information.

Program for Special Education Administrator

The program for administrator of special education prepares students for positions that emphasize developing skills of leadership, school management, professional development, equity and specific issues in special education leading to Massachusetts initial licensure for an administrator of special education. With a strong focus on inclusion, individuals must bring to their professional development a belief that all learners can learn and that they have the right to do so in a classroom of learners their own age in their own community. The administrator of special education course sequence is designed to prepare graduate students who will provide leadership to educators and staff working with learners in inclusive classrooms.

Changes in Massachusetts Department of Education regulations could result in program changes. The programs in the Department of Special Education often exceed the Massachusetts Department of Education requirements.

Program for Supervisor/Director

The program for supervisor/director prepares students for positions that emphasize developing skills of leadership, school management, professional development, equity, and specific issues in special education leading to Massachusetts initial licensure for supervisor/director. With a strong focus on inclusion, individuals must bring to their professional development a belief that all learners can learn and that they have the right to do so in a classroom of learners their own age in their own community. The supervisor/director course sequence is designed to prepare graduate

students who will provide leadership to educators and staff working with learners in inclusive classrooms.

Changes in Massachusetts Department of Education regulations could result in program changes. The programs in the Department of Special Education often exceed the Massachusetts Department of Education requirements.

Non-Licensure Programs in Administration

Students may pursue non-licensure graduate programs and earn a Master of Science (MSEd) degree or an Educational Specialist (EdS) degree. The programs prepare graduate students who are not seeking a teaching or administration license, but wish to develop an expertise in the field of special education. Students develop a course of study in consultation with the department chair, faculty advisor or program coordinator of the respective programs that have been previously listed.

EdS in Special Education Administration

After successful completion of a minimum of three courses in the EdS program in special education administration, a student may seek admission to the PhD program. A separate application is required. See page 93 for more information.

Program of Study

SPND 500	Special Education Organization, Leadership and Change
SPND 501	Special Education Management: Personnel and Structure
SPND 502	Staff Development, Performance and Evaluation
SPND 503	Managing Schools in a Democratic and Diverse Society
SPND 504	Special Education and School Law for Administrators
SPND 506	Educational Finance for Special Education Administrators

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SPND 580A	Practicum Experience: Special Education Administrator
or SPND 580B	Practicum Experience: Supervisor/Director
SPND 588	Practicum in Special Education Administration

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

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

Candidates for a degree may complete the program in one calendar year, two academic semesters including one summer session, or on a part-time basis. The typical sequence of courses may be found in the special education

graduate program advising packet available from the Department of Special Education. Candidates must plan their program with the faculty advisor.

Changes in Massachusetts Department of Education regulations could result in program changes. The programs in the Department of Special Education often exceed the Massachusetts Department of Education requirements.

Program of Study

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

Professional Development Courses

Courses for professional development are offered through the Department of Special Education. These courses cannot be used for degree programs, but are offered for teachers and administrators seeking further training or instruction in an area of interest. These courses are most often taken by individuals seeking to accrue professional development points (PDPs). Professional Development courses are listed at the end of the course offerings below and are identified by a numeral followed by the letter P. (SPND xxxP)

COURSES

Course Offerings for Moderate Disabilities (PreK–8 or 5–12) and Severe Disabilities (Levels: All) Licensure Programs

**Schedule for all courses to be announced. Please contact the Department of Special Education for further information.*

BEHV 424 Behavior Analysis in Behavioral Education

4 sem. hrs.

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

BEHV 426 Behavioral Assessment

4 sem. hrs.

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

BEHV 427 Methodologies for Changing Behavior

4 sem. hrs.

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

BEHV 430 Legal and Ethical Issues

4 sem. hrs.

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

BEHV 437 Data Collection, Display, and Interpretation

4 sem. hrs.

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

BEHV 445 Advanced Applied Behavior Analysis

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

Reviews issues regarding the selection of behavior change procedures functional analysis, verbal behavior, establishing operations and classroom management. Dorsey.

BEHV 465 Mentoring in Behavioral Education

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

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

RDG 306/406 The Structure of Language for Teachers

4 sem. hrs.

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

RDG 310/410 Multisensory Structured Language Strategies for Reading

4 sem. hrs.

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

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RDG 328/428 Teaching of Writing

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

Addresses the effect of weaknesses in receptive and expressive language, organization, memory, and visual coordination on written production. Includes concrete teaching techniques, graphic organizers, and teaching of text structures. Machamer.

RDG 329/429 Language Development and Disorders

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

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

RDG 432 Reading Assessment

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

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

RDG 433 Language Essentials for Teachers

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

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

RDG 457 Literacy Support for Learners with Special Needs Using Technology

4 sem. hrs.

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

RDG 461 Reading Research

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

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

RDG 469 Topics in Clinical Practice

2–8 sem. hrs. Prereq.: RDG 406 and 410.

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

RDG 532 Reading Assessment for Administrators

4 sem. hrs.

Provides overview for staff development in administering and interpreting data obtained from formal and informal reading assessments. Integrating this information with data from other sources to develop specific recommendations for appropriate reading/written language curricula to enhance reading/spelling/writing. Felton.

RDG 572 Internship Experience

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

Assigns supervised teaching responsibilities for learners who have language, reading, and writing challenges. Requires implementing the methods and materials of the Wilson Reading System throughout the course. Develops skills in the instruction of literature and technical writing and

in consultation techniques. Provides an opportunity to pursue Wilson Level One training. Offered across two semesters. Wilson Language Trainer.

RDG 573 Reading Practicum

4–8 sem. hrs. Prereq.: consent of the department.

Provides supervision and mentoring in the area of reading. Presents program management and evaluation procedures. Machamer, Pompei.

SPND 301/401 Teaching Learners with Special Needs: English/Language Arts

4 sem. hrs.

Identifies and develops appropriate strategies to meet the needs of diverse learners with disabilities in English/language arts. Applies instructional strategies and curricular adaptations most effective within inclusion and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork. Hardin.

SPND 302/402 Teaching Learners with Special Needs: Math

4 sem. hrs.

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 Massachusetts Curriculum Frameworks. Requires fieldwork. Goodrich.

SPND 303/403 Teaching Learners with Special Needs: Social Studies and History

4 sem. hrs.

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 inclusion and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork. Baker.

SPND 304/404 Teaching Learners with Special Needs: Science

4 sem. hrs.

Develops curricula and alternative instructional strategies for scientific thinking, computation, and

problem-solving processes to meet the special needs of diverse learners with disabilities. Emphasizes effective techniques in inclusive and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork. Staff.

SPND 312/412 Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum

4 sem. hrs.

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

SPND 314/414 Classroom Methods of Manual Communication

4 sem. hrs.

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

SPND 415 Applied Research I

4 sem. hrs.

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

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SPND 416 Applied Research II

4 sem. hrs.

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

SPND 322/422 Differentiating Instructional Strategies Using Technology Across the Curriculum

4 sem. hrs.

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

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

Multimedia is a powerful tool for modifying or providing access to the curriculum. Participants will explore the features of a collection of multimedia authoring software tools, learn to integrate these features into the planning and design of customized curriculum that meets the diverse and exceptional needs of learners, and learn to develop and use authentic assessment rubrics to review project work. Tucker.

SPND 336/436 Formal and Informal Assessment

4 sem. hrs.

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

SPND 438 Practicum: Moderate Disabilities (PreK–8)

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

Involves full-time supervised teaching responsibilities in a public school classroom (PreK–8) or 603 CMR 28.00 approved school with learners with moderate disabilities. Blume, Hardin.

SPND 439 Practicum: Moderate Disabilities (5–12)

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

Involves full-time supervised teaching responsibilities in a public school classroom (5–12) or 603 CMR 28.00 approved school with learners with moderate disabilities. Blume, Hardin.

SPND 341/441 Classroom Management for Learners with Special Needs in Inclusive Settings

4 sem. hrs.

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

SPND 342/442 Analysis of Behavior: Principles and Classroom Applications

4 sem. hrs.

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

SPND 343/443 Special Education Laws, Regulations and Process for Teachers

4 sem. hrs.

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

SPND 346/446 Learners with Special Needs

4 sem. hrs.

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

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

SPND 347/447 Assessment and Curriculum Modification and Development for Learners with Severe Disabilities

4 sem. hrs.

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

SPND 348/448 Analysis of Community Resources Adult Service Agencies, and the Transition Process

4 sem. hrs.

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

SPND 449 Directed Study

2-4 sem. hrs.

For graduate students only. Staff.

SPND 450 Independent Study

2-4 sem. hrs.

For graduate students only. Staff.

SPND 453 Language and Cognitive Development and Alternative Assessment Using Technology

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

Learn software selection strategies and examine an extensive collection gathered to create a supportive curriculum-based learning environment for learners with intensive special needs. Create long-range plans to address computer-based needs for learners of developing skills. Use developmentally appropriate access devices and

authoring tools to design learning along a continuum of language and cognitive development. Design alternative assessment methods to show what individual learners achieve. Pugliese.

SPND 454 Multimedia in Special Education

4 sem. hrs. Prereq.: Previous computer experience required.

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

SPND 456 Curriculum Support for Learners with Special Needs Using Technology

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

Learn numerous technology-based strategies and resources for helping students with high-incidence learning disabilities and other learning style differences to become more successful and independent learners. This course will combine current research with technology tools that support basic skills, written expression, literacy and reading skills, organization, study skills, note-taking and research projects. Janowski.

SPND 458 Curriculum Access Using Assistive Technology Devices

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

Legislation addressing the needs of learners with special needs in public education mandates the use of assistive technology. A special education professional is required to design curriculum access using such methodologies. This course introduces the vast array of products on the market today that enable special needs student's to access the computer and function at their optimal level in the classroom. There are extensive hands-on opportunities to explore various assistive technology methods from low-tech solutions to high tech devices with a focus on functional application of these technologies for students with intensive learning special needs. Berberian.

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

2–4 sem. hrs. Prereq.: Previous computer experience required.

Provides an opportunity to create electronic portfolios that document learning. Uses performance assessment strategies and multimedia authoring technology to create portfolios, build alternate methods, and show individual learners' achievements. Includes planning for performance-based assessment, writing rubrics, and portfolio design elements. Helps participants to organize their own personal portfolios. Pugliese.

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

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

Universal classrooms use digital media to mold existing and emerging curriculum materials and approaches to teaching, making it more responsive to the needs of diverse learners. Develops K–12 curriculum and teaching strategies sensitive to all learners, especially students in regular classrooms with high incidence disabilities such as mild cognitive and fine motor difficulties or ADHD. Edge-Savage.

SPND 468 Practicum: Severe Disabilities (Levels: All)

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

Involves full-time supervised teaching responsibilities in a public school or 603 CMR 28.00 approved school with learners with severe disabilities. Candidates demonstrate completion of Massachusetts licensure regulations. Evans, Hardin.

SPND 469 Topics in Clinical Practice

2–8 sem. hrs.

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

SPND 470 Curriculum Modifications Using Augmentative and Alternative Communication Technologies

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

Examines 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. Uses computer applications for authoring an integrated system for enhanced participation, functional communication, language development and issues related to inclusion in the classroom. Walsh-Cassidy.

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

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

Examines current alternative access technologies and related accommodations for supporting written and expressive communication, environmental control and learning in general for learners with physical and multiple disabilities. Learn access assessment guidelines as well as a variety of highly specialized strategies so that learners with intensive special needs can participate in the standard or modified educational curriculum. Gardner-Fox.

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

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

Examines educational software, including reference materials, simulations, tools, problem solving, early learning and drill and practice. Develops evaluation criteria for software and Web sites. Explores how technology can facilitate research, organization, and problem solving across the curriculum. Examines the roles of student and teacher. Shows how to evaluate and select appropriate educational software and Web sites that are integrated with curriculum. Quade.

SPND 480 Clinical Experience: Moderate Disabilities (PreK–8)

4–8 sem. hrs. Prereq: consent of the department.

Assigns full-time supervised teaching responsibilities in a PreK–8 classroom setting with learners with moderate disabilities. Hardin, Blume.

SPND 488 Seminar and Fieldwork in Education

8–16 sem. hrs. Prereq.: Consent of the department.

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

SPND 500 Special Education Organization, Leadership and Change

4 sem. hrs.

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. Buchanan.

SPND 501 Special Education Management: Personnel and Structure

4 sem. hrs.

Explores techniques used to maintain effective human relations and use of human resources specific to special education. Analyzes supervision, staff evaluation systems, team building, school security and safety, personnel management, and labor relations. Esposito.

SPND 502 Staff Development, Performance and Evaluation

4 sem. hrs.

Analyzes theories of human development and adult learning for effective staff development and in-service education. Reviews methods of staff evaluation, performance review, and orientation specific to special education, including options for professional plan development for self- and external evaluation. Furtado.

SPND 503 Managing Schools in a Democratic and Diverse Society

4 sem. hrs.

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. Connor.

SPND 504 Special Education and School Law for Administrators

4 sem. hrs.

Evaluates basic principles of school laws and regulations with special attention to special education, implications of liability, and requirements of due process. 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. James.

SPND 506 Educational Finance for Special Education Administrators

4 sem. hrs.

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. Flanagan.

SPND 580A Practicum Experience: Special Education Administrator

4 sem. hrs.

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. Heimbecker.

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**SPND 580B Practicum Experience:
Supervisor/Director**

8 sem. hrs.

Each student is assigned administrative responsibilities, under supervision, with a supervisor/director. Each student must document a minimum of 300 clock hours of direct administrative responsibilities. Heimbecker.

**SPND 400P Phonemic Awareness: A Key to
Developing Literacy for All Ages**

4 sem. hrs.

Provides training in advanced techniques for teaching reading, focusing on auditory discrimination, and multisensory learning. Uses the Lindamood Auditory Conceptualization (LAC) Test and the Auditory Discrimination in Depth (ADD) Program to identify individuals with poorly developed phonemic awareness. Staff.

**SPND 402P Diagnostic and Prescriptive
Teaching**

4 sem. hrs.

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

**SPND 403P Teaching Pragmatic Language
Skills Across Curricula**

4 sem. hrs.

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 404P Strategies for Expository
Expression**

4 sem. hrs.

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 learner's background knowledge and facilitate brainstorming of key vocabulary and concepts. Staff.

**SPND 405P Teaching Writing: Sentences to
Paragraphs**

1 sem. hr.

Focuses on strengthening writing skills at the sentence and single-paragraph level. Covers techniques to activate a student's background knowledge and facilitate brainstorming of key vocabulary and concepts. Uses structured linguistic activities at the phonologic, semantic, syntactic, and discourse level. Staff.

**SPND 406P Teaching Writing: Paragraphs to
Essays**

1 sem. hr.

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 407P Teaching Reading and Spelling

1 sem. hr.

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. Staff.

**SPND 408P Pragmatic Language Difficulties:
Helping Adolescents with Social-
Communication Disorders**

1 sem. hr.

Explores how many learners with learning disabilities struggle with the social use of language, or "pragmatics." Provides an overview of pragmatic

language development from the perspective of a speech-language pathologist. Presents specific ideas for classroom activities and lessons for learners with social language difficulties. Staff.

SPND 409P Teaching Algebra and Beyond

1 sem. hr.

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 410P Teaching Mathematics

1 sem. hr.

Explains math difficulties in terms of language-based learning disabilities. Explores various individual learning styles and addresses them with strategies that compensate for language syntax deficits, poor automatization skills, inaccurate estimation and sequencing overload. Demonstrates methods that ensure correct rehearsal and recall of basic facts by using nonverbal cues. Staff.

SPND 411P Current Issues for Administrators

1 sem. hr.

Explores current clinical perspectives and issues pertaining to autism and PDD; new developments pertaining to medication and mental health issues for children; the study, dissection, and discussion of strategies to resolve common, yet difficult, situations and problems that an administrator encounters in his/her job; and a review of new legal developments over the past year such as attorney fees, defining free and appropriate public education, and new legal trends. Staff.

SPND 412P Implementing a Language-Based Program in the Classroom

1 sem. hr.

Examines ways to integrate language-based instruction across the curriculum. Introduces applications 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. Staff.

SPND 413P Assessment and Evaluations for Diagnostic, Prescriptive Teaching

1 sem. hr.

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 414P Study Skills: Overview and Applications at the Middle School Level

1 sem. hr.

Reviews methods for teaching organization and study skills and focuses on practical applications of these methods at the middle school level. Includes organization skills (notebooks, assignments), recognizing and formulating main ideas, note taking, and basic summarizing skills. Staff.

SPND 415P Study Skills: Overview and Applications at the Secondary Level

1 sem. hr.

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, note taking, and basic summarizing skills. Staff.

SPND 416P Study Skills: Overview and Applications at the Elementary Level

1 sem. hr.

Reviews methods for teaching organization and study skills and focuses on practical applications of these methods at the elementary level. Includes organization skills (notebooks, assignments), recognizing and formulating main ideas, note-taking, and basic summarizing skills. Staff.

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2 = Academic Year 2007-2008
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Graduate Program in English

Pamela Bromberg, *Director and Professor of English*

Lowry Pei, *Chair and Professor*

David Gullette, *Professor*

Afaa Michael Weaver, *Alumnae Professor*

*Renee Bergland, *Associate Professor*

Kelly Hager, *Associate Professor*

Cathryn Mercier, *Associate Professor*

J. Douglas Perry, Jr., *Associate Professor*

**Richard Wollman, *Associate Professor*

Sheldon George, *Assistant Professor*

Jacqueline Horne, *Assistant Professor*

Rachel Ruggles, *Administrative Assistant*

*On leave academic year 2006–2007

** On leave spring semester 2007

The Master of Arts

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

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

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

The master's degree requires the satisfactory completion of 32 semester hours. No more than eight semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree. Each student entering the MA program is required to take ENGL 405 Contemporary Critical Theory unless he/she has had the equivalent.

The remainder of the program is elected from courses best adapted to the student's needs and interests as determined in consultation with the program director. The length of time allowed for completion of coursework and the language requirement is seven years.

Other Programs

The program offers a writing option. Appropriate courses include ENGL 402 Seminar in the Teaching of Writing, ENGL 505 Advanced Creative Writing: Non-Fiction, and ENGL 510 Advanced Poetry Workshop.

COURSES

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

4 sem. hrs.

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

ENGL 402 Seminar in the Teaching of Writing (S-1)

4 sem. hrs.

Serves graduate students interested in the theory and practice of teaching writing at the undergraduate and secondary school level. Focuses on reading of research and texts in the field, regular writing assignments, and classroom observation and simulation. Pei.

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

4 sem. hrs.

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

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

4 sem. hrs.

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

ENGL 410 History of the Book (S-1,2)

4 sem. hrs.

Covers a wide variety of topics concerned with the history and development of the book, both as a physical object and as the bearer of intellectual content. Berger.

ENG/GCS 412 Special Topics: Theoretical Approaches to Cultural Narratives (S-1)

4 sem. hrs.

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

[ENGL/CHL 423 19th Century American Children's Literature

4 sem. hrs. Not offered in 2006–2008.]

See description on page 36.

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

Concentrates on the writing of personal narratives and essays. Encourages structural and stylistic experimentation, imitation of models, and testing of one's limits as a writer. Requires short critical exercises to sharpen consciousness of form and technique in non-fiction. Pei.

[ENGL 506 Victorian Literature and Culture

4 sem. hrs. Not offered in 2006–2008.]

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Studies writers who may include Tennyson, Robert and Elizabeth Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, Mill, Newman, and Carlyle. Hager.

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[ENGL 507 Jane Austen and Virginia Woolf

4 sem. hrs. Not offered in 2006–2008.]

Studies the two major English women novelists of the 19th and 20th centuries in relation to their major works and current critical debates.

Bromberg.

ENGL 508 The Postcolonial Novel (F-1)

4 sem. hrs.

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.

ENGL 510 Advanced Poetry Workshop (S-1,2)

4 sem. hrs.

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.

ENGL/CHL 511 Victorian Children's Literature (F-1)

4 sem. hrs.

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

ENGL 512 Classic American Writers (S-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

Provides a broad overview of the field of children's and young adult literature, including historical and

contemporary considerations, criticism, and representative works from major genres. Staff.

ENGL 514 The Invented Self in Modern American Fiction (F-1,2)

4 sem. hrs.

Looks at Americans as authors of themselves and creators of their own personae in the modern American novel. Examines both the literary and societal implications of such self-fabrications in works by F. Scott Fitzgerald, William Faulkner, Philip Roth, Jamea Baldwin, Ralph Ellison, and Toni Morrison. Perry.

[ENGL 515 Topics in Early Literature: Chaucer's *Canterbury Tales* and Its Milieu

4 sem. hrs. Not offered in 2006–2008.]

Focuses on Chaucer's masterpiece, *The Canterbury Tales*, in the context of other early literature and drama that preceded it: *Sir Gawain and the Green Knight*, *The Mystery Plays*, and *Everyman*. Wollman.

ENGL 518 The Dramatic Imagination in America

4 sem. hrs. Not offered in 2006–2008.]

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

ENGL 520 American Women's Poetry (F-2)

4 sem. hrs.

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

ENGL 521 Studies in Shakespeare (U-2)

4 sem. hrs.

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

[ENGL 522 The Postmodern Novel

4 sem. hrs. Not offered in 2006–2008.]

Explores an array of postmodern fiction and film, primarily from England and the Continent.

Authors include Barnes, Kundera, Fowles, Calvino, Byatt, Atwood, and Swift. Designed for graduate students and advanced English majors. Bromberg.

ENGL 523 Special Topics in Literature (S-1)

4 sem. hrs.

Topic for S-1: Toni Morrison and American Literature.

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

ENGL 524 James Joyce (F-2)

4 sem. hrs.

Examines *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and selections from *Finnegan's Wake*. Considers Joyce's transformation from fin-de-siecle ironist to high modernist comedian, as well as a broad selection of Joyce criticism, including the French feminists who have adopted him as one of their own. Gullette.

ENGL 525 Modern Irish Literature (F-1)

4 sem. hrs.

Considers major works in verse, fiction, and drama by William Butler Yeats, James Joyce, John Millington Synge, Sean O'Casey, and some of the newer voices in Irish writing, such as Seamus Heaney and others, whose work has been influenced by the recent sectarian violence in Northern Ireland. Gullette.

ENGL 526 Studies in Medieval and Renaissance Literature (F-1)

4 sem. hrs.

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

ENGL 527 Race and Gender in Psychoanalytic Discourse (S-2)

4 sem. hrs.

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

ENGL 530 Postcolonial Cinema (U-1)

4 sem. hrs.

Surveys post-colonial cinema with emphasis on films from Africa, the Middle East, and Latin America. Focuses especially on how these films address the cultural and political issues relevant to an understanding of post-colonial identity. Weekly screenings of films and reading in post-colonial theory and film criticism. Staff.

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

4 sem. hrs.

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

ENGL 598 Feminist Film Studies [F-2]

4 sem. hrs.

Looks at various cinematic traditions from the '40s to the present and examines how films implicitly and explicitly locate gender and sexuality along a continuum of the acceptable and the perverse. Includes intensive consideration of feminist film criticism and theory. Staff.

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Gender/Cultural Studies Program

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

Carole Biewener, *Professor of Economics and Women's Studies*

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

Theresa Perry, *Professor of Education*

Diane Raymond, *Dean of the College and Professor of Philosophy and Women's Studies*

Cheryl Welch, *Professor of Political Science and International Relations*

*Renee Bergland, *Associate Professor of English*

Cathryn Mercier, *Associate Dean of the College, Associate Professor of Children's Literature, and Director of the Graduate Program in Children's Literature*

Laura Prieto, *Associate Professor of History and Women's Studies*

Jyoti Puri, *Associate Professor of Sociology and Women's Studies*

Jill Taylor, *Associate Professor of Education and Women's Studies*

Becky Thompson, *Associate Professor of Sociology*

Burlin Barr, *Assistant Professor of English*

Nuran Cinlar, *Assistant Professor of History and Co-Director, Dual-Degree Program in History and Archives Management*

Sheldon George, *Assistant Professor of English*

Valerie Leiter, *Assistant Professor of Sociology*

Sarah Leonard, *Assistant Professor of History*

Dawna Thomas, *Assistant Professor of Women's Studies and Africana Studies*

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

Meghan Killian, *Administrative Assistant*

* On leave academic year 2006–2007.

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

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

Admission: Admission requires a baccalaureate degree from an accredited college or university and an outstanding undergraduate record. Applicants must submit an official transcript of their undergraduate record, a statement of purpose, a writing sample, and two letters of recommendation. At least one letter should be from someone well acquainted with the applicant's academic ability and potential. The Graduate Record Examination is not required. Inquiries should be addressed to Graduate Studies Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, call 617.521.2915, or e-mail gsa@simmons.edu.

Degree Requirements: All students take three required courses in interdisciplinary studies and cultural theory, design their own programs from advanced courses offered throughout the College, and finish with a capstone project that furthers their individual academic and professional interests. Students may enroll on either a full- or part-time basis. The degree requirements should be completed within five years. The master's degree requires the satisfactory completion of 32 semester hours. No more than eight semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree.

Other Programs

Laurie Crumpacker Scholars

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

Graduate Consortium of Women's Studies (GCWS)

In keeping with the collaborative tradition of women's studies, the GCWS offers interdisciplinary, team-taught seminars to students matriculated in graduate programs at the eight member schools. GCWS faculty explicitly integrates gender analyses with issues of class, race, culture, ethnicity, and sexualities; and the practical and public-policy implications of feminist theory and scholarship are considered. Courses are designed not only to examine existing feminist scholarship, but to open paths to the creation of new knowledge. Graduate courses also provide crucial intellectual support

for students pursuing feminist work within the framework of traditional disciplines.

The Consortium membership includes Boston College, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University, and the University of Massachusetts, Boston.

There is no fee for GCWS courses. Students are granted credit for participation by their home institutions. For more information about the Consortium, talk to the director of the GCS program.

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

This full-time two-year program is specifically designed for those preparing for a career in education and intending to assume leadership positions in schools. Students in this program enroll in both the Master of Arts in Gender/Cultural Studies program and the 32-semester-hour MAT program. Students in the dual-degree program take five GCS courses and complete a capstone project that comprises a teaching unit, thereby bringing together both GCS and pedagogical interests. Dual-degree students present their pedagogical work at the spring colloquium with other graduating GCS students.

In the first year of the program, students spend some time in the MAT division (usually during the two Simmons summer sessions) but dedicate most of their study to the GCS portion (usually two courses a semester). In the second year, students' time will be devoted to fulfilling the MAT requirements, including a teaching practicum. Simmons students work alongside experienced practitioners to earn a Massachusetts initial teaching license. Depending upon a student's undergraduate background, dual-degree GCS/MAT students will be certified in social studies, English, or history.

For further information concerning the MAT portion of the dual-degree program, consult the

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2 = Academic Year 2007-2008
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program director, Maryellen Cunnion. Written inquiries should be addressed to the Department of Education, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, or telephone inquiries to 617.521.2566, or e-mail maryellen.cunnion@simmons.edu.

COURSES

Candidates for the Gender/Cultural Studies degree must satisfactorily complete 24 semester hours as follows:

GCS 403 Seminar in Gender/Cultural Studies (F-1,2)

4 sem. hrs.

Explores the interdisciplinary nature of gender/cultural studies and introduces the student to graduate-level research and writing. Draws upon feminist, poststructuralist, and cultural studies frameworks to examine issues of power, body, gender, sexuality, and race. Includes oral reports and research papers. Hager.

GCS 430 Cultural Theory (S-1,2)

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

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

And one of the following:

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

4 sem. hrs.

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

GCS 410 Issues in International Studies (F-1,2; S-2)

4 sem. hrs.

In the fall of 2006 and 2007, the topic will be queer transnationalism. Taking issue with the notion of the globalization of gay identities, this course explores and analyzes transnational circulations of queer sexualities. Drawing upon queer theory and transnational feminist approaches, the course seeks to shift the predominantly domestic focus of the former and foreground issues of sexuality within the latter. Puri.

In the spring of 2008, the seminar Gender, Culture, and Human Rights considers the implications for debates over gender and culture as concern with human rights has moved from the margins to the center of international affairs. Welch.

GCS/ENG 412 Special Topics: Theoretical Approaches to Cultural Narratives (S-1)

4 sem. hrs.

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

GCS 415 Feminism and Economic Difference (S-2)

4 sem. hrs.

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

Elective courses, 12–16 semester hours:

GCS/ENG 405 Contemporary Critical Theory (F-1,2)

4 sem. hrs.

Introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Surveys poststructuralist, psychoanalytic, Marxist, new-historicist, postcolonial, feminist, and gender theory, bringing these perspectives to

bear on key literary and historical texts. Bromberg.

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

See description above.

GCS 410 Issues in International Studies (F-1,2; S-2)

See description above.

GCS/ENG 412 Special Topics: Theoretical Approaches to Cultural Narratives (S-1)

See description above.

GCS 415 Feminism and Economic Difference (S-2)

See description above.

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

2–4 sem. hrs. Prereq.: Consent of the program director.

Offers an opportunity to complete research, internship, or fieldwork projects related to the GCS program. Requires consent of a supervising faculty member; approval of the program director; and a brief proposal outlining the focus, purpose, and projected outcome, to be submitted to the program director during the semester prior to registration. May not be taken more than twice. Staff.

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

4 sem. hrs.

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-slave's campaign for universal education in the South; African American literary societies; African American education in the Jim Crow South; Black education in the post-civil rights era; and African Americans' struggle for the right to maintain their language. Perry.

AST 535 Race, Sex, and Class: Contemporary Film Images of Women of Color (S-1,2)

4 sem. hrs.

Examines popular film as a powerful medium buttressing subliminal ideologies in the continuing subjugation of women of color. Critically analyzes "Hollyweird"-produced films and historical and sociological data to develop perspective on how and why stereotypes of women of color endure in films specifically and media in general. Staff.

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

4 sem. hrs.

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

CHL 401 Criticism of Children's Lit (F-1,2)

4 sem. hrs.

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

[CHL/ENG 423 19th- Century American Children's Literature

4 sem. hrs. Not offered in 2006–2008]

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

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1 = Academic Year 2006-2007
2 = Academic Year 2007-2008
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period. Hager.

ENGL 402 Seminar in the Teaching of Writing (S-1,2)

4 sem. hrs.

Serves graduate students interested in the theory and practice of teaching writing at the undergraduate and secondary school level. Focuses on reading of research and texts in the field, regular writing assignments, and classroom observation and simulation. Pei.

[ENGL 506 Victorian Literature and Culture]

4 sem. hrs. Not offered in 2006–2008.]

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Studies writers who may include Tennyson, Robert and Elizabeth Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, Mill, Newman, and Carlyle. Bromberg.

[ENGL 507 Jane Austen and Virginia Woolf]

4 sem. hrs. Not offered in 2006–2008.]

Studies the two major English women novelists of the 19th and 20th centuries in relation to their major works and current critical debates. Bromberg.

ENGL 508 The Postcolonial Novel (F-1)

4 sem. hrs.

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.

ENGL 520 American Women's Poetry (F-2)

4 sem. hrs.

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

[ENGL 522 The Postmodern Novel]

4 sem. hrs. Not offered in 2006-2008.]

Explores an array of postmodern fiction and film, primarily from England and the Continent. Authors include Barnes, Kundera, Fowles, Calvino, Byatt, Atwood, and Swift. Designed for graduate

students and advanced English majors. Bromberg.

ENGL 523 Special Topics in Literature (S-1)

4 sem. hrs.

Topic for S-1: Toni Morrison and American Literature

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

ENGL 527 Race and Gender in Psychoanalytic Discourse [S-2]

4 sem. hrs.

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

ENGL 530 Postcolonial Cinema [U-1]

4 sem. hrs.

Surveys post-colonial cinema with emphasis on films from Africa, the Middle East, and Latin America. Focuses especially on how these films address the cultural and political issues relevant to an understanding of post-colonial identity. Weekly screenings of films and reading in post-colonial theory and film criticism. Staff.

ENGL 598 Feminist Film Studies [F-2]

4 sem. hrs.

Looks at various cinematic traditions from the '40s to the present and examines how films implicitly and explicitly locate gender and sexuality along a continuum of the acceptable and the perverse. Includes an intensive consideration of feminist film criticism and theory. Staff.

HIST 527 Archives, History, and Collective Memory*

4 sem. hrs.

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 or 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. Bastian and Prieto.

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

4 sem. hrs.

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

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

4 sem. hrs.

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. Çınlar.

HIST 573 Seminar in 19th Century U.S. History (F-2)

4 sem. hrs.

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

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

4 sem. hrs.

Focuses on topics in the cultural, social, and political history of the U.S. after 1890. Themes include urbanization, progressivism, immigration, the development of consumer culture, the Great Depression, Cold War culture, and movements for

civil rights. Prieto.

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

4 sem. hrs.

Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include post-1989 Europe, history and memory, and war and society. Leonard.

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

4 sem. hrs.

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

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

4 sem. hrs.

Addresses a different topic each year. Carrington.

PHIL 532 Law and Philosophy (S-1)

4 sem. hrs.

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

PHIL 590 Seminar [S-1,2]

4 sem. hrs.

Intensively examines a particular philosopher, philosophical school of thought, or philosophical problem. Staff.

POLS 590 Seminar in Political Science (F-1,2)

4 sem. hrs.

Offers an intensive study of a specific topic in political science. Staff.

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2	= Academic Year 2007-2008
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SOCI 439 Introduction to Social Research (F-1,2; S-1)

4 sem. hrs.

Introduces methods and strategies used in research in the social sciences. Teaches responsible consumption of social science research and presents the logic and skills of social research methods. Emphasizes the nature of inquiry and the relationship between theory and research. Includes social research ethics and an introduction to data analysis using computers in research. Previous courses in statistics or computers not required. Leiter, Sandoval Giron.

SOCI 511 Critical Race Legal Theory (F-1)

4 sem. hrs.

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

SOCI 539 Qualitative Research Workshop (S-2)

4 sem. hrs.

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

SOCI 545 Health Systems and Policy (S-1)

4 sem. hrs.

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. Leiter.

SOCI 546 Society and Health (S-1,2)

4 sem. hrs.

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. Leiter.

SOCI 547 Antiracism and Justice Work (F-1)

4 sem. hrs.

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

SOCI 548 Re-envisioning the Third World (S-2)

4 sem. hrs.

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 rethinking the concept of the Third World to enable transnational networks of alliances. Puri.

WST 500 Gender and Sexuality (F-1,2)

4 sem. hrs.

Focuses on theoretical and thematic considerations of gender and sexuality, including the role of medical discourse in constructing notions of gender and heterosexuality; sexuality as an instrument of power; and the links with nationalisms, queer theory, hybridities, and political possibilities. Taylor, Puri.

WST 504 Feminist Theories (S-1,2)

4 sem. hrs.

Examines the development and current manifestations of competing feminist views, including liberal, radical, and Marxist feminism, as well as more recent feminist theory deploying psychoanalysis, postmodernism, and multiculturalism. Raymond, Trigilio.

Other electives are often available on a semester-by-

semester basis. A list of current electives for each semester is available from the program director.

Degree candidates conclude their programs with one of the following capstone courses. All students in GCS 455, 460, 470, or 480 present their work at a master's colloquium in the spring. Students may also complete the program without completing a capstone option by substituting an eighth course to meet graduation requirements. However, an essay of 20–30 pages in length must be written and presented at a master's colloquium to fill the capstone requirement. This essay will be a significantly revised and expanded version of an essay written within the framework of a GCS course or elective. The revision must be supervised by the director of the program.

GCS 455 Thesis (F-1,2; S-1,2)

8 sem. hrs. (over two semesters) Prereq.: Consent of the program director.

Involves a year-long independent research and writing project culminating in a paper of approximately 60–80 pages under the supervision of one reader with expertise in the subject area. Requires permission from the GCS director and advisory board and a proposal approved during the semester before the course is taken. Staff.

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

4 sem. hrs.

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 student's specialization. Requires a proposal approved during the semester before the course is taken. Staff.

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

4 sem. hrs.

Offers students a work experience of five to ten hours per week under the direction of a workplace supervisor and a Simmons 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. Staff.

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

4 sem. hrs.

Offers an opportunity to conduct field research for five to ten hours per week under the direction of a Simmons 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. Staff.

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The Dual-Degree Program in History and Archives Management

Jeannette Bastian, *Associate Professor of Library and Information Science*

Laura Prieto, *Associate Professor of History*

Nuran Çınlar, *Assistant Professor of History*

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

Admission: Applicants to this 57-semester-hour program must be admitted to the master's programs of both the Department of History and the Graduate School of Library and Information Science. Students complete one application for admission. The Master of Arts in History is offered only in conjunction with the dual-degree program; students who do not complete the program will need to seek advice on applying credits in history to another degree at Simmons.

Degree Requirements: In the history portion of the program, students complete 24 semester hours, beginning with a required course that provides a foundation in historiography and methodology. Students then choose 16 semester hours of electives in history with the approval of a history department advisor. While most students concentrate in American history, other specializations are possible. The degree in history culminates in a master's thesis based on original, archival research.

In the archives management program, students take the following courses:

LIS 403	Evaluation of Information Services
LIS 404	Principles of Management
LIS 407	Reference/Information Services
LIS 415	Information Organization
LIS 488	Technology for Information Professionals
LIS 438	Introduction to Archival Methods
LIS 440	Archival Access and Use
LIS 456	Managing Records in Electronic Environments

Four additional semester hours of elective courses are also required. For further information on the GSLIS curriculum, please visit the website, <http://www.simmons.edu/gslis>.

Students in the dual-degree program must also complete the following course, which is either as a history or a library science elective:

LIS 443/ HIST 527	Archives, History, and Collective Memory
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COURSES

The following are required for the graduate curriculum in history:

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

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

Involves independent research based on archival primary sources culminating in a paper of approximately 60–80 pages under the supervision of two historians with expertise in the subject area. Requires permission from the history archives management director and a proposal approved during the semester before the course is taken.

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

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

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. Çinlar, Prieto.

Graduate Seminar Electives

Students select 16 semester hours from the following:

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

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

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

4 sem. hrs. Prereq.: LIS 438 and graduate standing.

Explores the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. Analyzes the role of archives and records in the process of documenting and remembering (or forgetting) history. Considers such archival issues as repatriation, records destruction, contested history, and memory construction by focusing on 20th-century events. Presents these issues within the context of various types of records such as genealogical records, oral records, and records of material culture (artifacts) in addition to print materials. Bastian and History Staff.

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

HIST/ENGL 529 Film and Historical Representation (F-2)

4 sem. hrs.

Examines the intersection of history and film studies. Looks at whether the study of films that treat history can shed light on methods of historical representation. What can film do that written history cannot, and vice versa? Weekly screenings of films from around the world will focus on a range of historical moments. Barr and Leonard.

HIST 560 The History of Women and Gender (F-2; S-2)

4 sem. hrs.

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

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

4 sem. hrs.

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

HIST 567 Memory and the Holocaust (F-2)

4 sem. hrs.

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

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

4 sem. hrs.

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. Çinlar.

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

4 sem. hrs.

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

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

4 sem. hrs.

Focuses on topics in the cultural, social, and political history of the U.S. after 1890. Themes include urbanization, progressivism, immigration, the development of consumer culture, the Great Depression, Cold War culture, and movements for civil rights. Prieto.

HIST 577 Seminar in Topics in Modern European History (F-1)

4 sem. hrs.

Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include the history of obscenity, the 20th-century interwar period, and war and society. Leonard.

Graduate Program in Spanish

Raquel María Halty, *Professor of Spanish and Director*

Melissa Poehner, *Administrative Assistant*

The Master of Arts in Spanish

The graduate curriculum in Spanish is designed to provide students with better command of oral and written Spanish and to consolidate the student's knowledge of the cultures and literature of the Spanish-speaking world. The student plans her program of study with the assistance of the director of the program, taking into consideration the student's particular preparation and objectives.

Admission: Admission requires a baccalaureate degree from an accredited college or university and a strong undergraduate record. An undergraduate degree in the language is not required in cases where competency has been acquired through experience. Students will be admitted on a full- or part-time basis to the graduate program.

Applicants for admission to the Master of Arts program must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, an analytical writing sample in Spanish, and two letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. Inquiries should be addressed to the program director, Department of Modern Languages and Literatures, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, or call 617.521.2182.

Degree Requirements: The MA in Spanish requires the completion of eight courses, selected in consultation with the program director, one of which may be a graduate seminar in literary theory taught in English cross-listed as SPAN 405. A master's thesis is not required. Students should plan to complete the degree requirements within five years.

Certificate Program in Spanish:

This non-degree program is designed for students who have a BA and want to further their studies in Spanish but do not want to enroll in, or have no need for, an MA program. Students take four courses from the graduate Spanish course listings. Students have the option of taking one graduate summer course in Santander, Spain through GRIIS. For more information, contact the Graduate Spanish office at 617.521.2183.

COURSES

SPAN 445 Conversation and Composition (F-1,2; S-1-2)

4 sem. hrs.

Aims to increase proficiency in the oral and written use of language. Readings include selections by contemporary Latin American authors and focus on various issues, such as women's roles and human rights. Includes written assignments and oral presentations based on readings and other current events. Halty.

SPAN 464 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater (S-1)

4 sem. hrs.

Discusses modern Spanish and Latin American playwrights who, faced with the limitations of a repressive society, seek liberation, freedom of expression, and new perspectives through the medium of the theater. Studies internationally acclaimed works by García Lorca, Buero Vallejo, Sastre, Arrabal, and others. Cohen.

SPAN 466 Imagination, Freedom, and Repression in Latin American Literature (F-1)

4 sem. hrs.

Critically examines texts ranging from the conquest, the colonial era, the wars of independence, the dictatorships of the 20th century, and the present. Covers topics including Spanish views of America and its peoples, the role of writers as advocates for independence, the emergence of the gaucho, and the tension between literary expression and authoritarianism. Halty.

SPAN 468 Insiders and Outsiders: Love, Honor, and Social Unrest in 16th- and 17th-Century Spain (F-2)

4 sem. hrs.

Explores Spain's major contributions to world literature, from short novels by Cervantes to the original macho, Don Juan, and from honor plays to the underworld of pimps and prostitutes. Views saints and scoundrels against the backdrop of the Golden Age, whose accomplishments and atrocities reflect the impact of the Spanish Inquisition. Cohen.

SPAN 469 The Image of the Bourgeoisie in the 19th- and 20th- Century Spanish Novel (S-2)

4 sem. hrs.

Analyzes the changes and evolution of the religious, social, political, and cultural values of the Spanish bourgeoisie. Studies 19th- century realist writers such as Pérez Galdós, Clarín, and Pardo Bazán as well as 20th- century neorealists like Martín Gaité and Delibes. Peláez-Benítez.

SPAN 449 Graduate Directed Study (F,S-1,2)

4 or 8 sem. hrs. Prereq.: Consent of the instructor.

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

4 or 8 sem. hrs. Prereq.: Consent of the instructor.

SPAN 510 The Making of Spain: Studies in Spanish Culture (F-1)

4 sem. hrs.

Introduces students to the culture of Spain through the ages, from the multicultural society in medieval Iberia to maestros such as El Greco, Velázquez, and Goya. Includes works by a wide variety of authors and explores music, dance, and film, as well as contemporary issues through newspapers and Internet sites. Peláez-Benítez.

SPAN 512 Society and Politics in Latin America: The Collision of Two Worlds and the Search for Identity (F-2)

4 sem. hrs.

Studies the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, in particular Mexico, Peru,

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and Argentina. Topics include the conquests of Mexico and Peru, Bolívar and the fight for independence, the Mexican Revolution, the Cuban Revolution and the dictatorships of the 1970s and 1980s. Halty.

SPAN 514 Hispanic Culture as Seen Through Film (S-1)

4 sem. hrs.

Presents Hispanic culture, politics, and literature as seen through the prism of cinema. Topic changes yearly. Peláez-Benítez.

SPAN 520 The World of Don Quijote (F-1)

4 sem. hrs.

Analyzes the first modern novel, *Don Quijote de la Mancha*, the classic whose timeliness and timelessness establish it as one of the masterpieces of western literature. Explores how the knight and his squire come alive for the modern reader as they have for generations of authors indebted to Cervantes. Cohen.

SPAN 522 Love, War, and Parody in Medieval and Contemporary Spanish Fiction (F-2)

4 sem. hrs.

Studies war and power as well as the concept of courtly love both in medieval masterpieces and in contemporary Spanish literature. Readings include the *Cantar de Mio Cid* (12th century) and *Urraca* (1991), *Cárcel de amor* (1492), *La Celestina* (1499), and *Melíbea no quiere ser mujer* (1991). Peláez-Benítez.

SPAN 532 Contemporary Fiction in Latin America (S-1)

4 sem. hrs.

Discusses the artist's view of social turmoil and the political upheaval that has characterized Latin America in this century. Explores topics that may include coming of age and confronting the socioeconomic, religious, and political realities; the figure of the dictator; and exile and *insilio*. Halty.

SPAN 536 Latin American Women Writers (S-2)

4 sem. hrs.

Explores the social, cultural, and aesthetic representation of women in Latin America in the 20th century. Topics include the relationship between

society's expectations of women and literary production, the emergence of a feminist point of view, the role of women in political life, and the role of the writer in shaping national identity. Halty.

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

4 sem. hrs.

Introduces Puerto Rican culture and placements in the community. Topics include migration, housing, employment, education, race and racism, machismo, and the Puerto Rican woman. Includes true-life accounts by writers such as Piri Thomas, Oscar Lewis, Pedro Juan Soto, and Esmeralda Santiago, complemented by videos. Cohen.

SPAN 595 Seminar: Special Topics in Spanish*

4 sem. hrs.

Topic changes from year to year. Staff.

Graduate Seminars

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

4 sem. hrs.

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

Linguistics Courses for Education and Dual-Degree Students

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

4 sem. hrs.

Presents research underlying the major theories of second language acquisition. The importance of such factors as age, role of first language, language environment, learning style, and motivation is examined. Other topics to be discussed include acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Students reflect on the process of language acquisition by tutoring a non-native English speaker. Mikulecky.

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

4 sem. hrs.

Examines phonological, morphological, lexical, syntactic, and historical issues for TESL or anyone interested in the English language. Students tutor a non-native speaker for a view of English grammar from the learner's perspective, and synthesize their own versions of teaching points and strategies. Chumley.

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Doctoral Programs

The College of Arts and Sciences now offers three doctoral programs in education. They are in Health Professions Education, Applied Behavior Analysis, and Special Education Administration.

PhD Program in Health Professions Education

Doctoral education is essential for the advancement of academic and professional educators. The School for Health Studies and the College of Arts and Sciences at Simmons College are offering a unique intra-professional program of doctoral education. The PhD program in Health Professions Education is an innovative interdisciplinary program that prepares expert health professionals to be academic leaders with skills in educational strategies and teaching technologies. This academic option has been developed in response to the growing need for health professionals who can function as effective educators within their respective fields of practice. Recent trends in the health care delivery system highlight the need for a cadre of health professions educators who will teach the next generation of health care providers.

The program is designed to offer a unique educational curriculum for health professionals in nursing, nutrition, physical therapy, health care administration, and other health-related disciplines. Once admitted, doctoral students will focus on a course of study in health professions education followed by courses in research methodologies, advanced statistics, and academic leadership. A dissertation project is required of all students. The doctoral degree will be awarded by the Simmons College of Arts and Sciences.

Program Requirements

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

must have earned a 3.0 (B) grade point average in their graduate study. Practical experience within the health care arena within the past three years is required. All application materials must be submitted through the College of Arts and Sciences Office of Graduate Studies Admission. Applicants must submit official transcripts from all completed college course work, three letters of recommendation, documentation of recent employment in the health care field, and a statement of purpose that identifies areas of research interest. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose first language is not English. Required scores, taken within two years prior to application, must be 600 (paper based), 250 (computer based) or 100 (internet based).

For more information contact the College of Arts and Sciences Graduate Studies Admission at 617.521.2915 or gsa@simmons.edu; or Judy Beal, Associate Dean, School for Health Studies, at 617.521.2139 or judy.beal@simmons.edu.

PhD Program in Applied Behavior Analysis

The PhD program in Applied Behavior Analysis is a 60-credit doctoral program within the Department of Special Education. The program has been developed to train qualified behavior analysts who are positioned to make significant contributions to the science and the community. Candidates should be interested in a fusion style of research wherein the findings from other disciplines are used to improve behavior analytic research. They should also have the motivation and capacity to contribute to professional literature.

The Simmons College programs in Applied Behavior Analysis were developed in the fall of 1999. The curriculum was approved by the Behavior Analyst Certification Board™ in 2000 and the programs were reviewed and accredited by the Association for Behavior Analysis in 2005. Simmons is one of only 13 schools worldwide to receive this prestigious accreditation.

Program Requirements

Candidates must have a master's degree or higher in Behavioral Education, Applied Behavior Analysis or a related field, including

psychology, education, or special education, and must be a Board Certified Behavior Analyst™. Additional requirements include official transcripts from all coursework completed since high school, three letters of recommendation, a résumé, a statement of purpose, an analytical writing sample, an interview, and official GRE general test scores.

Coursework

This program requires 60 semester hours, the equivalent of 15 courses. Students may enroll on either a full- or part-time basis beginning in the fall, spring or summer semesters. A full course load is three courses per semester.

Core Courses

Statistics (2 courses)
Research Methods (2 courses)
Corporate and Academic Leadership
Pedagogy in Higher Education

Cognate Courses

History of Applied Behavior Analysis
Verbal Behavior
Behavioral Research in Education
Behavioral Consultation in Schools
Stimulus Control
Advanced Functional Assessment and Analysis
Behavioral Medicine
Professional and Scholarly Activity
Experimental Analysis of Human and Non-Human Behavior

For more information contact the College of Arts and Sciences Graduate Studies Admission at 617.521.2915 or gsa@simmons.edu; or Michael Cameron, Program Director, at 617.521.2569 or michael.cameron@simmons.edu.

PhD Program in Special Education Administration

About the Program

The PhD program in Special Education Administration is a 78 credit doctoral program within the Department of Special Education.

Developed to train special education educators interested in making further contributions to their field, its areas of focus include leadership, school management, policy, professional development, academic and social equality, and classroom diversity. Students within the program learn the necessary skills to become effective, strategic, and innovative leaders and practitioners. Candidates should be interested in problem-based learning and action-based research and should also have the motivation and capacity to contribute to professional literature.

A leader in special education training since 1975, Simmons is a passionate advocate for including learners with special needs in general education classrooms and in community and work environments. In recent years, the significant trend toward educating special needs learners in integrated settings has created a demand for highly qualified special education professionals with a strong focus on content and knowledge.

Program Requirements

Candidates must have a master's degree or higher in a related field. 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, official GRE general test scores, and at least three years of full-time, professional experience in education.

Coursework

This program requires 78 semester hours. Students may enroll on either a full- or part-time basis beginning in the fall, spring or summer semesters. A full course load is three courses per semester.

For more information contact the College of Arts and Sciences Graduate Studies Admission at 617.521.2915 or gsa@simmons.edu.

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S	= Spring
U	= Summer
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1	= Academic Year 2006-2007
2	= Academic Year 2007-2008
M	= Mode
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Notes

SCHOOL FOR HEALTH STUDIES

Gerald P. Koocher, *Dean and Professor*
Carmen Fortin, *Assistant Dean and Director of Admission*

Vision

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

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

HEALTH CARE ADMINISTRATION

John M. Lowe III, *Associate Professor and Chair of Health Care Administration*

Programs Offered

Master of Health Administration

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

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

Certificate of Advanced Graduate Study (CAGS) Program

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

Combined Degree Program

HCA offers a five-year baccalaureate to master's option for Simmons undergraduates (see Undergraduate Course Catalog)

NURSING

Judy Beal, *Associate Dean and Professor and Chair of Nursing*

Programs Offered

Master of Science in Primary Health Care

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

Adult Primary Care

- Adult health
- Gerontologic health
- Occupational health
- Women's health

Parent-Child Primary Care

- Children with special health care needs
- Pediatric health
- School health

Family Primary Care

The College's educational and clinical facilities include a vast range of nationally renowned institutions, such as Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Massachusetts General Hospital, and Children's Hospitals, that are effectively utilized to prepare nurse practitioners who deliver primary health care to children, adults, and families. Other clinical practice opportunities include experience with diverse populations in ambulatory settings, clinics, occupational health units, nursing homes, and extended care facilities.

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

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

Master of Science Completion Program

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

RN-MS Program for Diploma or Associate Degree Nurses

This program is designed for diploma and associate degree registered nurses with a minimum of one year of clinical experience and

who wish to obtain a graduate degree in nursing within a nurse practitioner specialty concentration.

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

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

Five-Year BS-MS Program

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

Certificate of Advanced Graduate Study (CAGS) Program

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

Certificate in Advanced Graduate Study (CAGS) in Health Professions Education

This program offers post-master's prepared health professionals (nurses, nutritionists, physical therapists, or health care administrators with clinical experience within the past three years) the opportunity to gain critical skills in educational strategies and technology. This program can be used as a bridge to applying to the Ph.D. in Health Professions Education, offered by the College of Arts and Sciences.

NUTRITION

Nancie Herbold, *Ruby Winslow Linn Professor and Chair of Nutrition*

Programs Offered

Master of Science in Nutrition and Health Promotion

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

Combined Degree Program

The nutrition program offers a five-year baccalaureate-to-master's option for Simmons undergraduates (see Undergraduate Course Catalog).

Post-Baccalaureate Dietetic Internship Program

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

Sports Nutrition Certificate

This certificate program provides the necessary preparation to take the American College of Sports Medicine (ACSM) Health/Fitness Instructors Exam. It is designed for students who hold at least a baccalaureate degree in dietetics, nutrition, kinesiology, sports medicine, or exercise physiology. This program is offered entirely online.

PHYSICAL THERAPY

Diane Jette, *Associate Dean and Professor and Chair of Physical Therapy*

Doctor of Physical Therapy

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

Additional Information

For further information about any program described above contact:

School for Health Studies
Simmons College
300 The Fenway
Boston, MA, 02115-5898
Telephone: 617.521.2605
Fax: 617.521.3137
email: shs@simmons.edu

The catalog and applications are located on the School for Health Studies website at <http://www.simmons.edu/shs>.

GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Michèle Valerie Cloonan, *Dean*

Denise M. Davis, *Assistant Dean for Admission and Recruitment*

Em Claire Knowles, *Assistant Dean for Student Administrative Services*

Terry Plum, *Assistant Dean for Technology and Director of the GSLIS at Mount Holyoke Program*

Program Goal

The goal of the master's program in library and information science is to provide students with the foundation for developing careers as information professionals in:

- libraries and information centers in academic, public, school media, and corporate/special settings;
- archives management in academic, public, corporate, and independent historical society settings;
- the information services industries (which include bibliographic utilities, companies providing fee-based access to information sources, firms offering contracted research or technical assistance to individual or information centers, and companies involved in the design, development, and marketing of tools for information handling);
- information systems support (for the student with pre-existing computing experience or academic preparation, this includes working with software/hardware applications such as basic network operations, providing technical support and training, Web management, developing documentation or training tools, and programming); and

- knowledge and information resources management (which includes identifying, organizing, and managing the internal and external sources necessary to help an institution or organization conduct its business).

Programs Offered

Doctoral Level

Candy Schwartz, *Coordinator of Doctoral Studies*

Since 1973, Simmons has offered a Doctor of Arts (DA) degree focusing on library administration. Simmons now offers two PhD programs: one that emphasizes scholarship, teaching and service, and one that focuses on managerial leadership. (Students currently enrolled in the DA or MS/DA program may be eligible to convert to the PhD program.)

PhD in Library and Information Science

The PhD program is intended for those who want to lead the way in scholarship, education and service in library and information science. Students emerge from the program with research and teaching experience, a professional activity record, and an e-portfolio that documents their achievements and mastery of areas of study and practice.

PhD in Managerial Leadership in the Information Professions

In 2005, the Simmons College Graduate School of Library and Information Science launched a \$1.4 million program to develop a Ph.D. in Managerial Leadership in the Information Professions, supported substantially by a three-year grant of over \$780,000 awarded by the Institute of Museum and Library Services (IMLS), as part of its 2005 Librarians for the 21st Century program. This

doctorate is focused specifically on managerial leadership in libraries and other information institutions, and supports working information managers by strengthening their intellectual and interpersonal assets while simultaneously contributing a body of research which will improve the knowledge base and the practice of managerial leadership in the information professions. The program is characterized by flexible learning delivery options to encourage participation by candidates in full-time managerial roles who do not wish to leave their current positions to pursue a degree.

Doctor of Arts Supervisor/Director

GSLIS also offers a Doctor of Arts Supervisor/Director degree designed for those individuals who wish to qualify for district- or system-level supervisory positions in school settings.

Master of Science

The Master of Science is offered on a full- or part-time basis at our Boston campus, and as a part-time program at our Mount Holyoke campus. It is accredited by the Committee on Accreditation of the American Library Association. GSLIS academic and professional preparation helps students learn to analyze user information needs and to use a variety of tools and technologies to locate, evaluate, organize, manage, and preserve information so that it becomes an accessible and permanent source of knowledge. Students can focus on areas of interest in librarianship and library science, or they can elect to concentrate in one of three programs which have course requirements: preservation, archives management, or school librarianship.

Archives Management

Jeannette Bastian, *Director*

The demand for archivists is expanding as society becomes more aware of the value of preserving our heritage. Archivists collect, appraise, and preserve documents and

materials found in manuscripts, moving images and photographs, oral-history recordings, multimedia, government records, and literary correspondence.

Preservation Management

Library and archives preservation managers and collection development officers are responsible for the care of both paper-based collections and new and multimedia information. These professionals focus on preservation planning issues, such as climate and light control, security, and insurance. They also work in conservation — often with conservators, binders, and other experts — and sometimes in disaster-recovery situations after war or natural disasters.

School Library Teacher (SLT) Program

James Baughman, *Director*

The SLT program prepares individuals seeking certification as school library teachers for library teacher licensure. The program includes monitored fieldwork and a school practicum at the elementary or secondary school level.

Dual-Degree Programs

Several dual-degree programs are available to students interested in earning two degrees concurrently.

- Archives Management and History (MS/MA)*
- Bachelor of Science/Master of Science (BS/MS)
- Library Science and Teaching (MS/MSEd)

Information on all GSLIS Academic Programs can be found on the GSLIS website at <http://www.simmons.edu/gslis/>

* Applicants to the Archives Management and History dual-degree program must be admitted to both the master's programs of the Simmons College Department of History and to GSLIS. Students complete one application for

admission. The Master of Arts in History is offered only in conjunction with the dual-degree program. Students who do not complete the program for the Master of Arts in History will need to seek advice on applying credits to another degree at Simmons College.

Admission requirements for Master of Science Programs

Applicants must hold a bachelor's degree from an accredited college or university, achieving at least a B (3.0) average. Applicants with less than a 3.0 average will be considered if they score at least 1,000 (verbal and quantitative) on the Graduate Record Examination or hold an advanced degree with a GPA in the advanced degree which also is at least a B (3.0) average.

Continuing Education

GSLIS Continuing Education offers a variety of institutes and workshops on varying topics in information evaluation and management, technology and implementation geared to update the skills of librarians/information professionals, current GSLIS students and Simmons College staff.

Additional Information:

For further information about any program described above contact:

Graduate School of Library and
Information Science
Simmons College
300 The Fenway
Boston, MA 02115-5898
Telephone: 617.521.2800
Fax: 617.521.3192
email: gslis@simmons.edu
website: <http://www.simmons.edu/gslis>

SCHOOL OF MANAGEMENT

Deborah Merrill-Sands, *Dean*

Susan Hass, *Associate Dean*

Simmons School of Management is the center for women, leadership, and management. For 100 years as an undergraduate management program and for 25 years as an MBA program, it has pursued the unique mission of educating women for power and leadership. It is committed to providing a premier business education to women MBA and undergraduate students and executives, being a recognized authority on women and leadership, and serving as a leading-edge resource for organizations committed to the success of women managers and leaders.

Programs of Study

Undergraduate Management Program

See the Undergraduate Course Catalog.

The Undergraduate Management Program offers a choice of four core majors and minors (finance, management, marketing, and retail management), two interdisciplinary minors (leadership and business metrics), and three joint majors (arts administration, chemistry management, and management information systems). Management students at Simmons are enrolled in the Simmons College of Arts and Sciences and take all of their management courses from the SOM faculty. Traditional and adult students work together in small, interactive, and rigorous classes taught by full-time faculty. A BA/MBA combined degree program is available for women who want to make faster progress towards their ultimate degree goal.

Master of Business Administration

Mary Dutkiewicz, *Assistant Dean, MBA*

Program and Administration

The Simmons MBA program is designed to enhance a woman's professional success in all types of organizations—from for-profit companies to not-for-profit organizations to entrepreneurial undertakings. The hallmark of the Simmons MBA program emphasizes advanced business and management skills that extend beyond the basics of a classic business degree to address the effect of gender on leadership, communication, and management. The Simmons MBA passionately honors an educational promise that places students first, delivering quality education through a personal approach to leadership and intellectual exploration. It is an empowering education for women.

Other Programs

Executive Education

Martha Sheehan, *Director*

The School of Management has been educating women for positions of leadership for over 25 years with executive education central to its mission. The goal has been the same from the beginning, namely to help women succeed in the world of business. Over the years, women managers and leaders have credited their Simmons experience with job promotions, expansions in role scope and complexity, enhanced influence, and increased career opportunities. With extensive experience in the design, development, and delivery of both open enrollment and customized programs, the curriculum in executive education is well positioned to meet the leadership and management development needs of women.

Center for Gender in Organizations

Patricia Deyton, *Interim Director*

The Center for Gender in Organizations (CGO) at the Simmons School of Management is committed to improving organizational effectiveness by strengthening gender equity in the workplace. Integral to CGO's approach is the recognition that gender operates with other dimensions of identity such as race, class, ethnicity, and sexual identity in shaping organizational systems and practices as well as workers' experiences. CGO believes that focusing on work organizations provides a powerful lever for broader social change. This research center is an international resource to organizations, scholars, practitioners, executives, and managers in the profit and not-for-profit sectors. CGO works at the intersection of research and practice, and pursues its mission through research, consultations, education, convening, and publishing.

Additional Information

For further information about any program described above, contact:

Simmons School of Management
409 Commonwealth Avenue
Boston, MA 02215
Telephone: 617.521.3800
Fax: 617.521.3880
website: <http://www.simmons.edu/som>
Admissions Office: somadm@simmons.edu

SCHOOL OF SOCIAL WORK

Stefan Krug, *Interim Dean*

Linda Barnes, *Assistant to the Dean*

Rosa Williams, *Director of Admissions*

Master of Social Work Program

Mission Statement

Since 1904, the school's central purpose has been the education of professional social workers. Beginning in 1904, the focus of the school was on the training of master's students. The focus later broadened to include a program in continuing education and, in 1983, a doctoral program.

Today, the mission of the Simmons College School of Social Work is to:

- excel in the delivery of an innovative education to professional social workers, preparing them for practice in a multicultural world;
- prepare graduates who are grounded in the values of social justice and committed to social action and work with oppressed and vulnerable groups;
- develop social workers for leadership roles in organizations and communities and to promote the social work profession;
- contribute to knowledge and teaching in the field through scholarship, curricular innovation, and research; and
- create partnerships and collaborations that enhance curriculum and practice with particular attention to linking with the urban communities within proximity to the school.

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

Applicants are responsible for mailing the application packet in one unit to the

Admissions Office, School of Social Work. The packet should include three letters of reference, transcripts from all colleges attended, a statement of personal and professional intent, the application fee, and completed application forms. Applicants applying for readmission must also conform to this schedule. The SSW Admissions Office strongly encourages applicants to meet with a member of the admissions team.

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

1. Graduation from an accredited college. It is desirable that applicants have a balanced liberal arts education on the undergraduate level.
2. Evidence of the applicant's intellectual capacity to sustain rigorous academic work at the graduate level. At least a 3.0 cumulative average is required for admission.
3. Evidence of commitment to social work values, such as the dignity and freedom of every individual, appreciation of human diversity, social justice and equal access to resources, institutional responsiveness to human needs, and social change.
4. Evidence of the applicant's personal qualifications for social work, such as emotional stability, maturity, and the capacity and desire to form helping relationships.
5. Candidates are expected to have explored the field of social work and social work education. Experience in such service may have been obtained through summer employment, field experience in relation to course work, volunteer work during or after college, and/or full-time employment in a human services field after college graduation.

Degree Requirements: Two full academic years or their equivalent in the full-time program are required for the Master of Social Work degree, unless the student has satisfactorily completed the first year in a school of social work accredited by the Council on Social Work Education. In addition, students may enroll in the extended program, completing the degree in three or four years.

A minimum of 65 semester hours is required for the degree. Candidates must demonstrate the ability to meet a high professional standard in fulfilling the requirements for the degree.

For a catalog giving more detailed information, along with the SSW application, contact:

Admissions Office
School of Social Work
Simmons College
300 The Fenway
Boston, MA 02115-5898
Telephone: 617.521.3939
Fax: 617.521.3980
email: ssw@simmons.edu
website: <http://www.simmons.edu/ssw>

Doctor of Philosophy Program

Simmons College School of Social Work has offered a PhD in social work since 1983. The primary purpose of the program is to prepare advanced clinical scholars who will contribute to and disseminate the profession's knowledge base as practitioners, educators, researchers, and administrators in a variety of local and national settings.

Admission is offered in the fall semester only. Completed applications must be received by February 1. All applicants should have ongoing experience as clinical social workers and must hold a master's degree from a social work program accredited by the Council on Social Work Education. For more information on the doctoral program, please contact the Admissions Office at the School of Social Work at the address above.

DIRECTORY OF FACULTY AND ADMINISTRATORS

Appointment date refers to the date of original hire to the College.

FACULTY, COLLEGE OF ARTS AND SCIENCES

Paul Abraham, Associate Professor of General Education and Director of MATESL Program
BA, Boston College; MEd, Boston University; EdD, Harvard University. Appointed 1993.

Joan Abrams, Assistant Professor of Communications and Director of the Master's in Communications Management
BA, MS, Simmons College; MPA, Harvard University. Appointed 1999.

Zachary Abuza, Associate Professor of Political Science
BA, Trinity College; MALD, PhD, Tufts University. Appointed 1996.

Susan Ainsleigh, Assistant Professor in Special Education and Mentoring Coordinator
BS, MS, Simmons College. Appointed 1997.

Masato Aoki, Associate Professor and Chair of Economics
BA, Bucknell University; MA, PhD, University of Massachusetts, Amherst. Appointed 1993.

Judith Aronson, Assistant Professor of Communications
BA, University of Michigan; MFA, MCP, Yale University. Appointed 1998.

Donald L. Basch, Professor of Economics
BA, Trinity College; MA, MPhil, PhD, Yale University. Appointed 1980.

Kirk James Beattie, Professor of Political Science
BA, Kalamazoo College; MA, PhD, University of Michigan. Appointed 1985.

Donna Beers, Professor of Mathematics
BA, MS, PhD, University of Connecticut. Appointed 1986.

Michael Berger, Assistant Professor of Chemistry
BA, Cornell University; MBA, Boston University; MA, PhD, Harvard University. Appointed 2005.

Sidney Berger, Professor of Communications
BA, University of California, Berkeley; MS, University of Illinois; PhD, University of Iowa. Appointed 2003.

Renee Bergland, Associate Professor of English
BA, St. John's College; PhD, Columbia University. Appointed 1999.

Joy Bettencourt, Assistant Professor of General Education
BA, University of Colorado; MEd, Antioch College. Appointed 1999.

Carole Biewener, Professor of Women's Studies and Economics
BA, Douglass College; PhD, University of Massachusetts. Appointed 1987.

Allan S. Blume, Assistant Professor and Chair of Special Education
BA, State University of New York at Geneseo; MEd, University of Vermont; MS, Simmons College. Appointed 1995.

Ellen Borges, Assistant Professor of Sociology
BA, University of Hartford; MA, PhD, Yale University. Appointed 1996.

Edith Bresler, Instructor in Art and Music
BFA, School of Visual Arts. Appointed 2003.

Pamela Bromberg, Professor of English and Director of Graduate Program in English
BA, Wellesley College; PhD, Yale University. Appointed 1972.

David Browder, Professor and Chair of Mathematics
BA, Amherst College; MA, PhD, University of Oregon. Appointed 1971.

Michael L. Brown, Professor of Mathematics
BA, Columbia University; MA, PhD, Harvard University. Appointed 1986.

Virginia Brown, Instructor of Chemistry
BS, St. Nobert College; MS, Roosevelt University. Appointed 2004.

Sarah Burrows, Internship Program Director, Communications
Appointed 1999.

Tulio Campos, Spanish Preceptor, Modern Languages and Literatures
BA, Pontificia Universidad Catolica del Peru.
Appointed 2006.

Michael Cameron, Assistant Professor of Special Education and Program Coordinator of Behavioral Education
BA, Rhode Island College; MA, PhD, Northeastern.
Appointed 1998.

Walter C. Carrington, Warburg Professor of International Relations
AB, Harvard College; JD, Harvard Law School.
Appointed 2004.

Changqing Chen, Instructor of Laboratories, Chemistry
BE, Xi'an Jiatong University; MS, Peking University; PhD, University of Connecticut, Storrs.
Appointed 2005.

Janet Chumley, Instructor in General Education
BA, Antioch College; MEd, Boston University.
Appointed 1996.

Nuran Çınlar, Assistant Professor of History and Co-Director of Dual-Degree Graduate Program in Archives Management
SB, Massachusetts Institute of Technology; MA, PhD, John Hopkins University. Appointed 2002.

Florence Ciret-Strecker, Assistant Professor of Modern Languages
MA, PhD, Tulane University. Appointed 2005.

Louise G. Cohen, Associate Professor of Modern Languages and Director of Graduate Program in Modern Languages
BS, Simmons College; AM, PhD, Harvard University. Appointed 1967.

Daniel Connell, Instructor in Communications
BA, Hobart College; MA, State University of New York at Buffalo. Appointed 2002.

James Corcoran, Associate Professor and Chair of Communications
BA, University of North Dakota; MPA, Harvard University. Appointed 1986.

Melinda J. Crowley, Assistant Professor of Psychology
BS, Boston College; MA, MEd, Columbia University; PhD, The University of Texas at Austin.
Appointed 2004.

Maryellen Cunnion, Associate Professor of General Education
BA, College of Mt. St. Vincent; MA, Trinity College; MS, Johns Hopkins University; EdD, Harvard University. Appointed 1993.

Ellen May Davidson, Assistant Professor of General Education
BA, Antioch College; MA, State University of New York at New Paltz. Appointed 1998.

Leanne Doherty, Assistant Professor of Political Science
BA, Clark University; MA, PhD, Northeastern University. Appointed 2000.

Michael Dorsey, Assistant Professor of Special Education
BS, University of Texas at Arlington; MA, PhD, Western Michigan University. Appointed 2005.

Vladimir Douhovnikoff, Assistant Professor of Biology
BA, MS, PhD, University of California, Berkeley.
Appointed 2005.

Christine J. Evans, Assistant Professor and Practicum Coordinator, Special Education
BA, Hartwick College; MEd, Lesley College.
Appointed 1993.

Eduardo Febles, Assistant Professor of Modern Languages
BA, Tulane University; MA, PhD, Brown University.
Appointed 2003.

Gregory Feldman, Assistant Professor of Psychology
BA, University of Connecticut at Storrs; MS, PhD, University of Miami. Appointed 2006.

Marlene Fine, Professor of Communications
BA, PhD, University of Massachusetts; MA, University of Minnesota; MBA, University of Massachusetts, Amherst. Appointed 1999.

Elizabeth Fleming, Assistant Professor of Special Education
BS, Fitchburg State College; MEd, EdS, George Peabody College; DA, Simmons College.
Appointed 1988.

Rachel L. Galli, Associate Professor of Psychology
BA, Hofstra University; MA, PhD, Boston University. Appointed 1998.

Barbara F. Gentile, Associate Professor and Chair of Psychology
BA, University of Rochester; PhD, Cornell University. Appointed 1971.

Sheldon George, Assistant Professor of English
BA, The City College of New York; PhD, Boston College. Appointed 2005.

Velda Goldberg, Professor and Chair of Physics
BA, State University of New York, Potsdam; MS, PhD, Boston College. Appointed 1984.

Robert N. Goldman, Professor of Mathematics
BS, London School of Economics; AM, PhD, Harvard University. Appointed 1972.

Anne Goodwin, Assistant Professor of Biology
BA, Albion College; PhD, Harvard University. Appointed 2005.

Ellen Grabiner, Assistant Director of the Honors Program and Instructor in Communications
BA, SUNY Albany; MEd, Goddard College. Appointed 2000.

D. Bruce Gray, Associate Professor of Biology
BS, Tufts University; MS, Columbia University; PhD, University of Connecticut. Appointed 1993.

David Gullette, Professor of English
AB, Harvard College; PhD, University of North Carolina. Appointed 1967.

Richard W. Gurney, Assistant Professor of Chemistry
BS, Benedictine University; PhD, Purdue University. Appointed 2003.

Helen Guttentag, Assistant Professor of General Education and Director of Clinical Programs and Undergraduate Education
BA, Wellesley College; EdM, Harvard University. Appointed 1978.

Elizabeth Amelia Hadley, Associate Professor of Africana Studies and Women's Studies
BA, University of Rochester; MA, University of Pittsburgh; PhD, Indiana University at Bloomington. Appointed 1997.

Kelly Hager, Associate Professor of English and Women's Studies and Director of Gender/Cultural Studies
BA, Rice University; PhD, University of California, Irvine. Appointed 2001.

Raquel M. Halty, Professor of Modern Languages and Director of Graduate Program in Spanish
BA, Chatham College; AM, PhD, Harvard University. Appointed 1975.

Stephanie Hamel, Instructor in General Education
BS, Lesley College; EdM, Harvard University. Appointed 1995.

Margaret Hanni, Associate Professor of Art
BA, Simmons College; MA, PhD, Boston University. Appointed 1996.

Jane Hardin, Assistant Professor and Practicum Coordinator, Department of Special Education
BA, University of Massachusetts; MEd, Framingham State College. Appointed 1995.

Jacqueline Horne, Assistant Professor of English
BA, Yale University; MA, Simmons College; PhD, Brandeis University. Appointed 2005.

Alister Inglis, Assistant Professor of Modern Languages
BA, University of Canberra; PhD, University of Melbourne. Appointed 2003.

Lynda K. Johnson, Assistant Professor and Assistant Dean of General Education
BA, MS, Simmons College; CAGS, Boston University. Appointed 1992.

Patrick M. Johnson, Assistant Professor of Physics
BA, Swarthmore College; PhD, University of Minnesota. Appointed 2004.

Michael Kaplan, Professor of Chemistry and Physics
MS, Kishinev State University; PhD, Leningrad State University; DrSci, Moscow State University, Moscow. Appointed 1993.

Roberta Kelly, Senior Lecturer in General Education and Coordinator of Urban Education Program
BA, Tufts University; MS, Lesley University. Appointed 1995.

Colleen Kiely, Assistant Professor of Art and Music
BFA, Rhode Island School of Design; MFA, School of the Museum of Fine Arts. Appointed 2005.

Richard Lavoie, Visiting Professor in Special Education
BA, Fitchburg State College; MS, Assumption College; MEd, Fordham University. Appointed 2002.

Nancy Lee, Associate Professor of Chemistry
BA, University of Pennsylvania; PhD, Brown
University. Appointed 1994.

Valerie Leiter, Assistant Professor of Sociology
BA, State University of New York at Albany; AM,
Harvard University; PhD, Brandeis University.
Appointed 2003.

Sarah L. Leonard, Assistant Professor of History
BA, University of California, Santa Cruz; MA, PhD,
Brown University. Appointed 2004.

Suzanne Leonard, Assistant Professor of English
AB, Dartmouth College; MA, PhD, University of
Wisconsin-Milwaukee. Appointed 2006.

Randi Lite, Instructor in Biology
AB, Brown University; MA, Columbia University.
Appointed 1989.

Zhigang Liu, Associate Professor of History and
Modern Languages, Chair of History, and Director
of East Asian Studies
University Diploma, Beijing Normal University;
MA, PhD, Boston University. Appointed 1991.

Stephen D. London, Professor of Sociology
BA, Bowdoin College; PhD, University of Chicago.
Appointed 1975.

Jane Lopilato, Associate Professor of Biology
BA, Emmanuel College; PhD, Harvard University.
Appointed 1989.

Shirong Luo, Assistant Professor of Philosophy
MS, Peking Union Medical College; MA, Texas A &
M University; PhD, University of Miami.
Appointed 2006.

Bridget Lynch, Instructor of Art and Music
BA, University of Kansas. Appointed 2006.

Abby Machamer, Instructor and Program
Coordinator for Language and Literacy
BA, Lycoming College; MBA, New Hampshire
College; EdS, Simmons College. Appointed 2002.

Margaret Menzin, Professor of Mathematics
BA, Swarthmore College; MA, PhD, Brandeis
University. Appointed 1969.

Cathryn M. Mercier, Associate Dean, Associate
Professor of English, and Director of the Center for
the Study of Children's Literature
BA, Mount Holyoke College; MA, MPhil, Simmons
College; PhD, Boston University. Appointed 1985.

Thomas J. Montagno, Assistant Professor of
Biology
BS, MS, PhD, The Ohio State University.
Appointed 1997.

W. David Novak, Associate Professor of
Mathematics
BA, MA, PhD, Washington State University.
Appointed 1976.

Gary Oakes, Assistant Professor of General
Education and Director of the Multidisciplinary
Core Course
BA, University of South Florida; MA, Florida State
University; EdD, Boston University.
Appointed 2000.

Stephen Ortega, Assistant Professor of History
BA, New York University; MA, Harvard University;
PhD, University of Manchester. Appointed 2006.

Robert Oppenheim, Professor of Art and Director
of Trustman Art Gallery
BFA, Rhode Island School of Design; MFA,
Michigan State University. Appointed 1969.

Mary H. Owen, Associate Professor and Chair of
Biology
BA, Regis College; M.A., PhD, Clark University.
Appointed 1992.

Catherine Paden, Assistant Professor of Political
Science and International Relations
BA, Vassar College; PhD, Northwestern University.
Appointed 2006.

Lowry Pei, Professor and Chair of English
AB, Harvard College; MA, PhD, Stanford
University. Appointed 1985.

Dolores Peláez-Benítez, Associate Professor and
Chair of Modern Languages and Literatures
Licenciatura, PhD, Universidad Complutense de
Madrid. Appointed 1992.

J. Douglas Perry, Jr., Associate Professor of English
BA, Yale College; MA, PhD, Temple University.
Appointed 1968.

Theresa Perry, Professor of Africana Studies and
Education
BA, Loyola University; MA, Marquette University;
PhD, Yale University; EdD, Harvard University
Graduate School of Education. Appointed 2005.

Vonda Powell, Associate Professor of
Communications
BA, Spellman College; PhD, University of Illinois.
Appointed 2005.

Laura Prieto, Associate Professor of History
BA, Wellesley College; MA, PhD, Brown University.
Appointed 1997.

Madalaine Pugliese, Instructor in Special
Education and Coordinator, Special
Education/Assistant Technology Program
EdS, Simmons College. Appointed 1992.

Jyoti Puri, Associate Professor of Sociology and
Women's Studies, and Chair of Sociology
BA, Bombay University; PhD, Northeastern
University. Appointed 1996.

Diane Raymond, Dean of the College of Arts and
Sciences and Professor of Philosophy and
Women's Studies
BA, Vassar College; MA, PhD, New York University.
Appointed 1985.

John Reeder, Assistant Professor of Psychology
BA, McMaster University; PhD, Princeton
University. Appointed 2004.

Judith Richland, Instructor of Communications
BS, Cornell University; MA, Boston University;
MFA, Massachusetts College of Art. Appointed
2005.

Alfred A. Rocci, Jr., Associate Professor of General
Education
AB, MEd, Tufts University; CAGS, Boston College.
Appointed 1993.

Jennifer Roecklein-Canfield, Assistant Professor of
Chemistry
BS, University of Maryland, PhD, State University
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Bruce Rosow, Instructor in Special Education
BA, University of Vermont; MEd, Norwich
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Renee Rubin, Senior Lecturer and Coordinator,
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BS, Simmons College; MEd, Northeastern
University. Appointed 1997.

Anna Sandoval Gir6n, Assistant Professor of
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BS, Oregon State University, Corvallis; MA, PhD,
University of California, Santa Barbara. Appointed
2005.

Barbara A. Sawtelle, Professor of Economics
BA, University of New Hampshire; PhD,
Massachusetts Institute of Technology. Appointed
1970.

Elizabeth Scott, Assistant Professor of Biology
MI, Manchester Metropolitan University; MPhil,
PhD, University of London. Appointed 2001.

Wendy Seller, Assistant Professor of Art and Music
BAE, Rhode Island School of Design; MFA,
University of Illinois. Appointed 2001.

Walter Shaw, Assistant Professor of Spanish
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Vaughn Sills, Associate Professor of Art
BA, The American University; MFA, Rhode Island
School of Design. Appointed 1987.

Gregory Slowik, Associate Professor of Music and
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Niloufer Sohrabji, Assistant Professor of
Economics
MA, University of Maine; PhD, Boston College.
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Leonard Soltzberg, Hazel Dick Leonard Professor
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Appointed 1990.

Lynissa Stokes, Assistant Professor of Psychology
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Education and Women's Studies, and Chair of
Women's Studies
BA, New Zealand School of Physiotherapy; BA,
University of Massachusetts, Boston; EdM, EdD,
Harvard University. Appointed 1990.

Dawna Thomas, Assistant Professor of Women's
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BA, MS, University of Massachusetts, Boston;
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Becky Thompson, Associate Professor of Sociology
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Bruce Tis, Associate Professor and Chair of Computer Science and Information Technology BSEE, MSEE, Northeastern University; PhD, Boston University. Appointed 1998.

Wanda Torres Gregory, Associate Professor and Chair of Philosophy BA (Pol.Sci.), BA (Phil.), MA, University of Puerto Rico; PhD, Boston University. Appointed 1997.

Mary Jane Treacy, Professor of Women's Studies and Director of the Honors Program BA, Emmanuel College; MA, PhD, Boston University. Appointed 1972.

Jo Trigilio, Assistant Professor of Philosophy BA, Marietta College; MA, PhD, University of Oregon. Appointed 2005.

Geoffrey Turner, Associate Professor of Psychology AB, Lafayette College; MS, PhD, Pennsylvania State University. Appointed 1997.

Nanette Veilleux, Associate Professor of Computer Science ScB, Brown University; MSEE, PhD, Boston University. Appointed 1999.

Edward T. Vieira, Jr., Assistant Professor of Communications BA, Rhode Island College; MBA, Bryant College; PhD, University of Connecticut. Appointed 2004.

Marta Villar, Spanish Preceptor, Modern Languages Licenciatura, Universidad Complutense de Madrid; MA, EL PAIS de Madrid; MA, University of Rhode Island; PhD, Boston University. Appointed 2003.

James Walsh, Associate Professor of General Education BA, Boston College; MA, Boston State College; PhD, Boston College. Appointed 2001.

Janie Ward, Associate Professor of General Education and Africana Studies and Chair of Africana Studies BFA, New York University; EdM, EdD, Harvard University. Appointed 1986.

Afaa Michael Weaver, Alumnae Professor of English BA, University of the State of New York; MA, Brown University. Appointed 1997.

Cheryl B. Welch, Professor and Chair of Political Science and International Relations BA, Simmons College; MPhil, PhD, Columbia University. Appointed 1990.

Bob White, Professor of Communications AB, College of the Holy Cross; MS, Boston University. Appointed 1971.

Richard Wollman, Associate Professor of English BA, Brandeis University; MA, MPhil, PhD, Columbia University. Appointed 1993.

ADMINISTRATIVE DIRECTORS, COLLEGE OF ARTS AND SCIENCES

Catherine Childs-Capolupo, Director, Undergraduate Admission BA, Stonehill College; BA, Simmons College. Appointed 1999.

Kristen Haack, Director, Graduate Studies Admission BA, Wheelock College; MAT, Boston University. Appointed 2002.

Diane E. Hammer, Administrative Director, Simmons Institute for Leadership and Change BA, State University of New York at Binghamton; MS, Simmons College. Appointed 1978.

Janet Goulet, Associate Director, Event Coordinator, Undergraduate Admissions BA, Stonehill College; MS, Simmons College. Appointed 2002.

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Todd Herriott, Director of Disability Services and ADA Compliance Officer BA, Drake University; MS, Iowa State University. Appointed 2004.

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University. Appointed 2002.

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MEd, Institute for Open Education, Antioch
University. Appointed 1985.

FACULTY AND STAFF, SCHOOL FOR HEALTH STUDIES

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BSN, Rutgers, The State University of New Jersey,
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BSN, Skidmore College; MSN, Yale University;
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FACULTY AND STAFF, GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

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Appointed 1988.

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Seminary; MS, PhD, University of Michigan.
Appointed 1989.

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Appointed 1974.

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MLS, Rutgers University; PhD, University of North
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BA, Middlebury College; MLS, University of Washington; MA, PhD candidate, University of Connecticut. Appointed 2000.

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Carolyn S. Schwartz, Professor of Library and Information Science and Coordinator of PhD Programs
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Susan Shoemaker, Assistant Professor of Library and Information Science
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Allen Smith, Associate Dean and Professor of Library and Information Science
BA, Ohio University; MA, University of Denver; PhD, Institute of Dialect and Folklife Studies, University of Leeds. Appointed 1978.

Tywanna Whorley, Assistant Professor of Library and Information Science
BA, MA, University of Virginia; MA, Carnegie Mellon University; PhD, University of Pittsburgh. Appointed 2004.

FACULTY AND STAFF, SCHOOL OF MANAGEMENT

Bonita Betters-Reed, Professor, CGO Faculty Affiliate
BA, State University of New York at Potsdam; MA, Bowling Green State University; PhD, Boston College. Appointed 1986.

Stacy Blake-Beard, Associate Professor, Research Faculty, CGO
BS, University of Maryland; MA, PhD, University of Michigan. Appointed 2002.

Andrea Bruce, Assistant Dean, MBA Marketing and Admissions
BA, Bucknell University; MA, University of Michigan. Appointed 1998.

Patricia Clarke, Assistant Professor
BA, Lawrence University; MBA, University of Illinois; PhD, University of Massachusetts, Amherst. Appointed 1998.

Wendy D'Ambrose, Director, Career Services
BA, Elmira College; MSW, Boston College. Appointed 1999.

Patricia Deyton, Assistant Professor, Interim Director, CGO
BS, Empire State College, SUNY; M Div., Yale; MSW, Columbia. Appointed 2004.

Mary Dutkiewicz, Assistant Dean, MBA Programs and Administration
BA, Holy Cross; MEd, University of Vermont; MBA, Simmons College. Appointed 1999.

Sheila Estes, Associate Director, MBA Marketing and Admissions
BA, Providence College; MS, Northeastern University. Appointed 2000.

Joyce Fletcher, Visiting Professor of Management, CGO Faculty Affiliate
BS, Eastern Michigan University; MCE, Northeastern University; D.B.A., Boston University. Appointed 1998.

Maurice Gervais, Instructor
BS, Paris CN Arts & Métiers; MBA, Boston University. Appointed 1999.

Indra Guertler, Associate Professor
BA, Albion College; MBA, MS, University of Maryland; DBA, University of Virginia. Appointed 2000.

Vipin Gupta, Associate Professor, Roslyn Solomon Jaffe Chair in Strategy
B.Com, Shri Ram College; MBA, Indian Institute of Management; MA, PhD, Wharton School, University of Pennsylvania. Appointed 2005.

Susan Hass, Associate Dean, Professor of Management
BS, Boston University; MBA, Harvard University; CPA MA and MD. Appointed 1981.

Richard Homonoff, Instructor
SB, MBA, MIT. Appointed 2005.

Cynthia Ingols, Associate Professor, CGO Faculty Affiliate
BA, University of Georgia; MA, University of Wisconsin; EdD, Harvard University. Appointed 1996.

Jill Kickul, Associate Professor, Elizabeth J. McCandless Professor of Entrepreneurship, CGO Faculty Affiliate
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Deborah M. Kolb, Professor, Deloitte Ellen Gabriel Professor for Women and Leadership, CGO Faculty Affiliate
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Deborah Marlino, Professor
BA, MBA, University of Tennessee; PhD, University of California, Los Angeles. Appointed 1989.

Sylvia Maxfield, Associate Professor
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Deborah Merrill-Sands, Dean, CGO Faculty Affiliate
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Jane Mooney, Associate Professor
AB, Vassar College; MBA, Wharton School, University of Pennsylvania; PhD, Baruch College, CUNY. Appointed 2005.

Paul Myers, Instructor
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BA, University of Massachusetts, Dartmouth, Appointed 2003.

Susan D. Sampson, Associate Professor and Director, Prince Program
BS, Salem State College; MA, PhD, Kent State University. Appointed 1995.

Mary Shapiro, Assistant Professor
BFA, MS, MBA, Wright State University. Appointed 1992.

Martha Sheehan, Director, Executive Education
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Lisa Toby, Associate Director, Executive Education
BS, Fitchburg State College. Appointed 2002.

Suzette Turnbull, Associate Director, MBA Programs and Administration
BS, Florida Atlantic University; MBA, Simmons College. Appointed 2001.

Bruce Warren, Professor
BS, Bryant College; MBA, Clark University; JD, Suffolk University. Appointed 1970.

Abbot Weiss, Visiting Senior Lecturer
BS, Webb Institute; MS, MIT; DBA, Harvard University. Appointed 2005.

Fiona Wilson, Instructor
MBA, Simmons; DBA Candidate, Boston University. Appointed 2002.

Betsy Whipple, Director of Major Gifts
BA, University of Cincinnati. Appointed 2003.

FACULTY AND STAFF, SCHOOL OF SOCIAL WORK

Gary Bailey, Assistant Professor of Social Work
BA, Eliot Pearson School of Child Study and Tufts University; MSW, Boston University. Appointed 1999.

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BA, Mount Holyoke College; MSW, Simmons College; MBA, Boston University. Appointed 1984.

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Abbie K. Frost, Associate Professor of Social Work
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Mary Gilfus, Associate Professor of Social Work
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Ellen Goodman, Assistant Professor of Social Work
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Joseph Regan, Professor of Social Work
MSW, Loyola University; PhD, Brandeis University. Appointed 1976.

Helen Z. Reinherz, Professor of Social Work and Principal Investigator
BA, Wheaton College; MSW, Simmons College; ScD, Harvard School of Public Health. Appointed 1965.

Suzanne Sankar, Director of Field Education
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BS Sociology, UMASS Amherst, MSW Boston College Graduate School of Social Work. Appointed 2005.

ALL-COLLEGE ADMINISTRATION AND STAFF

Megan Abbett, Director of Donor Relations and Scholarship Giving
BA, Boston College; MA, Emerson College. Appointed 2004.

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AB, Harvard University/Radcliffe College; JD, University of Chicago Law School. Appointed 2001.

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Jacob Berry, Interim Vice President of Marketing
BA, University of Vermont. Appointed 2002.

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Marie Brais, Director of Major Gifts
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ATHLETIC DIRECTORS

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EMERITI FACULTY

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Professor of Social Work, Emerita

Mae L. Beck, PhD

Associate Professor of Chemistry, Emerita

Katherine Bevacqua, MEd

Associate Professor of Management, Emerita

Susan Bloom, MA

Associate Professor of English, Emerita

Peter G. Bowers, PhD

Professor of Chemistry, Emeritus

Deanna Brooks, MSW

Associate Professor of Social Work, Emerita

Richard Bruce Carpenter, PhD

Professor of Art History, Emeritus

Teresa Carterette, PhD

Professor of Psychology, Emerita

Peter Castle, PhD

Associate Professor of Psychology, Emeritus

Dana C. Chandler, Jr., BS

Professor of Art, Emeritus

Burton Abercrombie Cleaves, MMus

Professor of Music, Emeritus

Anne Coghlan, PhD

Dean of Sciences and Professor of Biology, Emerita

Diane T. Coulopoulos, PhD

Professor of Psychology, Emerita

Laurie Crumpacker, PhD

Professor of History, Emerita

Kathleen Dunn, EdD

Professor of Education and Human Services, Emerita

Josephine R. Fang, PhD

*Professor of Library and Information Science,
Emerita*

Alicia Faxon, PhD

Professor of Art, Emerita

Deborah Fraioli, PhD

Professor of Modern Languages, Emerita

Sophie Freud, PhD

Professor of Social Work, Emerita

Anne Soloveichik Gerber, MA, MSW

Professor of Social Work, Emerita

Marlyn Gillis, MA, MBA, MS

Associate Professor of Management, Emerita

Lillian Grayson, PhD

Associate Professor of Psychology, Emerita

Elaine Hagopian, PhD

Professor of Sociology, Emerita

Henry James Halko, PhD

Professor of History, Emeritus

Mary Louise Hatten, PhD

Professor of Management, Emerita

Iclal Hartman, PhD

Professor of Chemistry, Emerita

William J. Holmes, PhD, DLitt

President and Professor of English, Emeritus

Alice M. Hosack, DSc

Professor of Nursing, Emerita

John Cleary Hunter, PhD

Professor of History, Emeritus

Sheila Intner, DLS

*Professor of Library and Information Science,
Emerita*

Reginald L. Jackson, PhD

Professor of Communications, Emeritus

Anne Jardim, DBA

Founding Dean and Professor, Emerita

Estelle Jussim, DLS

*Professor of Library and Information Science,
Emerita*

Susan M. Keane, PhD

Associate Professor of French, Emerita

Ann Kittler, MSN

Professor of Nursing, Emerita

Lawrence L. Langer, PhD

Professor of English, Emeritus

Ruth Shaw Leonard, MS

Associate Professor of Library Science, Emerita

Ann E. Lord, MS

Professor of Nursing, Emerita

Carol Love, PhD

Professor of Nursing, Emerita

Richard Lyman, PhD

Professor of History, Emeritus

Charles R. Mackey, PhD

*Dean of Humanities and Professor of French,
Emeritus*

Helen Mamikonian, MA

*Associate Professor of Foreign Languages,
Emerita*

William Manly, MA

Associate Professor of English, Emeritus

Marion Mason, PhD

*Ruby Winslow Linn Professor of Nutrition,
Emerita*

James Matarazzo, PhD

*Dean and Professor of Library and Information
Science, Emeritus*

James Mendrick McCracken, Jr., MSW

Professor of Social Work, Emeritus

Carroll French Miles, PhD

Professor of Government, Emeritus

Margaret Bonney Milliken, MA

Associate Professor of English, Emerita

Phyllis Moore, DNSc

Professor of Nursing, Emerita

Charlotte M. Morocco, MEd

Dean of the College, Emerita

Paul Raymond Nichols, PhD

Professor of Economics, Emeritus

George W. Nitchie, PhD

Professor of English, Emeritus

Carol Ochs, PhD

Professor of Philosophy, Emerita

Doris Olmstead, MEd

Associate Professor of Athletics, Emerita

M. Lynn Palmer, PhD

Professor of Physical Therapy, Emerita

Ynhui Park, PhD

Professor of Philosophy, Emeritus

James Piper, PhD

Professor of Chemistry, Emeritus

Alden W. Poole, BS

Professor of Journalism, Emeritus

Edward Prenowitz, MA

Professor of Physics, Emeritus

Elizabeth Rawlins, EdD

*Professor of Education and Associate Dean,
Emerita*

Patricia Rieker, PhD

Professor of Sociology, Emerita

Priscilla Riley, MSW

Associate Professor of Social Work, Emerita

John S. Robinson, EdD

*Dean of Graduate Studies and Social Sciences
and Professor of Education, Emeritus*

Linda Roemer, PhD

*Associate Professor of Health Care
Administration, Emerita
M. Don Sargent, MA
Treasurer, Emeritus*

Meyer Schwartz, MSSA

Dean and Professor of Social Work, Emeritus

Kenneth Raymond Shaffer, DLS

Professor of Library Science, Emeritus

Lydia Smith, EdD

Professor of Education, Emerita

Mark Solomon, PhD

Professor of History, Emeritus

Richard Sterne, PhD

Professor of English, Emeritus

Jessie Stuart, MA

Professor of Retailing, Emerita

Robert Stueart, PhD

*Dean of the Graduate School of Library and
Information Science, Emeritus*

Carole Swenson, DSW

Professor of Social Work, Emerita

Karen Talentino, PhD

Professor of Biology, Emerita

Donald Thomas, PhD

Professor of Psychology, Emeritus

Everett Leroy Tuttle, PhD

Associate Professor of Biology, Emeritus

Robert C. Vernon, PhD

Professor of Physics, Emeritus

Diana P. Waldfogel, MSW

Dean and Professor of Social Work, Emerita

Martha Gorovitz Waldstein, MSS

Associate Professor of Social Economy, Emerita

Elizabeth Weiant, DEd

Associate Professor of Biology, Emerita

Sandra Williams, PhD

Professor of Biology, Emerita

Judith Wittenberg, PhD

Professor of English, Emerita

Alden Wood, BS

Lecturer on Editorial Procedures, Emeritus

AWARDS AND ENDOWMENTS

GRADUATE SCHOOL AND PROGRAM AWARDS

Communications Management

Lynda Beltz Prize
Marge Bernstein Service Award

Education, General

Francis W. Gallishaw Award
Douglas Eli Schuch Award
Lydia Smith Award

Education, Special

Mary Carlyle Holmes Award
(undergraduate or graduate)
Francis W. Gallishaw Award
(undergraduate or graduate)
The Kennedy Family Scholarship in
Special Education
John S. Robinson Award
(undergraduate or graduate)
Douglas Eli Schuch Award
(undergraduate or graduate)
Assistive Technology in Special Education
Award (graduate level only)
Award in Behavioral Education
(graduate level only)
Language and Literacy Award
(graduate level only)

Health Care Administration

Health Care Administration Outstanding
Achievement Award
Tom Crossman Prize for Public Policy
Linda Roemer Community Service Award
Upsilon Phi Delta National Honor Society

Library and Information Science

Frances Harpel Freedman Endowed Award
Estelle Jussim Award
Kenneth R. Shaffer Outstanding Achievement
Award
GSLIS Western Campus Leadership Award
Outstanding Information Science Student
Award

Management

Albert Beekhuis Foundation Award
Susan Buckley Butler Award
William J. Holmes Prize
Pat Miller Memorial Award
Rappaport Award for Alumna Achievement
Jane Trahey Prize

Nursing

Clinical Excellence Award
Faculty Achievement Award
Research Award
Pauline Wheble Tripp Award

Nutrition

Nutrition and Health Promotion Outstanding
Achievement Award

Physical Therapy

Outstanding Achievement Award

Social Work

Iris MacRae Award
Shirley Saks Greenberg Award
Award for Community Service
Faculty Award for Achievement in Political
Action and Social Justice
Faculty Award for Outstanding Competence
in Multicultural Practice
Faculty Award for Written Scholarship in
Social Work
Faculty Award for Leadership

ENDOWED SCHOLARSHIPS

The following are endowed scholarship funds of \$25,000 or more at Simmons College:

Norman and Leah Abbott Scholarship
 Judith I. Abrams Scholarship
 Helen Goller Adams Scholarship
 Wilma Munt Aldrich Scholarship
 Phyllis Aldrin Endowed Scholarship
 Alexander Family Scholarship
 Hazel Spink Alfast Scholarship
 Rosamund Allen Scholarship
 Viola Engler Andersen Scholarship
 Elizabeth McCarthy Armand Scholarship
 Winifred Armstrong Scholarship
 Sarah Louise Arnold Scholarship
 Marion P. Ayer Scholarship
 Smith Tinkham Balkham Scholarship
 Harriet M. Bartlet Scholarship
 Theodore Bates Scholarship
 Albert Beekhuis Foundation Scholarship
 Elizabeth Beiter Scholarship
 Eva Bayard Berger Scholarship
 Margaret Bergfors Scholarship
 Ruth Dane Bernat Scholarship
 Helen Noyes Bickford Scholarship
 Blanche L. and Fred H. Bisbee Scholarship
 Black Alumnae/i Symposium 2005 Legacy Scholarship
 Mildred Bridgham Blake Scholarship
 Helen Blanchard Scholarship
 Alice F. Blood Scholarship
 Josephine C. Grover Bohm Scholarship
 Boston Simmons Club Scholarship
 Bowker Grant Scholarship
 Virginia Bratton Fund for Continuing Education
 Margaret D. Brenner Fund for Library Science Scholarship
 Ruth Bristol Scholarship
 Cecile H. Bronfin '63 and Barry R. Bronfin Scholarship

B. Marion Brown Memorial Scholarship
 Bettye L. Brown Scholarship
 Lillian Clark Brown Scholarship
 Lucille Cummings Brown Scholarship
 Phyllis Rosen Brown Scholarship
 Dorothy Budlong Scholarship
 Beryl Hardacker Bunker Award for Continuing Education
 Phyllis Burlingame Scholarship
 Josephine Morello Butz Scholarship
 Bydale Scholarship
 Dina M. Carbonell '81SW, '96SW Endowed Scholarship
 Constance Russo Carroll Scholarship
 Nellie Parney Carter Scholarship
 Irene Beers Chaves '23 Endowed Scholarship
 David A. Chernin Endowed Scholarship
 Children's Literature Scholarship
 Chrisman Endowed Scholarship
 Irene Christopher Scholarship
 Elizabeth Austin Church Scholarship
 Anna Clark Scholarship
 Maxine Mayer Clarke Scholarship
 The First Class of 1906 Scholarship
 Class of 1910 Memorial Scholarship
 Class of 1922 Scholarship
 Class of 1930 Scholarship (PRIDE II)
 Class of 1933 Scholarship (PRIDE II)
 Class of 1938 Scholarship
 Class of 1939 Scholarship
 Class of 1942 Scholarship
 Class of 1945 Scholarship
 Class of 1946 Scholarship
 Class of 1947 Scholarship
 Class of 1948 Scholarship
 Class of 1950 Scholarship
 Dorothy Cleaveland Scholarship
 Fannie F. & Alice W. Clement Scholarship
 Ruth H. Cleveland Scholarship
 Josephine and Ernest Cohen Scholarship

Jane Conard Scholarship
 Sarah M. Crane Scholarship
 Crawley – McCarthy Chemistry Scholarship
 Mildred Custin Scholarship
 Dolores and Lawrence D'Angelo Scholarship
 Ruth Huntington Danielson Scholarship
 Eleanor S. Davis Scholarship
 Jean Kohler Davis '48 Scholarship
 Marion Gray Davis Scholarship
 Carmencita C. de Aponte Latin America
 Scholarship
 Helen Deacon '36 Scholarship
 Stephen R. Deane Scholarship
 Mildred Cook Dempsey Scholarship
 June Richardson Donnelly Scholarship
 Isabella N. Dunton Scholarship
 Laura Frye Elliot Endowed Scholarship
 Nancy Kitfield Ellison Scholarship
 Endowed Scholarship for Continuing
 Education
 Ernest and Dorothy McLennan Scholarship
 Ferdinand Scholarship
 Dorothy Ferebee Scholarship
 Allan R. Finlay Scholarship
 Jane E. Fisher '57LS Scholarship
 Juan R. Freudenthal Scholarship
 Thomas J. Galvin '56LS Scholarship
 Mary Garland Continuing Education
 Scholarship
 Edward and Janet Hyde Gildea Scholarship
 (PRIDE II)
 Dorothy Giles Scholarship
 Alice Ives Gilman Scholarship
 Sandra (Frank) Goldberg '57 and Dr. Marshal
 G. Goldberg Fund for New Americans
 Dr. Susan Goldstein '65 Endowed
 Scholarship
 Genevieve Gordon-Prince Scholarship
 Ina M. Granara Scholarship
 Jessie M. Grant Scholarship
 Shirley Saks Greenburg '56SW Memorial
 Scholarship

Delphine D. Greene Scholarship
 Eva and Myer Greene Scholarship
 Henry J. Halko and Jane Curtin Halko Travel
 Abroad Scholarship
 Halko and Hunter Scholarship
 Katherine Hardwick Scholarship
 Burton M. and Shirley Scholnick Harris '61,
 '80SW School of Social Work
 Endowed Scholarship
 Florence Margaret Harvey Scholarship
 Virginia Haviland Scholarship
 Lawrence Hayes Scholarship
 Eleanor Hayward Memorial Scholarship
 Mary Heneghan Endowed Scholarship
 William Randolph Hearst Scholarship
 Maria Howard Hillard Scholarship
 Hope A. and David M. Hirsch Family
 Scholarship
 Frances Tufts Hoar '19 Scholarship
 Lavern Averill Hodgkinson Scholarship
 Eleanor Hoey '44 Scholarship
 Laura Rodman Hoffman Scholarship
 Marjorie Holley Scholarship
 Cynthia E. & Clara H. Hollis Scholarship
 Elizabeth Balch Holmes Scholarship
 William J. Holmes Scholarship
 Home Economics Scholarship
 Elizabeth Cassell (Dill) Horvath Scholarship
 Hoyt Endowed Scholarship
 Theodora Kimbal Hubbard Scholarship
 George and Maria Jelatis Scholarship
 Sarah Orne Jewett Scholarship
 Ethel M. Johnson Scholarship
 Eloise M. Jordan Scholarship
 Ida Kaplan Scholarship
 Karp Centennial Scholarship
 David and Leona Feldberg Karp Scholarship
 Jacqueline and Marshall Kates Scholarship
 Katherine S. Kaufmann '69SW Scholarship
 for Urban Leaders
 Mary Morton Kehew Scholarship

Pearl Mason Keller Scholarship	Ethel Pokross Miller and Diane Miller Knopf Scholarship
Amelia M. and Minnie E. Kelley Scholarship	Emily Burns Mitchell Scholarship
Laura H. Kelley Scholarship	Kathryn Wilson Moore Scholarship
Minnie E. Kelley Scholarship	Evangeline Hall Morris Scholarship
Luella Sampson Kellogg Scholarship	Frances Rollins Morse Scholarship
Kathryn Kent Endowed Scholarship	Frances Rollins Morse Memorial Scholarship
Mary Kinney Scholarship	Gwendolen J. Morse Scholarship
Fruema Nannis Klorfein '52 Scholarship	Zdenka Munzer Scholarship
Anna A. Kloss Scholarship	Dorothy Bonn Neal Scholarship
Jane V. Koulouris Leigh Scholarship	Nellie James Neill Scholarship
Sammy J. Lee Endowed Scholarship in Memory of Francis Carter Lee '50	Sally Bodwell Nelson Scholarship
Angelina M. Lentini Scholarship	Christine Ann Noonan Scholarship
Ruth Leonard Scholarship	Jane P. Noonan Endowed Scholarship
Ruth and Murry Lerner Scholarship	William H. Norris Scholarship
Winifred Tank Lew '58 Endowed Scholarship	North Shore Simmons Club Endowed Scholarship
Library Science Endowed Scholarship	Charlotte Mintz Novick '29 and Shepard S. Novick Scholarship
Bernice Linde Scholarship	Rebecca Cohen Ober Scholarship
Ruby W. Linn Award	E. Marilyn Oberle '49 Scholarship
Ruby Winslow Linn Scholarship	Kristen Olson Trust and Mark Lieberman Scholarship
Stephen London Community Service Endowed Scholarship	Anna R. Pandiscio Scholarship
Ralphyne MacDonald Scholarship	Ynhui Park Scholarship
Miriam Gosian Madfis Award	Emerette O. Patch Scholarship
Marjorie Johnson Margolis Memorial Scholarship	Florence Stinchfield Patch Scholarship
Kenneth Lamartine Mark Scholarship	Josephine Perry Peine Scholarship
Ann Wilkie Marotto Scholarship	Libby K. Penn '38 Scholarship
Shirley Leopold Martin '50 and Randall R. Martin NU '48 Department of Nursing Scholarship	Clara Parker Permuth Scholarship
Ellen F. and Ida M. Mason Scholarship	John C. and Harriet Phillips Scholarship
Mary Dickey Masterton Scholarship	George Arlon Polsey Memorial Scholarship
James M. Matarazzo Scholarship	Caroline Hurd Pooler '53 Scholarship for Dix Scholars
Emily Pulling McDaniel '51SW Scholarship	Emily Scott Pottruck Scholarship
Merrimack Valley Simmons Club Scholarship	Pottruck Family Foundation Scholarship
Susan Spencer Merolla '74 Scholarship	Alice Resch Powers Scholarship
Stella B. Merwin Scholarship	Lucia Luce Quinn Endowed Scholarship
Joseph S. and Sonia B. Michelson '85SW Endowed SSW Scholarship	Rebecca B. Rankin Scholarship
MICROCOSM Scholarship	Elizabeth B. Rawlins '67GS Scholarship

Carol A. Rennie Scholarship
 Faith M. Richardson '84 Scholarship
 Christine Ricker Fund for Institutional
 Studies
 Annis M. Rideout Scholarship
 Agnes Spencer Roach Scholarship
 Florence R. Robertson Scholarship
 Pauline Rogers Scholarship
 Dr. Barbara J. Rosen Scholarship
 Harriet L. Rourke Scholarship
 Phyllis Dawson Rowe Memorial Scholarship
 Sachs Family SSW Endowed Scholarship
 Nora Saltonstall Scholarship
 Mrs. Winthrop Sargent Scholarship
 Edward and Cornelia Savage Scholarship
 Dolores M. Sayles LS '29 Endowed
 Scholarship
 School of Social Work Class of 1974 Urban
 Leadership Scholarship
 Sewall Scholarship
 Martha Shaber Scholarship
 Jane Bergwall Shattuck '48 Endowed
 Scholarship
 Mary Lagace Shaughnessy '54 Endowed
 Award in Physical Therapy
 Rachel Josefowitz Siegel Scholarship
 Edna Morrison Silverman '45 Scholarship
 Simmons College Alumnae Scholarship
 Simmons College Legacy Scholarship for
 Commuter Students
 Martin I. Slate Scholarship Fund
 Caroline T. Slater Scholarship
 Beverly Ryd Small Scholarship
 Smalley Foundation Scholarship
 Albert Henry Smith Scholarship
 Catherine W. Smith Scholarship
 Miriam S. Smith Scholarship
 F. Mary Sneed Loan Forgiveness Grant
 Maida Herman Solomon Scholarship
 Ann DeForest Baker Spaulding '48 Merit
 Fund Memorial Endowment

Dorothy Spaulding Scholarship
 Edna G. Spitz Scholarship
 Susan K. Stasiowski Endowed Scholarship
 Katherine Lent Stephenson Scholarship
 Student Aid Scholarship
 Clare L. Sweeney Scholarship
 Charlotte E. Taskier Scholarship
 K. D. Thompson Scholarship
 Libby Friedman Topol Scholarship
 Annie Studley Tripp Scholarship
 Anna Gogos Tskelenis '53 Scholarship
 Ruth Tyler Scholarship
 US Steel Endowed Scholarship
 Martha G. Waldstein Scholarship
 Emily Ann Parker Walton Scholarship
 Joan Melber Warburg Scholarship
 May Alden Ward Scholarship
 Edith B. Warren and Alice T. Smith
 Scholarship
 Joy Disbro Warren '68 Scholarship
 Mary Louise Washburn Scholarship
 Katherine Wellman Scholarship
 Lucille Wert Scholarship
 Ruth E. Hills Wheeler Scholarship
 Eva Whiting White Scholarship
 Hattie Melancon White Scholarship
 Helen H. White Scholarship
 Roland and Olive Whittaker Scholarship
 Shirley M. Wiesenfeld Scholarship
 Ida Wilkoff '26 Scholarship
 Sylvia Wolfe Girl's Scholarship
 Lillian (Ginsburg) Wolk and Louis Wolk
 Scholarship
 Women's Scholarship Association
 Ethel Arnold Wood Scholarship
 Carol Schlafman Woolf and Stanley Woolf
 Scholarship
 Elizabeth Wright Scholarship
 Janice B. Wyatt Scholarship
 Armenia E. Young Scholarship

Endowed Chairs

Alumnae Endowed Chair Fund
 Deloitte Ellen Gabriel Chair for Women and Leadership
 Roslyn Solomon Jaffe Chair in Marketing Strategy
 Hazel Dick Leonard Faculty Endowed Chair
 Ruby Winslow Linn Endowed Chair in Nutrition
 Elizabeth J. McCandless Entrepreneurship Chair
 Coleman Mockler Endowed Chair in Business
 Social Work Faculty Endowed Chair
 Joan M. and James P. Warburg Faculty Endowed Chair in International Relations
 Eva Whiting White Professorship in Social Economics

Other Major Endowments

Helen Barthelmes Fund
 Bicknall-Kirkham Fund
 Susan P. Bloom '60, '81GS Endowed Fund
 Deborah C. Brittain '74SW Alternative Spring Break Fund
 Winford N. Caldwell Fund
 Class of 1906 Library Fund
 Class of 1919 Student Loan Fund
 Class of 1934 – PRIDE II Faculty Development Fund
 Class of 1944 Endowed Library Book Fund
 Ruth D. Coates Fund
 Anne Coghlan Student Research Fund
 Helen Collamore Fund
 Dorothy and Miles Dallison Fund
 Dorothea L. Dix Loan Fund
 Haim S. Eliachar Memorial Fund
 George H. Ellis Fund
 Endowed Alumnae Fund
 Vera E. Fellows Memorial Fund

Sarah E. Field '44 Endowed Fund for Community Service
 Florence Flores Fund
 Eileen Friars Leader in Residence Program
 Garland College General Endowment Fund
 Robert M. Gay Memorial Lecture General Endowment Fund
 Margaret Yates Gerwin '62 Fund for Investment Education
 Gildea Fund for Faculty Research
 Lillian and Morris Goodman Loan Fund
 Graduate School of Library and Information Science Endowment Fund
 Charlotte N. Greene Endowment Fund
 GSLIS International Initiatives Fund
 Charles Harrington Fund
 Virginia Haviland Fund
 Edward Hodgkins Fund
 Franklin K. Hoyt Book Fund
 Henry C. Jackson Fund
 Barbara Jaslow-Schaefer '82 SW Endowed Lecture Fund
 Kimerling Endowed Book Award for Women in the Sciences and Technology
 Carol Kline Visiting Faculty Fund
 Horatio A. Lamb Fund
 Henry LeFavour Fund
 Lucius N. Littauer Fund
 Gertrude Butler Marcy Fund
 M. Louise Neill Fund
 Nicolas Nelson Fund for the Sciences
 Dorothy Norton Fund
 School of Nursing Fund
 Edith Salisbury Olney Memorial Fund
 Lucinda W. Prince Fund
 Faith M. Richardson '84 Fund for Faculty Research and Development
 Charles Rittenhouse Fund
 Gladys M. Rosenthal Fund for Hillel
 Frances Cook Saltz '29 Endowed Library Acquisition Fund

Julia E. Schaupp Fund
Francis and Mildred Sears Fund
William T. Sedgewick Fund
School of Social Work Fund
John Simmons Fund
Ann Baker Spaulding Fund
Harold and Olive Sprague Fund
Mary Sweetser Memorial Fund
Pauline Wheble Tripp Memorial Endowment
for Nursing
Frances M. D. Triplett Fund
Julia Myerson Trustman Fellowship
Julia M. and Benjamin A. Trustman Art
Gallery Fund
Julia M. and Benjamin A. Trustman
Curatorial Fund
Jennie B. Wilkinson Fund
Ruth Woodbury Fund
Elizabeth Wright Scholarship

HONORARY DEGREES AWARDED

2005

G. Rita Dudely-Grant '73
Doctor of Humane Sciences

Edna Hibel
Doctor of Fine Arts

Cheryl Jacques
Doctor of Public Service

Lisa Jean Mullins '80
Doctor of Journalism

Amartya Sen
Doctor of Humane Service

Jerome Groopman
Doctor of Humane Science

Joyce Kulhawik
Doctor of Communications

Beverly Malone
Doctor of Humane Science

Nina Totenburg
Doctor of Journalism

Roman Totenberg
Doctor of Fine Arts

Vivian Waixal
Doctor of Journalism

2004

Sarah Molloy Crane
Doctor of Public Service

Anne Garrels
Doctor of Journalism

Ngina Lythcott
Doctor of Health Services

Nancy D'Alesandro Pelosi
Doctor of Public Service

Lewis H. Spence
Doctor of Humane Letters

2001

Beryl Hardaker Bunker
Doctor of Humane Service

Myrlie Evers-Williams
Doctor of Public Service

Anna Faith Jones
Doctor of Humane Letters

Barbara F. Lee
Doctor of Public Service

Barbara Washburn
Doctor of Science

Bradford Washburn
Doctor of Science

2003

Carmen Aponte Baez
Doctor of Communications

Allan Rohan Crite
Doctor of Fine Arts

David Macaulay
Doctor of Children's Literature

Elizabeth B. Rawlins
Doctor of Education

Amy Tan
Doctor of Letters

2000

Olivia Cohen-Cutler
Doctor of Business Administration

Ida F. Davidoff
Doctor of Human Service

The Honorable Harriet L. Elam-Thomas
Doctor of Public Service

Rehema Ellis
Doctor of Journalism

Jane Curtin Halko
Doctor of Humane Administration

Anita F. Hill
Doctor of Laws

Elinor Lipman
Doctor of Letters

2002

Jan Gellucci
Doctor of Public Service

Sister Mary Dooley, SSND
Doctor of Humane Service

Evelyn G. Lipper
Doctor of Humane Service

The Honorable Thomas M. Menino
Doctor of Public Service

1999

Berthé M. Adams Gaines
Doctor of Library Service

Charles K. Gifford
Doctor of Public Service

Cathy E. Minehan
Doctor of Public Service

Linda K. Paresky
Doctor of Humane Letters

1998

Anne Coghlan
Doctor of Science

Miriam A. Drake
Doctor of Library Science

Alicia Craig Faxon
Doctor of Humane Letters

Ann M. Fudge
Doctor of Management

1997

Denise Di Novi
Doctor of Public Arts

Sylvia A. Earle
Doctor of Humane Science

Loretta C. Ford
Doctor of Humane Science

Gail Snowden
Doctor of Public Service

Joan Melber Warburg
Doctor of Humane Letters

1996

Sophie Freud
Doctor of Social Service

Lawrence L. Langer
Doctor of Humane Letters

Gail Levin
Doctor of Letters

Liz Walker
Doctor of Journalism

1995

Gwen Bell
Doctor of Humane Science

William J. Holmes
Doctor of Humane Letters

Stacey Kabat
Doctor of Human Service

Evelyn Fox Keller
Doctor of Humane Science

Florence C. Ladd
Doctor of Humane Letters

1994

Hortensia de los Angeles Amaro
Doctor of Humane Letters

Barbara B. Kennelly
Doctor of Public Service

Ruth S. Leonard
Doctor of Library Science

Sheila Widnall
Doctor of Public Service

1993

Diane M. Capstaff
Doctor of Human Service

Gwen Ifill
Doctor of Journalism

Laurel Thatcher Ulrich
Doctor of Literature

Faye Wattleton
Doctor of Public Service

1992

Peggy Charren
Doctor of Human Service

Franklin K. Hoyt
Doctor of Humane Letters

Susan Love, MD
Doctor of Humane Service

Lynn Martin
Doctor of Public Service

1991

Marian Wright Edelman
Doctor of Human Service

Allan R. Finlay
Doctor of Humane Letters

Mary Abbott Hess
Doctor of Humane Letters

Klaus Gerhard Saur
Doctor of Humane Letters

1990

Cathleen Black
Doctor of Humane Letters

Joyce C. Clifford
Doctor of Humane Science

Robert M. Coard
Doctor of Public Service

1989

Ana Maria Magaloni de Bustamente
Doctor of Humane Letters

**Her Royal Highness, The Princess Mother
of Thailand**
Doctor of Humane Science

Elizabeth Janeway
Doctor of Literature

Patricia Scott Schroeder
Doctor of Laws

1988

David Anderson
Doctor of Public Service

Ruth M. Batson
Doctor of Human Service

Mildred Custin
Doctor of Business Management

Doris Kearns Goodwin
Doctor of Letters

Priscilla L. McKee
Doctor of Humane Administration

1987

Maya Angelou
Doctor of Letters

Jack H. Backman
Doctor of Public Service

Larry Kessler
Doctor of Human Service

1986

Yen-Tsai Feng
Doctor of Library Science

Ellen Goodman
Doctor of Letters

Kip Tiernan
Doctor of Human Service

1985

Ethel L. Heins
Doctor of Children's Literature

Paul Heins
Doctor of Children's Literature

Ruby Winslow Linn
Doctor of Humane Letters

Robert E. White
Doctor of Public Service

1984

Patricia Neal
Doctor of Public Arts

Muriel Sutherland Snowden
Doctor of Human Service

Otto Phillip Snowden
Doctor of Human Service

1983

David McCord
Doctor of Children's Literature

Evelyn Murphy
Doctor of Public Service

1982

Doriot Anthony Dwyer
Doctor of Music

W. Arthur Garrity, Jr.
Doctor of Humane Letters

H. E. Sir Shridath Ramphal
Doctor of Humane Letters

Margaret E. Readdy, MD
Doctor of Humane Science

1981

Jan Fontein
Doctor of Fine Arts

Elizabeth Holtzman
Doctor of Laws

1980

Margaret E. Kuhn
Doctor of Humane Letters

Robert F. Rutherford
Doctor of Social Service

Roy Wilkins
Doctor of Humane Letters

1979

Gregory R. Anrig
Doctor of Public Service

F. Adetowun Ogunsheye
Doctor of Library Science

Julia M. Walsh
Doctor of Business Administration

1978

Bancroft Beatley
Doctor of Humane Letters

Ethel Bere
Doctor of Business Administration

Rosamond Lamb
Doctor of Fine Arts

Elda Robb
Doctor of Public Service

Louise S. Scott
Doctor of Letters

Kenneth Shaffer
Doctor of Library Science

Dorothy Williams
Doctor of Journalism

1977

Shirley Anita St. Hill Chisholm
Doctor of Humane Letters

Henry Beetle Hough
Doctor of Letters

Alice Rossi
Doctor of Laws

1976

Harriett Moulton Bartlett
Doctor of Social Service

Rhetaugh Graves Dumas
Doctor of Public Service

William Edgar Park
Doctor of Laws

Elie Wiesel
Doctor of Letters

1975

Sarah Caldwell
Doctor of Fine Arts

Arthur R. Taylor
Doctor of Humane Letters

1973

Eugene Adam Acheson
Bachelor of Applied Arts

Gloria Steinem
Doctor of Human Justice

Wylie Sypher
Doctor of Humane Letters

1972

Edith Fishtine Helman
Doctor of Letters

Coretta Scott King
Doctor of Humane Letters

1971

Melnea A. Cass
Doctor of Humanities

J. Garton Needham
Doctor of Humane Letters

CAMPUS DIRECTORY

ADMINISTRATIVE OFFICES, ACADEMIC DEPARTMENTS AND PROGRAMS

This listing provides on-campus extensions. Calls from off-campus should be dialed using 617-521-xxxx. Please use the following key to determine locations. In most cases, the first letter of the room number indicates the building location.

MCB – Main Campus Building, 300 The Fenway C – MCB Center Wing E – MCB East Wing
 L – MCB Beatley Library S – MCB Park Science Center W – MCB West Wing
 MRC – Main Residence Campus, Brookline Ave & Pilgrim Road HC – Health Center
 SC – Sports Center SM – School of Management, 409 Commonwealth Avenue
 P – One Palace Road

NOTE: The following information is subject to change. Please consult www.simmons.edu/directory.html for the most recent directory.

DEPARTMENT	EXT	FAX	LOC
Academic Support Center (ASC)	2474	3079	P304A
Academic Technology (AT) and			
Pottruck Technology Resource Center (PTRC), <i>see Technology</i>	2736	3044	P313
Accounting Services	2016	3197	W103
Administration & Planning,			
Office of the Senior Vice President for	2154	3196	C219
Business Affairs	2282	3196	C219
Facilities	2287	3194	W109
Libraries	2741	3093	L305
Registrar's Office, Friars	2111	3144	C210
Senior Vice President	2154	3196	C219
Sponsored Programs	2414	3083	W204
Technology	2190	3082	P310
Administrative Systems, <i>see Technology</i>	2192	3018	E304
Admission Offices			
Graduate Studies Admission (CAS)	2910	3058	W101
Health Studies	2605	3137	S340
Library and Information Science	2868	3192	P111J
Management, Graduate	3840	3880	SOM
Social Work	3939	3980	SSW
Undergraduate (CAS, Dix Scholars, SOM)	2051	3190	C116
Advancement, Assistant Vice President of	2315	2303	E104
Donor Relations	2323	2303	E108

DEPARTMENT	EXT	FAX	LOC
Major Gifts	2340	2303	E104
Planned Gifts	2382	2303	E104
Advancement Research	2344	2303	E103
Advancement Services	2331	2303	E106
Advancement Research	2344	2303	E103
Advancement, Vice President of	2339	2303	E101
Advancement Services	2331	2303	E106
Alumnae/i Relations	2321	2303	E101
Advancement, Assistant Vice President of	2315	2303	E104
Corporation & Foundation Relations	2340	2303	E105
Vice President	2339	2303	E101
Simmons Fund	2316	2303	E110
Africana Studies, Department of	2257	3199	C319
<i>Abafazi Journal</i>	2256	3199	C319
Alumnae/i Relations	2321	2303	E101
ARAMARK, <i>see Dining Services</i>	2894	2916	C008
Archives, Colonel Miriam E. Perry Goll	2440	3093	L301
Archives Management, <i>see History & Archives</i>			
Management, Dual Degree Graduate Program in	2258	3199	C319
Art & Music, Department of	2268	3199	C426
Arts and Sciences, College of (CAS)	2091	3185	C209
Academic Support Center	2474	3079	P304A
Admission, Graduate Studies	2910	3058	W101
Admission, Undergraduate	2051	3190	C116
Africana Studies, Department of	2257	3199	C319
Art & Music, Department of	2268	3199	C426
Biology, Department of	2667	3086	S259
Career Education Center	2488	3172	P304
Chemistry, Department of	2720	3086	S443
Arts and Sciences, College of (CAS) (continued)	2091	3185	C209
Communications, Department of	2838	3136	L509
Communications Mgmt, Master's in	2848	3149	L517
Computer Science & Information Technology	2707	3086	S210
Dean, Office of the	2091	3185	C209
Economics, Department of	2594	3175	E203
English, Department of	2220	3199	C310
General Education, Department of	2543	3133	W304
History, Department of	2258	3199	C319
Leadership & Change, Institute (SILC)	2480	3090	C205

DEPARTMENT	EXT	FAX	LOC
Mathematics, Department of	2707	3086	S210
Modern Languages & Literatures, Dept	2183	3199	C316
Multidisciplinary Core Course (MCC)	2545	None	C301B
Philosophy, Department of	2220	3199	C310
Physics, Department of	2720	3086	S443
Political Science & International Relations	2571	3175	E203
Psychology, Department of	2613	3199	S173
Scott/Ross Center for Community Service	2700	3070	W102
Sociology, Department of	2595	3090	C205
Special Education, Department of	2570	3174	W303
Study Abroad	2128	3185	C208
Undergraduate Admission (CAS)	2051	3190	C116
Women's Studies, Department of	2224	3090	C205
ASC, <i>see Academic Support Center</i>	2474	3079	P304A
Assistive Special Education Technology			
Graduate Program in	2521	3174	W303
AT, Academic Technology, <i>see Technology</i>	2736	3044	P313
Athletics & Physical Education	1080	1026	SC
Barnes & Noble, <i>see Bookstore</i>	2054	3098	C001
Bartol Hall, <i>see Dining Services</i>	1073	1182	MRC
Beginning Teacher Center, Graduate Education	2577	3133	W304
Behavioral Education, Special Education	2569	3174	W303
Benefits, <i>see Employee Services and Resources</i>	2034	3702	W105
Biology, Department of	2667	3086	S259
Bookstore (Barnes & Noble)	2054	3098	C001
Manager	2365	3098	C001
BTC, Beginning Teacher Center	2577	3133	W304
Building Services (UNICCO)	2683	3153	S104
Assistant Director	2602	3153	S104
Director	2615	3153	S104
Grounds	2683	3153	S104
Housekeeping	2683	3153	S104
Shipping/Receiving	2300	3194	E010
Buildings & Grounds, <i>see Building Services</i>	2683	3153	S104
Business Affairs	2282	3196	C219
Building Services (UNICCO)	2683	3153	S104
Campus Card Office (Shark Card)	2273	3177	E007
Campus Services	1053	3196	C219
Conferences & Special Events	2158	3196	C219

DEPARTMENT	EXT	FAX	LOC
Dining Services (ARAMARK)	2894	1182	Coo8
Director	2282	3196	C219
Public Safety	1112	3186	Eoo8
Cable TV Help Desk, <i>see Technology</i>	2222	3082	P310
Cafeteria, <i>see Dining Services</i>			
Bartol Hall	1073	1182	MRC
Fens Café	2894	2916	Coo8
Call Center (Work order requests for Facilities and Building Services)	1000		
Campus Card Office	2273	3177	Eoo7
To Report a Lost/Stolen Card			
During Business Hours	2273		
After Business Hours (24 hours/day)	1112		
Campus Services	1053	3196	C219
Bookstore (Barnes & Noble)	2054	3098	Coo1
Call Center	1000		
Copy & Mail Center	2428	3199	Eoo2
Residence Campus Services	1055	1110	HC 2nd
Career Education Center	2488	3172	P304
Career Resources Library, Miller/Knopf (CRL)	2510	3093	P304E
Career Services, <i>see Career Education Center</i>	2488	3172	P304
Career Services, SOM	3857	3893	SOM
CarePoints	2522	3137	S332F
CAS, <i>see Arts and Sciences, College of</i>	2091	3185	C209
Catering, <i>see Dining Services</i>	2904	2916	Coo8
Catholic Chaplaincy, <i>see Religious Life</i>	2468	3049	Woo9
Centers (Academic)			
Beginning Teacher Center	2577	3133	W304
Center for Gender in Organizations	3824	3878	SOM
Competitive Intelligence Center	2809	3192	P205C
Gustavus Myers Center for the Study of Bigotry and Human Rights	2171	3090	C310H
Scott Ross Center for Community Service	2700	3070	W102
Zora Neale Hurston Literary Center	2220	3199	C310
Chaplaincy, <i>see Religious Life</i>			
Chemistry, Department of	2720	3086	S443
Children's Literature, Graduate Program	2540	3199	C301
CIC, Competitive Intelligence Center	2809	3192	P205C
Circulation Desk, Beatley Library	2786	3093	Lib 1st

DEPARTMENT	EXT	FAX	LOC
Cleaning, <i>see Building Services</i>	2683	3153	S104
College Counsel, <i>see General Counsel</i>	2074	3065	C202
Communications, Department of	2838	3136	L509
Communications Management, Master's in	2848	3149	L517
Competitive Intelligence Center (CIC)	2809	3192	P205C
Computer Help Desk, <i>see Technology</i>	2222	3082	P310
Computer Labs, <i>see Technology</i>	2769	3082	Lib 2nd
Computer Science and Information Technology, Program in	2707	3086	S210
Computer Lab	2769	3082	Lib 2nd
Conferences & Special Events	2158	3196	C219
Continuing Education, GSLIS	2803	3192	P212L
Copy & Mail Center	2428	3199	E002
Corporation & Foundation Relations	2340	2303	E105
Counsel, College, <i>see General Counsel</i>	2074	3065	C202
Counseling Center, J. Garton Needham	2455	3091	P305
Counseling Services	2455	3091	P305
CRL, <i>see Miller/Knopf Career Resources Library</i>	2510	3093	P304E
Deans			
Arts and Sciences	2091	3185	C209
Health Studies	2654	3137	S340
Library and Information Science	2800	3192	P111D
Management	3817	3881	SOM
Social Work	3935	3956	SSW
Student Life	2124	3049	C211
Development and Alumnae Relations, SOM	3830	3886	SOM
Dining Services (ARAMARK)	2894	2916	Coo8
Bartol Hall	1073	1182	MRC
Catering	2904	2916	Coo8
Director	1072	1182	Bartol
Fens Cafe	2894	2916	Coo8
Java City	4200	None	Col Ctr
Quadside Café and Convenience	1150	None	Smith
Disability Services, <i>see Academic Support Center</i>	2474	3079	P304A
Dix Scholars, Dorothea Lynde <i>see Undergraduate Admission</i>	2051	3190	C116
Donor Relations	2323	2303	E108
Dunn, Kathleen Scholars Program			
(5 year BA/MA in Education)	2562	3133	C313
East Asian Studies, Program in	2571	3175	E203
Economics, Department of	2594	3175	E203

DEPARTMENT	EXT	FAX	LOC
Education, General, Department of, <i>see General Education, Department of</i>	2543	3133	W304
Education, Special, Department of, <i>see Special Education, Department of</i>	2570	3174	W303
EMERGENCY, <i>see Public Safety</i>	1111		
Employee Services & Resources			
Human Resources	2084	3151	E201
Payroll and Benefits	2034	3702	W105
Employment, <i>see Employee Services & Resources</i>	2084	3151	E201
Employment, Student, <i>see Career Education Center</i>	2488	3172	P304
English, Department of	2220	3199	C310
English, Graduate Programs in	2220	3199	C310
Executive Education, SOM	3870	3880	SOM
Facilities	2287	3194	W109
Fens Café, <i>see Dining Services</i>	2894	2916	C008
Finance & Treasurer,			
Office of the Senior Vice President for	2870	3789	C115
Accounting Services	2016	3197	W103
Employee Services & Resources			
Human Resources	2084	3151	E201
Payroll and Benefits	2034	3702	W105
Purchasing & Accounts Payable	2153	2065	E004
Senior Vice President	2870	3789	C115
Student Financial Services	2001	3195	W207
Financial Aid, <i>see Student Financial Services</i>	2001	3195	W207
Five-year BA/MA in Education, <i>see Kathleen Dunn Scholars Program</i>	2562	3133	C313
Food Services, <i>see Dining Services</i>	2894	2916	C008
Foreign Languages & Literatures, <i>see Modern Languages & Literatures</i>	2183	3199	C316
French, Graduate Program in, <i>see Modern Languages & Literatures</i>	2183	3199	C316
Friars Registrar's Office	2111	3144	C210
GCS, <i>see Gender/Cultural Studies</i>	2224	3090	C205
Gender in Organizations, Center for, SOM	3824	3878	SOM
Gender/Cultural Studies Graduate Program	2224	3090	C205
General Counsel	2074	3065	C202
General Education, Department of, <i>also known as MAT</i>	2543	3133	W304
Beginning Teacher Center	2577	3133	W304

DEPARTMENT	EXT	FAX	LOC
Dunn, Kathleen Scholars Program			
(5-year BA/MA in Education)	2562	3133	C313
Education, Undergraduate (General)	2562	3133	C313
Educational Leadership	2551	3133	W304
Gear Up	2562	None	C313; C205
Master of Arts in Teaching (MAT)	2543	3133	W304
Master of Arts in Teaching English as a Second Language (MATESL)	2579	3133	C313
MAT/Dual Degree Program	2543	3133	W304
School Library Media Specialist	2797	3192	L305
Urban Master's Program	2241	3133	W304
Graduate Studies Admission (CAS)	2910	3058	W101
GRED, <i>see General Education</i>	2543	3133	W304
Grounds, <i>see Building Services</i>	2683	3153	S104
GSLIS, Library & Information Science, Graduate School of	2810	3192	P111
Gustavus Myers Center for the Study of			
Bigotry and Human Rights	2171	3090	C310H
HCA, <i>see Health Care Administration, Dept of</i>	2377	3046	S338
Health Care Administration (HCA), Dept of	2377	3046	S338
Health Center	1020	3467	HC
Health Education	1001	1110	HC 11
Health Studies, School for (SHS)	2654	3137	S340
Admission	2605	3137	S340
Dean	2654	3137	S340
Health Care Administration (HCA), Dept of	2377	3046	S338
Nursing, Department of	2141	3045	S332
Nursing Egyptian Career College	2304	none	S155
Nursing Online CAGS	2141	3045	S332
Nutrition, Department of	2711	3137	S334
Online Teaching and Learning (SHS), Dept of	2518	3032	S329A
Physical Therapy, Department of	2635	3032	S328
Help Desk (Computers, Cable TV, Telephone)	2222	3082	P310
Hillel Director, <i>see Religious Life</i>	2137	3049	W009
History, Department of	2258	3199	C319
History and Archives Management,			
Dual-Degree Graduate Program in	2258	3199	C319
Holmes Sports Center	1080	1026	SC
Honors Program	2554		
Housekeeping	2683	3153	S104

DEPARTMENT	EXT	FAX	LOC
Human Resources, <i>see Employee Services & Resources</i>	2084	3151	E201
Hurston, Zora Neale, Literary Center	2220	3199	C310
Information Technology, <i>see Technology</i>	2190	3082	P310
Institute for Leadership & Change (SILC)	2480	3090	C205
Instructional Computing Tech Desk and Labs, <i>see Technology</i>	2762	3082	Lib 2nd
International Relations, <i>see Political Science & International Relations</i>	2571	3175	E203
Internet Marketing	2027	3172	C216
Intramurals, <i>see Athletics & Physical Education</i>	1080	1026	SC
Java City	4200	None	Col Ctr
Jewish Chaplaincy (Hillel Director), <i>see Religious Life</i>	2137	3049	W009
Language-Based Learning Disabilities	2598	3174	W303
Language Lab	2180	3199	C311
Languages, <i>see Modern Languages and Literatures</i>	2183	3199	C316
Leadership & Change, Institute (SILC)	2480	3090	C205
Leadership and First-Year Programs, Office of Student Box Office	2423 2422	3148 None SAC Lobby	W002
LEAP, Lifelong Exercise and Activities Program <i>see Athletics & Physical Education</i>	1080	1026	SC
Libraries	2741	3093	L305
Access Services	2786	3093	Lib 1st
Administration	2741	3093	L305
Archives	2440	3093	L301
Career Resources Library, Miller/Knopf	2510	3093	P304E
Circulation Desk	2786	3093	Lib 1st
GSLIS	2825	3093	L403
Public Services	2741	3093	L310-314
Reference Desk (Beatley)	2784/2785	3093	Lib 1st
Reference Desk (GSLIS)	2825	3093	L403
Reference Desk (SSW)	3953	3093	P403E
SOM	3851	3885	SOM
Technical Services	2741	3093	L305
Library Access Services	2786	3093	Lib 1st
Library, Public Services	2741	3093	L310-314
Library, Access Services	2786	3093	Lib 1st
Library, Technical Services	2741	3093	L305
Library & Information Science, Graduate School of (GSLIS)	2810	3192	P111
Admission and Recruitment	2868	3192	P111J

DEPARTMENT	EXT	FAX	LOC
Continuing Education	2803	3192	P212L
Dean	2800	3192	P111D
Faculty Office	2810	3035	P204B
GSLIS Library	2825	3093	L403
Mt. Holyoke College Program	Ph: 413-533-2400 Fx: 413-533-4334		
Technology	2834	3192	P213
Website and Publications	2738	3192	P213
Licensure (Certification) Programs, <i>see Special Education</i>	2570	3174	W303
Lifelong Exercise and Activities Program (LEAP), <i>see Athletics & Physical Education</i>	1080	1026	SC
Literature, <i>see Modern Languages and Literatures</i>	2183	3199	C316
Longitudinal Study, SSW	3932	3980	P414
Mail			
Copy & Mail Center, Main Campus	2428	3199	E002
Residence Campus Mailroom	1078	None	Smith
Maintenance, <i>see Facilities</i>	2287	3194	W109
Major Gifts	2340	2303	E104
Management, School of (SOM)	3800	3880	SOM
Admissions, Graduate	3840	3880	SOM
Admission, Undergraduate	2051	3190	C116
Career Services	3857	3893	SOM
Center for Gender in Organizations	3824	3878	SOM
Dean	3817	3881	SOM
Development and Alumnae Relations	3830	3886	SOM
Executive Education	3870	3880	SOM
Library	3851	3885	SOM
Marketing	3831	3880	SOM
MBA Program and Administration	3832	3880	SOM
MBA Operations and Special Events	3800	3880	SOM
Undergraduate Management & Prince Program	2400	3138	E208
Marketing, Office of the Vice President for	2506	3024	C216
Advancement Communications	2380	2303	E108
Internet Marketing	2027	3024	C216
Marketing & Communications (CAS)	2516	3024	C216
Marketing Publications	2336	3024	C216
Public Relations	2368	3024	C216
Vice President	2506	3024	C216
Master's in Communications Management	2848	3149	L517

DEPARTMENT	EXT	FAX	LOC
MAT, <i>see Master of Arts in Teaching</i>	2543	3133	W304
MAT/Dual-Degree Program	2543	3174	W304
MATESL, <i>see Master of Arts in Teaching</i>			
English as a Second Language	2579	3133	C313
Mathematics, Department of	2707	3086	S210
MBA Operations and Special Events	3800	3880	SOM
MBA Program and Administration	3832	3880	SOM
MCC, <i>see Multidisciplinary Core Course</i>	2545	None	C301B
MCM, Communications Mgmt, Master's	2848	3149	L517
Media Services, <i>see Technology</i>	2765	3106	P108
Media Specialist, School Lib (Graduate)	2797	3192	L305
Miller/Knopf Career Resources Library (CRL)	2510	3093	P304E
Modern Languages & Literatures, Department of	2183	3199	C316
Language Lab	2180	3199	C311
Mt. Holyoke College GSLIS Program	Ph: 413-533-2400 Fx: 413-533-4334		
Multidisciplinary Core Course (MCC)	2545	None	C301B
Multimedia Networks, <i>see Technology</i>	2222	3082	P310
Music, <i>see Art & Music, Department of</i>	2268	3199	C426
Myers, Gustavus, Center for the Study of Bigotry and Human Rights	2171	3090	C310H
Network and Servers, <i>see Technology</i>	2222	3082	P310
Nursing, Department of	2141	3045	S332
Graduate	2141	3045	S332
Nursing Egyptian Career College	2304	none	S155
Nursing, Department of (continued)	2141	3045	S332
Nursing Online CAGS	2141	3045	S332
Undergraduate	2532	3045	S332
Nutrition, Department of	2711	3137	S334
Off-Site Programs in Special Education	2561	3174	W303
Online Teaching and Learning (SHS), Dept of	2518	3032	S329A
Parking, <i>see Public Safety</i>	2886	3177	E007
Payroll & Benefits, <i>see Employee Services & Resources</i>	2034	3702	W105
Philosophy, Department of	2220	3199	C310
Physical Education, <i>see Athletics & Physical Education</i>	1080	1026	SC
Physical Therapy, Department of	2635	3032	S328
CarePoints	2522	3137	S332F
Physics, Department of	2720	3086	S443
Planned Gifts	2382	2303	E104

DEPARTMENT	EXT	FAX	LOC
Political Science & International Relations, Department of	2571	3175	E203
Pottruck Technology Resource Center (PTRC)	2736	3044	P113
President, Office of the	2073	3065	C202
Prince Program in Retail Management	2400	3138	E208
Protestant Chaplaincy, <i>see Religious Life</i>	2167	3049	Wo09
Psychology, Department of	2613	3199	S173
PTRC, <i>see Pottruck Technology Resource Center</i>	2736	3044	P113
Public Relations	2368	3024	C216
PUBLIC SAFETY			
EMERGENCY	1111		
Public Safety	1112	3186	E008
Non-Emergency & After Hours	1112		
Assistant Director	2295	3186	E008
Director	2296	3186	E008
Lieutenant	2293, 2294	3186	E008
Parking	2886	3177	E007
Purchasing & Accounts Payable	2153	2065	E004
Quadside Café and Convenience, <i>see Dining Services</i>	1150	None	Smith
Recreation, <i>see Athletics & Physical Education</i>	1080	1026	SC
Reference Desk, Beatley Library	2784/2785	3093	Lib 1st
Registrar's Office, Friars	2111	3144	C210
Religious Life			
Catholic	2468	3049	Wo09
Jewish (Hillel Director)	2137	3049	Wo09
Protestant	2167	3049	Wo09
Residence Campus Mailroom	1078	none	Smith
Residence Campus Services	1055	1110	HC 2nd
Residence Life, Office of	1096	1110	HC 2nd
Retail Management, Prince Program	2400	3138	E208
School Library Media Specialist Program	2797	3192	L305
Scott/Ross Center for Community Service	2700	3070	W102
Shark Card, <i>see Campus Card Office</i>	2273	3177	E007
To Report a Lost/Stolen Card			
During Business Hours	2273		
After Business Hours (24 hours/day)	1112		
Shipping/Receiving	2300	3194	E010
SHS, Health Studies, School for	2654	3137	S340
SILC, Leadership & Change, Institute	2480	3090	C205
Simmons Fund	2316	2303	E110

DEPARTMENT	EXT	FAX	LOC
Social Work, School of (SSW)	3900	3980	SSW
Admission	3939	3980	SSW
Dean	3935	3956	SSW
Longitudinal Study	3932	3980	P414
Urban Leadership Initiative	3924	3980	SSW
Sociology, Department of	2595	3090	C205
Gustavus Myers Center for the Study of Bigotry and Human Rights	2171	3090	C310H
SOM, Management, School of	3800	3880	SOM
SOM CGO, Gender in Organizations, Center	3824	3878	SOM
Spanish, Graduate Program in, <i>see Modern Languages & Literatures</i>	2183	3199	C316
Special Education, Department of	2570	3174	W303
Assistive Special Education Technology	2521	3174	W303
Behavioral Education	2569	3174	W303
Graduate Program	2570	3174	W303
Language-Based Learning Disabilities	2598	3174	W303
Special Education Administrator	2570	3174	W303
Licensure (Certification) Programs	2570	3174	W303
Off-Site Programs	2561	3174	W303
Undergraduate Program	2570	3174	W303
Special Education Administrator Program	2570	3174	W303
SPED, <i>see Special Education</i>	2570	3174	W303
Sponsored Programs	2414	3083	W204
Sports Center, Holmes	1080	1026	SC
SSW, Social Work, School of	3900	3980	SSW
STAC, Student Activities Center	West Wing Lower Level		
Student Accounts, <i>see Student Financial Services</i>	2001	3195	W207
Student Activities, Office of	2423	3148	W002
Student Box Office Lobby	2422		STAC
Student Financial Services	2001	3195	W207
Student Life, Office of the Dean for	2124	3049	C211
Athletics & Physical Education	1080	1026	SC
Counseling Services	2455	3091	P305
Dean	2124	3049	C211
Health Center	1020	3467	HC
Leadership & First Year Programs, Office of	2423	3148	W002
Religious Life			
Residence Life, Office of	1096	1110	HC 2nd

DEPARTMENT	EXT	FAX	LOC
Student Activities, Office of	2423	3148	W002
Upward Bound	2620	3073	S126
Study Abroad	2128	3185	C208
Summer Studies, Undergraduate	2108	None	C209
TASC, <i>see Technology</i>	2190	3082	P310
TDD Line	2489		
Teaching Programs, <i>see General Education</i>	2562	3133	C313
Technology (TASC)	2190	3082	P310
Academic Technology and			
Pottruck Technology Resource Center	2736	3044	P313
Administrative Systems	2192	3018	E304
Network and Servers	2222	3082	P310
Multimedia Networks	2222	3082	P310
User Services	2222	3082	P310
Help Desk (Computers, Cable TV, Phone)	2222	3082	P310
Instructional Computing Tech Desk and Labs			
Media Services	2765	3106	P108
Web Services	2669	3044	P313A
Technology Resource Center, Pottruck (PTRC)	2736	3044	P113
Telephone Repair Help Desk, <i>see Technology</i>	2222	3082	P310
Undergraduate Admission (CAS)	2051	3190	C116
UNICCO, <i>see Building Services</i>	2683	3153	S104
Upward Bound	2620	3073	S126
Urban Leadership Initiative, SSW	3924	3980	SSW
Urban Master's Program, General Education	2241	3133	W304
User Services, <i>see Technology</i>	2222	3082	P310
Vice Presidents			
Administration & Planning (Senior VP)	2154	3196	C219
Advancement	2339	2303	E106
Finance & Treasurer (Senior VP)	2870	3789	C115
Marketing	2506	3024	C216
Web Services, <i>see Technology</i>	2669	3044	P313A
Women's Studies, Department of	2224	3090	C205
Zora Neale Hurston Literary Center	2220	3199	C310

<u>RESIDENCE CAMPUS OFFICES</u>	<u>EXT</u>	<u>FAX</u>	<u>LOC</u>
Dining Services (ARAMARK)	1073	1182	Bartol
Health Center	1020	3467	HC
Health Education	1001	1110	HC 11
PUBLIC SAFETY			
EMERGENCY	1111		
Non-Emergency & After Hours	1112		
Quadside Café and Convenience	1150	None	Smith
Residence Campus Mailroom	1078	None	Smith
Residence Campus Services	1055	1110	HC 2nd
Residence Life, Office of	1096	1110	HC 2nd
 <u>MEETING ROOMS</u>	 <u>EXT</u>		 <u>LOC</u>
Conference Center, Linda K. Paresky	2022		E301
Faculty/Staff Room	2416		Co07
Linda K. Paresky Conference Center	2022		E301
Shepard Room	2914		C124
Special Functions Room	2907		C125
 <u>STUDENT MEETING ROOMS</u>	 <u>EXT</u>		 <u>LOC</u>
Commuter Lounge	2025		Co22
Dorothea Lynde Dix Scholars Lounge	2227		Co05B
Student Activities Conference Room			Woo1
 <u>STUDENT ORGANIZATIONS</u>	 <u>EXT</u>	 <u>LOC</u>	
Alliance, The	1066	Mesick 1st Fl	
America Reads	2596	Woo3	
Amnesty International	2425	Woo4	
Asian Student Association (ASA)	1473	Evans Bsmt	
Black Student Organization (BSO)	1511	Evans Bsmt	
Campus Activities Board (CAB)	2425	Woo4	
Commuter Student Organization (CSO)	2025	Co22	
Microcosm/Sidelines	2475	Woo6	
Organizacion Latinoamericano (OLA)	1593	Evans Bsmt	
Simmons Community Outreach (SCO)	2467	Woo3	
Simmons Voice (Newspaper)	2442	Woo6B	
Student Box Office	2422	SAC Lobby	
Student Government Association (SGA)	2426	Woo9	
Women's Center	2443	Woo7	

CAMPUS BUILDING	LOC	STREET ADDRESS
<i>All buildings are located on either the Main Residence Campus (MRC), which includes 30, 54, 78, 84, 86, and 94 Pilgrim Road and 255, 275, 291, 305, 321, and 331 Brookline Ave; the Main Academic Campus (MAC), which includes the Main Academic building, One Palace Road, The Park Science Center and the Beatley Library; and the School of Management at 409 Commonwealth Avenue.</i>		
Arnold Hall	MRC	78 Pilgrim Road
Bartol Hall (Dining Hall)	MRC	84 Pilgrim Road
Dix Hall	MRC	30 Pilgrim Road
Evans Hall	MRC	305 Brookline Avenue
Health Center	MRC	94 Pilgrim Road
Holmes Sports Center	MRC	331 Brookline Avenue
Main Campus Building	MAC	300 The Fenway
Management, School of	SOM	409 Commonwealth Avenue
Mesick Hall	MRC	291 Brookline Avenue
Morse Hall	MRC	275 Brookline Avenue
North Hall	MRC	86 Pilgrim Road
Park Science Center	MAC	300 The Fenway
Quadside Café and Convenience	MRC	54 Pilgrim Road, Basement
Simmons Hall	MRC	255 Brookline Avenue
Smith Hall	MRC	54 Pilgrim Road
Social Work, School of	MAC	One Palace Road
South Hall	MRC	321 Brookline Avenue
Sports Center, Holmes	MRC	331 Brookline Avenue

Notes

Notes

Directions to Simmons College Academic Campus

300 The Fenway

By Public Transportation

1. From downtown Boston, take MBTA Green Line "E" train marked outbound "Heath Street/Arborway" to the Museum of Fine Arts stop.
2. Exit train; walk to the right on Louis Prang Street past the Gardner Museum to 300 The Fenway, Simmons College.

From the Airport: Take a free shuttle bus (#22 or #33) to the Airport subway station. Take the Blue Line inbound to Government Center, transfer to the Green Line, and follow the directions above.

From the Back Bay Train Station: Walk two blocks to the Copley subway station, take the Green Line, and follow the directions above.

From South Station: Take the Red Line inbound to Park Street, transfer to the Green Line, and follow the directions above.

From North Station: Take the Green Line, and follow the directions above.

From Bus Terminal: Cross the street to the subway stop near South Station, take the Red Line inbound to Park Street, transfer to the Green Line, and follow the directions above.

By Car

Parking: Due to construction there is limited parking available on campus. Prospective students and other visitors should contact the office where they have an appointment for information about off-campus parking. For information about area parking lots, call 617.521.2000.

From the Massachusetts Turnpike (I-90)

- Remain on the Mass. Pike until the Prudential Center/Copley Square Exit, #22.
- Take Prudential Center (left lane) exit onto Huntington Avenue, westbound.
- Go one mile (eight lights). You will pass Northeastern University and the Museum of Fine Arts (on your right).
- One block past the Museum, at the traffic light, make a right onto Louis Prang Street.
- Continue straight through the light. The street name will change to The Fenway. Pass the Isabella Stewart Gardner Museum, and the Main Building of Simmons College at 300 The Fenway, on your left.
- Bear left onto Avenue Louis Pasteur. (You will have to turn at this point, as the oncoming traffic is one way only.) Look for Simmons on your left.

From the South/I-93 and from the North/I-93 and Route 1

- Take Storrow Drive west.
- Take the exit marked "The Fenway, Route 1 South."
- After the "Fenway, Route 1 South" exit, take exit marked "Boylston Street, outbound."
- Bear right. At light, turn left onto Park Drive.
- Follow Park Drive until it intersects with Brookline Avenue (about 0.6 miles).
- Cross Brookline Avenue, bear left, and follow signs to The Fenway.
- Cross Brookline Avenue again to The Fenway.
- Take first right onto Avenue Louis Pasteur. Look for Simmons on your left.

One Palace Road

Follow above directions to 300 The Fenway and turn right at the intersection with Palace Road.

School of Management

The School of Management is located at 409 Commonwealth Avenue. Directions can be found on its website at www.simmons.edu/som/mba/visit/directions.shtml.

For further information

Simmons College
617.521.2000
<http://www.simmons.edu>

MBTA (Subway, Buses)
800.392.6100

MBTA Office for Transportation Access
1.800.533.6282
<http://www.mbta.com>

Airport Information
800.235.6426
<http://www.massport.com>

Index

- Academic calendar, 6-7
- Academic principles and policies, 28
- Academic Support Center, 14
- Accreditation, 95, 103, inside cover
- Administration, 13
- Administrator of special education program, 63
- All-College administration, 116-118
- Alumni relations, 14-15
- Alumnet, 14
- Americans with Disabilities Act, 12
- Application procedure, (*see also* individual program listings)
 - international students, 27
 - non-degree students, 26
- Archives (College), 17
- Archives management program, 86-88, 99
- ASC, *see* Academic Support Center
- Assistive technology program, special education, 62
- Athletics
 - directors, 118
 - facilities, 19
 - programs, 18-19
- Awards, 121
- Beatley Library, 17-18
- Beginning Teacher Center, 47
- Behavioral education, special education, 62-63
- Billing, 24-25
- Board of trustees, 13
- Boston, 9
- CAGS, *see* certificate programs,
- Calendar, academic, 6-7
- Campus addresses, 132
- Campus directory, 132-146
- Campus Security Act, 13
- Career Education Center (CEC), 15 (*see also* Career Resource Library)
- Career services, 15
- CAS, *see* College of Arts and Sciences
- Center for Gender in Organizations (CGO), 22, 102
- Certificate of advanced graduate study (CAGS)
 - general education, 46
 - educational leadership, 46
- CGO, *see* Center for Gender in Organizations
- Children's literature, 23, 33-38
- Civil Rights Act, 11
- College archives, 17
- College counsel, 13
- College of Arts and Sciences,
 - administrative directors, 110
 - faculty, 105-110
 - Office of the Dean, 15, 21, 29
- College libraries, 17-18
- College principles and policies, 9-13
- Colonel Miriam E. Perry Goll Archives, 17
- Communications management, 21, 38-41
- Community service learning, 22
- Computer labs and classrooms, 20-21
- Corporators of Simmons College, 13
- Counseling center, 15
- Course numbering, 32
- Crumpacker Scholars, 79
- Curriculum, *see* individual programs
- Deans
 - CAS, 15, 21, 29
 - Student life, 18
- Degree requirements, *see* individual programs
- Development fund, 30
- Directions to Simmons, 148
- Directory, campus, 132-146
- Directory, faculty and administrators, 105-118
- Disabilities coordinator, 16
- Disabled students, 12, 16
- Diversity, 11
- Doctoral degrees
 - applied behavior analysis, 92-93
 - health profession education, 92
 - library and information science, 98
 - physical therapy, 97
 - social work, 104
 - special education administration, 63, 93
- Dropping a course, 26
- Dual-degree and accelerated programs
 - children's literature, 33
 - gender/cultural studies, 79
 - general education, 47
 - history and archives management, 86
 - library and information science, 99-100
 - nursing, 96
 - nutrition, 71
- Education
 - general, 43-57
 - special education, 58-73
- Educational Amendments, 11
- Educational leadership, 46
- Educational Privacy Act, 10
- Emeriti faculty, 118-120
- Endowments
 - chairs, 126
 - other major endowments, 126-127
 - scholarships, 122-126
- English, 74-77

- English as a second language, teacher preparation program, 55-57
- English Institute, 22
- Equal employment opportunity, 11
- Executive education, 101
- Expenses, 23
- Extension of time to complete coursework, 28
- ESL, *see* English as a second language
- Faculty
 - directory, 105-116
 - emeriti, 118-120
- Fees, 23
- Fenway Alliance, 22
- Fieldwork/practicum, *see* individual department listings,
- Financial aid
 - application process, 27
 - Office of Student Financial Services, 16
 - withdrawal from the College, 25
 - grievance procedure, 29
- Financial information, 23-27 (*see also* financial aid)
- Gender/cultural studies, 75-81
- General counsel, 13
- General education programs, 43-57
- Girls Get Connected, 22
- Grading policy, 29
- Graduate Consortium of Women's Studies, 22, 79
- Graduate School of Library and Information Science (GSLIS)
 - faculty and staff, 113-114
 - library, 17
 - programs, 98-100
- Graduate statistics, 13
- Graduate studies admission, 21, 27
- Grievance procedure, discrimination, 11-12
- GSLIS, *see* Graduate School of Library and Information Science
- Harvard University
 - English Institute, 22
 - School of Public Health, 96
- Haviland (Virginia), scholarship, 27
- Health care administration, 95
- Health center, 16
- Health fee, 16
- Health insurance, 16, 23-24
- Health requirements, 16
- Health studies, *see* School for Health Studies
- History and archives management, 86-88
- Holmes SportsCenter, 19
- Honorary degrees, 128-131
- Inclusion specialist, special education, 64
- International students, 27
- Isabella Stewart Gardner Museum, 9, 22
- J. Garton Needham Counseling Center, 15
- Kennedy Scholarship, 27
- Language and literacy program, special education, 64
- Laurie Crumpacker Scholars, 79
- Learning disabilities
 - academic support/accommodations, 14
 - teacher preparation programs, *see* special education
- Leave of absence, 28
- Length of time to complete degree, 29
- Library and information science, *see* Graduate School of Library and Information Science
- Linguistics, 90-91
- Management, School of, *see* School of Management
- Master of Arts in Teaching (MAT), 44-45
- Master's in communications management (MCM), 38-41
- Master of Business Administration (MBA), 101
- Master of Science in library and information science (MSLIS), 99
- Master of Social Work (MSW), 103-104
- Master's programs,
 - business administration, 101
 - children's literature, 33-38
 - communications management, 38-41
 - education, general, 43-57
 - education, special, 58-73
 - English, 74-77
 - gender/cultural studies, 78-85
 - health care administration, 89
 - history and archives management, 86-88, 98
 - library and information science, 99-100
 - nursing, 95-96
 - nutrition, 97
 - social work, 103-104
 - Spanish, 88-91
- MAT, *see* Master of Arts in teaching
- MATESL, 55-57
- MBA, *see* Master of Business Administration
- MCM, *see* master's in communications management
- Media center, 20
- Media instruction and services, 20
- Medical insurance, 16, 23-24
- Moderate disabilities teacher programs, 60-61
- MSLIS, *see* Master of Science in library and information science
- MSW, *see* Master of Social Work
- MTEL chart, 44
- Museum of Fine Arts, 9, 22
- New England Conservatory of Music, 9
- New England Philharmonic Orchestra, 22

- Non-degree student, 26
- Nondiscrimination, 11
- Nursing, 95-96
- Nutrition, 97
- Office directory, 132-146
- Office of Alumne/i Relations, 14-15
- Office of Public Safety, 19
- Office of Residence Life, 20
- Office of Student Financial Services, 16
- Office of the Dean (CAS), 15
- Office of the Dean for Student Life, 18
- Office of the Registrar, 20
- Opportunity Scholarship, 27
- Partnerships, 22
- Payment policies, 24
- Physical therapy, 97
- Practicum, 54-55, 57, 71
- President, 13
- Primary health care nursing, 96
- Privacy, 10
- Progress toward degree, 28-29
- Public safety, 19
- Readmission, 28
- Refund plan, 25-26
- Refund policies, 25-26
- Registrar, 13, 20
- Religious observance, 12-13
- Registration
 - deadlines, 25
 - dropping a course, 26
 - new students, 24-25
 - returning students, 25
- Rehabilitation Act, 12
- Residence fees and deposits, 25-26
- Residence life, 20
- Scholarships, 27-28
- School Library Teacher Program, *see* Graduate School of Library and Information Science
- School for Health Studies (SHS)
 - faculty and staff, 111-114
 - health care administration, 95
 - nursing, 95-96
 - nutrition, 97
 - physical therapy, 97
- School of Management (SOM)
 - Center for Gender in Organizations, 22, 102
 - faculty and staff, 114-115
 - graduate programs, 101
 - library, 17
- School of Social Work (SSW)
 - faculty and staff, 115-116
 - programs, 103-104
- Scott/Ross Center, 22
- Security, 13, 19
- Service learning, 22
- Severe disabilities teacher program, 61-62
- Sexual harassment, 11
- SHS, *see* School for Health Studies
- Simmons
 - accreditation, 95, 103, inside cover
 - administration, 13-14
 - equal employment opportunity, 11
 - faculty and staff, 105-118
 - general information, 8
 - history, 8 (*see also* College archives)
 - John Simmons, 8
 - mission, 8
 - nondiscrimination, 11
 - principles and policies, 9-13
- Simmons College Health Center, 17
- Simmons Institute for Leadership and Change (SILC), 22
- SOM, *see* School of Management
- Social work, *see* School of Social Work
- Spanish, 88-91
- Special education, 58-73
- Sports center, 19
- Sports nutrition, 91
- SSW, *see* School of Social Work
- Student accounts, 23-27
- Student awards, 121
- Student financial services, 16
- Student principles and policies, 9-13
- Student services, 14-21
- Summer Institute in Children's Literature, 23
(*see also* Children's literature)
- Supervisor/director, special education, 63
- Teaching assistantships, 28
- Time to complete degree, 28-29
- TOEFL, 27
- Transferring credits, 28
- Transportation to Simmons, 148-149
- Tuition, 23-25
- Urban master's elementary program, education, 46
- User's guide to course descriptions, 32
- Virginia Haviland Scholarship, 27
- Withdrawal, 29
- Zora Neale Hurston Literary Center, 23

Notes

Notes