



**Anna Maria College**

*A Catholic Institution of Higher Education*

*founded by the Sisters of Saint Anne*

Division of Graduate Studies and Continuing Education

Graduate Studies Catalog

2012- 2014

For the most up-to-date version of our catalog visit our website at [www.annamaria.edu](http://www.annamaria.edu)

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## **Academic Calendar 2012-2013**

### **Fall Semester 2012**

<sup>A</sup> Sequence I Fall I accelerated classes begin	August 27
On-Line Student Drop/Add deadline	August 31
Labor Day (no classes)	September 3
<sup>T</sup> Undergraduate and Graduate Classes begin	September 4
<sup>T</sup> Undergraduate Drop/Add deadline	September 11
Graduate Drop/Add deadline	before the scheduled 2 <sup>nd</sup> class
Columbus Day (no classes)	October 8
<sup>A</sup> Sequence I Fall I accelerated classes end	October 20
<sup>A</sup> Sequence II Fall II accelerated classes begin	October 22
<sup>T</sup> Mid Term Grades Due	October 26
Registration (Winter & Spring)	October 29 – November 20
<sup>T</sup> Thanksgiving Recess (after last class Tues. 11/20)	November 21 - 25
<sup>A</sup> Thanksgiving Day (no classes)	November 22
<sup>T</sup> Last Day of Classes	December 14
<sup>A</sup> Sequence II Fall II accelerated classes end	December 15
<sup>T</sup> Final Examination Period	December 17 - 21
<sup>T</sup> Make up day for Final Exams (if necessary)	December 22
<sup>T</sup> Final Grades Due	December 28

\* December 22 Make-up date in case of snow cancellation

## Spring Semester 2013

<sup>A</sup> Sequence III Spring I accelerated classes begin	January 7
On-Line Student Drop/Add deadline	January 11
<sup>T</sup> Undergraduate and Graduate classes begin	January 14
Undergraduate Drop/Add deadline	January 19
Martin Luther King, JR Day - no classes	January 21
Graduate Drop/Add deadline	before the scheduled 2 <sup>nd</sup> class
<sup>A</sup> Sequence III Spring I accelerated classes end	March 2
<sup>A</sup> Sequence IV Spring II accelerated classes begin	March 4
<sup>T</sup> Spring Recess	March 4 – March 8
Mid Term Grades Due	March 22
<sup>T/A</sup> Holy Thursday, Good Friday & Holy Saturday – no classes	March 28 – March 31
Evening classes begin at 4:00 p.m.	April 1
Registration (Summer & Fall)	April 8 – April 30
<sup>A</sup> Sequence IV Spring II accelerated classes end	April 27
<sup>T</sup> Final Examination Period	May 8 - May 15
Graduation	May 18 – Saturday
<sup>T</sup> Final Grades Due	May 21

<sup>T</sup> Traditional Semester

<sup>A</sup> Accelerated Semester

## **Overview and Introduction**

Anna Maria College was established by the Sisters of Saint Anne in 1946 as a premiere Catholic institution of higher education for women. Classes were held in St. Anne's Academy in Marlborough, MA, until the College outgrew its space and moved to a 192-acre horse farm in Paxton, MA that the Sisters purchased in 1951. After the move to Paxton, Anna Maria College consisted of three buildings: the current Socquet House, which served as the convent; St. Joseph's Hall, AMC's Science Building, provided classroom space and a cafeteria; and the barn, now Trinity Hall, provided storage and was later converted to classrooms and dorm rooms.

Today AMC is a four-year private, co-ed, Catholic, liberal arts institution that serves over 1600 students, including approximately 600 graduate and continuing education students from all over the region and nation. The College provides quality programs that integrate liberal education and professional preparation committed to the fundamental value of liberal arts and sciences education rooted in the traditions of the Sisters of Saint Anne.

Anna Maria College offers over 40 undergraduate majors in the traditional day program. There are another 10 graduate and 3 continuing education non-traditional undergraduate programs offered in the Division of Graduate Studies and Continuing Education. These programs are delivered in a variety of formats including on-ground, online interactive, hybrid, blended, accelerated, and traditional semester-long courses.

AMC distinguishes itself through its career-oriented liberal arts education, prominent and responsive faculty, small class sizes, and a variety of co-curricular activities including 17 NCAA Division III sports teams for both men and women. Committed to a core curriculum that fosters critical and integrated thinking, Anna Maria College offers academic excellence with respected faculty and class sizes that typically range between 10-20 students, enabling faculty and students to get to know each other personally. AMC also offers an Honors Program with unique study abroad opportunities, as well as special majors, such as art therapy, music therapy and sport management. AMC is also a member of the Colleges of Worcester Consortium, a group of 12 colleges that allows students to cross register at no additional cost.

Anna Maria College is accredited by the New England Association of Schools and Colleges. A complete listing of the College's accreditations and approvals are listed in the catalog.

### **Anna Maria College - Mission Statement**

Anna Maria College, a Catholic institution of higher learning, recognizes its obligation to serve its immediate community, the Commonwealth of Massachusetts, the nation and the world through the provision of education, the preservation of learning, and the sponsorship of research.

Rooted in the Roman Catholic tradition of higher education, Anna Maria College is maintained and operated in conformity with the values of the Judeo-Christian tradition and in keeping with the ideals of its foundresses, the Sisters of Saint Anne. These ideals, which reflect the development of the total human being, also include increasing access to quality education, educational innovation and respect for practical skills.

Specifically, Anna Maria College sees its mission to be that of fostering in its students intellectual involvement, career preparation, social awareness, dedication to justice and peace, religious and moral sensitivity, and a lifestyle capable of sustaining these within balance.

In addition, the College is committed to nurturing the development of a sense of respect for oneself and for others, as well as a sense of responsibility to society and the world.

To effect this mission, the College offers its undergraduate students a program integrating a liberal arts education and strong career preparation. To its graduate students, the College offers an education fostering high standards of personal development and professional achievement, as well as a mature sense of responsibility.

In fulfilling its role as an institution of higher education, Anna Maria College does not discriminate on the basis of any legally protected category in the administration of its educational policies, admissions policies, scholarships, loan programs, and other College administered programs.

### **Division of Graduate Studies and Continuing Education Vision Statement**

In concert with the mission of the College, Anna Maria College graduate and continuing education students will experience *an education fostering high standards of personal development and professional achievement, as well as a mature sense of responsibility*. To help achieve the College mission, the Division of Graduate Studies and Continuing Education is dedicated to serving students of all ages by offering a variety of high quality degree and certificate programs, professional training and enrichment opportunities, underpinned by effective student support services. The Division creates attainable pathways to students' educational goals by ensuring that its programs for life-long learning are accessible, flexible, and affordable.

The Division of Graduate and Continuing Education at Anna Maria College coordinates all units of the College in offering the following programs: graduate education leading to a master's degree, adult degree completion programs, professional education, and non-credit training courses. All programs are created and delivered to be innovative, market-driven, relevant, and to provide service to life-long learners, businesses, industry, the military, community colleges, and local school systems.

The Division partners with all academic and administrative units of the College to remove barriers to student success by providing high-quality support for life-long learning opportunities and sets a standard of exceptional service to students. To achieve these goals, the Division of Graduate Studies and Continuing Education operates under the fundamental tenets of responsible leadership by maintaining an organizational culture of student centricity, ethical and data-based decision making, student engagement, effective administration, and continuous academic program oversight.

## **Letter from the President of Anna Maria College**

Dear Anna Maria College Graduate Student:

Welcome to Anna Maria College!

Anna Maria is a pre-eminent institution. Our reputation is based on over 65 years of history of providing the highest quality education in a personal environment steeped in our Sisters of Saint Anne tradition and values. Our graduate students experience a strong academic program with dedicated and talented faculty and individualized attention.

Whether you are pursuing a degree or selected coursework, studying online or on the ground, full time or part time, you are an important and valued member of the AMC community. We understand what you want most in your graduate education ... the highest quality, maximum flexibility, and responsiveness to your educational needs. AMC is committed to meeting and exceeding your expectations in every way possible.

This Catalogue provides important information to enhance the learning experience for every student. Please be sure to become familiar with the policies, procedures, programs and activities of the College.

As a Sisters of Saint Anne and Catholic College, Anna Maria welcomes students and community members of all faiths while it remains dedicated to fostering the moral and ethical values that are central to our faith. Our values-based educational and community experience emphasizes the importance of the intellectual curiosity, responsible citizenship, hospitality, care for the environment and service to the world.

Anna Maria graduates are tomorrow's leaders. Whatever personal and professional aspirations you may have, AMC will give you the challenging and student-centered environment you need to meet your goals.

Again, welcome to Anna Maria College. I hope you have a great experience!

Sincerely,

Dr. Jack P. Calareso  
President  
Anna Maria College

## Associate Dean's Message

Today's economic environment provides an urgency for continuing educators to refocus their efforts on the future workforce development needs in a manner that touches literacy, education, training, economic development programs, programming in new and creative models, partnerships, and new ways of doing business within our institutions. The social, political, and economic factors that are driving us toward lifelong learning are strong, perhaps unstoppable. Most major institutions of higher education (Anna Maria College is no exception) are addressing continuing education for adult populations in both its degree completion programs and graduate education and more and more students are responding.

Congratulations to you for having the motivation, insight, and dedication to respond to the national agenda and create a better life for yourself, your family and your community! But, why have you chosen the Division of Graduate Studies and Continuing Education at Anna Maria College to pursue your educational goals? Are you seeking personal enrichment, professional growth, career pathways, or new opportunities which require relevant education and training? The answer to that question is fundamental to *our* ability to ensure your success. Rest assured that *is* our primary concern as a Catholic institution of higher education: Can Anna Maria College help you achieve your educational goals? I believe the answer is "yes." As a strong testament to our success, our alumni have continually received both state and national recognition as civic and community leaders from their education in *Public Administration*; as entrepreneurs in business fields from their education in *Business Administration*; as public safety leaders from their education in the fields of *Criminal Justice, Fire Science and Emergency Management*, and *Security Management* as healthcare providers from their education in *Occupational and Environment Health and Safety and Nursing*, and as compassionate counselors from their education in *Counseling Psychology and Pastoral Ministry*.

Your experience at Anna Maria College, and the Division of Graduate Studies and Continuing Education will be transforming. I am dedicated to making AMC *the* leader in both graduate and undergraduate education, both regionally and nationally.

As a non-traditional, adult student myself, I understand all too well that non-traditional adult students must, often times, balance competing pressures of family, work, and personal "life triggers" Therefore, I am committed to being constantly vigilant for new and creative delivery methods including traditional on-ground formats, accelerated, online, hybrid, blended and distance education options which build a community of scholars at an intense pace but does not compromise academic rigor or quality.

As you navigate your way through this catalog, learning about what it means to study at Anna Maria College, you may encounter questions about a specific program of study or perhaps a general policy or procedure. Please do not hesitate to contact our program advisors, staff, or administration, all of whom are prepared and ready to respond with the answers you need to succeed. In essence, Anna Maria College is a student-focused, student-oriented, institution which, I am proud of and, together we can build your pathway to excellence.

*Thomas M. Sabbagh, Ph.D., Associate Dean, Graduate and Continuing Education*

## **Accreditations & Memberships**

Anna Maria College was established in 1946 pursuant to authority granted in Articles of Incorporation under the laws of the Commonwealth of Massachusetts and is empowered to grant degrees.

### **The New England Association of Schools and Colleges**

The New England Association of Schools and Colleges, Inc. (NEASC) is one of six nationally recognized accrediting associations in the United States and is the official accrediting agency for Divisions and colleges in the six New England states. Institutional membership in the NEASC indicates that a school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

#### **Anna Maria College is accredited by:**

The New England Association of Schools and Colleges, Inc.  
The Council on Social Work Education  
Accreditation Commission for Education in Nursing

#### **Anna Maria College programs are approved by:**

The Board of Regents of Higher Education – programs for veterans  
The Massachusetts Department of Higher Education for participation in the Police Career Incentive Pay Program  
The Massachusetts Department of Elementary and Secondary Education—teacher licensure preparation in visual art, early childhood, and elementary education.  
The National Association for Music Therapy, Inc.

#### **Anna Maria College is a member of:**

The Academy of Criminal Justice Sciences  
The Accreditation Commission for Education in Nursing  
The American Assembly of Collegiate Divisions of Business  
The American Art Therapy Association  
The American Association of Colleges of Nursing  
The American Association for Paralegal Education  
The American Library Association  
The American Music Therapy Association  
The American Society of Criminology  
The Association for Supervision and Curriculum Development  
The Association of American Colleges and Universities  
The Association of Catholic Colleges and Universities  
The Association of College Research Libraries  
The Association of Collegiate Registrars and Admissions Officers  
The Association of Governing Boards  
The Association of Independent Colleges and Universities of Massachusetts  
The Association of Independent Liberal Arts Colleges for Teacher Education  
The Catholic Library Association  
The College Entrance Examination Board  
The Council of Independent Colleges  
The Colleges of Worcester Consortium  
The Commonwealth Coast Conference



The Council for Adult and Experiential Learning  
The Council for Exceptional Children  
The Eastern Collegiate Athletic Conference  
The International Reading Association  
The Massachusetts Association of Colleges of Teacher Education  
The Massachusetts Association of Colleges of Nursing  
The Massachusetts Association for Intercollegiate Athletics for Women  
The Massachusetts/Rhode Island League for Nursing  
The Massachusetts Association of Criminal Justice Educators  
The National Accrediting Agency for Clinical Laboratory Sciences  
The National Art Education Association  
The National Association for Music Therapy  
The National Association for the Education of Young Children  
The National Association of Independent Colleges and Universities  
The National Association of Divisions of Art and Design  
The National Association of Divisions of Music  
The National Association of Student Personnel Administrators  
The National Collegiate Athletic Association  
The National Commission on Accreditation  
The National Council of Teachers of English  
The National Council on Social Work Education  
The National Fire & Emergency Services Higher Education Program  
The National Middle Division Association  
The National Science Teachers Association  
The New England Association of Collegiate Registrars and Admissions Officers  
The New England College Athletic Conference  
The New England League of Middle Divisions  
The New England Organization for Nursing  
The Northeastern Association of Criminal Justice Sciences

## Graduate Programs

Master of Business Administration

Advanced Certificate in Business

Master of Arts in Counseling Psychology

Master of Science in Criminal Justice

Master of Education with concentrations in

Preparation for Initial Teacher Licensure:

Early Childhood: Teacher of Students with and without Disabilities (Pre K-2)†

Elementary (1-6)†

Reading (All levels)†

Teacher of Visual Art (Pre K-8; 5-12)†

Professional Teacher Licensure:

Early Childhood Teacher of Students with and without Disabilities (Pre K-2)†

Elementary (1-6)†

Moderate Special needs (PreK-8; 5-12)+

Certificate of Advanced Graduate Study

Master of Science in Occupational and Environmental Health and Safety

Master of Arts in Pastoral Ministry

Master of Arts in Visual Art

Master of Interdisciplinary Studies\*

Master of Public Administration

Certificate in Victim Studies

Certificate of Homeland Security

*\*The Master of Interdisciplinary Studies program in the Division of Graduate Studies and Continuing Education offers students a means of combining graduate study in two or more selected disciplines. It is intended for students who wish to pursue a well -defined interdisciplinary program rather than a specialization in a single traditional discipline. The program offers a variety of opportunities for self-designed study devised by mutual consultation between the student and appropriate faculty. Please contact the appropriate program director(s) for additional information.*

*+Massachusetts Department of Elementary and Secondary Education (DESE) approved.*

## Graduate Admission Criteria

Applications to a graduate program are accepted throughout the academic year and will be reviewed by the admissions' committee and the Associate Dean of Graduate Studies and Continuing Education. Admission into a graduate program is both competitive and fair. Applications are reviewed for completeness based on the totality of the applicant's background. Adhering to the adult principle of removing barriers to accessibility, Anna Maria College believes in establishing a seamless admission process which focuses on prior academic success, personal statements about your interest in the program, and supportive letters of recommendations.

**\*To be considered for admission and matriculation into a Graduate Program, a potential student must apply for a degree or certificate by completing the following requirements:**

1. Provide evidence of an earned undergraduate degree from a regionally accredited United States college or university, or an equivalent degree from a nationally accredited institution outside the United States.
2. Submit two (2) professional references that support your candidacy to do graduate work.
3. Possess a cumulative grade point average (GPA) of 2.7 and an undergraduate record that demonstrates your ability to be successful in graduate studies.
4. Provide, in writing, a personal statement that demonstrates your commitment to the graduate studies and reflects your writing skills.
5. Submit a resume.
6. International students must also submit TOEFL 565 (PBT); 225 (CBT); or 85 (IBT) along with other required documents.

**\*\* Although *not* required for admission, standardized testing such as MAT, GRE, or GMAT scores may be submitted for additional consideration.**

To be considered for admission and matriculation into a **Certificate of Advanced Graduate Study**, a potential student must apply for a degree or certificate by completing the following requirements:

1. A letter of intent.
2. Evidence of a master's degree from an accredited degree-granting institution in the areas of the CAGS program or closely related field.
3. Submit two (2) reference letters, at least one (1) of which must be at a graduate school from which the applicant received the master's degree (please provide all contact information).

Applications must also include the following:

1. A completed application form.
2. Nonrefundable application fee (\$40).
3. Official transcripts from prior accredited institutions.

Once submitted, all application files become a permanent and confidential record of the College and are not returned. All applications must be completed within one year of initial submission.

***\*Please note: there may be special admission criteria for a specific program of study. All applicants are encouraged to review criteria listed under each program of study.***

## **Acceptance into a Program of Study**

### **Matriculation**

If accepted into the Division of Graduate Studies and Continuing Education, a program of study or, map, will be developed for each student and may include any transfer credits. Along with a program of study map, an acceptance letter will be sent to the student from the Associate Dean of Graduate Studies and Continuing Education. The acceptance letter indicates that a student has been matriculated into a graduate program or certificate, as well as accepted into the College. A matriculated (fully or conditionally) student is one that has been formally admitted to the College based on the recommendation of the admissions' committee to the Associate Dean. A matriculated student can pursue a program of study on a full-time or part-time basis.

### **Non-Matriculated and Conditionally Matriculated Status**

Conditionally matriculated students must complete the conditions outlined in the acceptance letter before fully matriculating into a master's program. Generally, this means that a student must complete certain prescribed coursework, with a specific grade.

Non-matriculated students are those who want to enroll in a graduate course prior to applying or in the process of applying for a master's program. Non-matriculated students may enroll, with permission of the dean for no more than two courses (6 credits). These credits may be applied towards a degree or certificate program once a student is accepted although courses taken as a non-matriculated student does not guarantee admission into a master's program.

### **Enrollment Status**

Graduate students may enroll in courses either on a full-time or part-time basis. Full-time enrollment is at least 9 credits for traditional semester students; three (3) credits per term for accelerated 8-week courses, and no more than four courses (12 credits) each semester. Part-time enrollment is no more than six (6) credits per semester. All graduate courses are three (3) credits unless otherwise stated in the course description.

### **Interviews**

Applicants who do not meet the minimum requirements of the Division of Graduate Studies and Continuing Education may be required to interview with a member of the Division's faculty or staff.

### **Continuous Enrollment and Time Limit**

Graduate students are expected to work diligently towards the completion of their program of study by maintaining continuous enrollment throughout the academic year. However, students who do not enroll for more than two (2) consecutive semesters without an approved leave of absence from the Associate Dean of the Division of Graduate Studies and Continuing Education will be withdrawn from the College. If withdrawn for an extended period of time, a student may be required to reapply for admission. It is important that you contact your program director or the Division of Graduate Studies and Continuing Education if you are withdrawn from either the program or the College. In most cases, master's coursework must be completed within five (5) years of matriculation.

## **Leave of Absence**

It is not uncommon for an adult student to be unable to enroll in coursework due to personal or medical reasons. If a student knows of a reason to be withdrawn for more than two (2) consecutive semesters, a leave absence must be requested from the Division of Graduate Studies and Continuing Education. The request must be in writing and approved by the associate dean of the Division. It is important to consult your program director who can best advise you about your enrollment status.

## **Withdrawals**

A graduate student who wishes to withdraw from an on-campus, online or hybrid course prior to the completion of the class must submit a written request to the Division of Graduate Studies and Continuing Education. Once approved, the withdrawal will appear on the student's official transcript as a "W". All requests must be received by the College Registrar prior to the last day of the class.

Student Initiated: When a student initiates a withdrawal from coursework in progress for either personal or academic reasons (in order to obtain a non-punitive "W" grade and any pro-rated financial refund), a withdrawn notification must be submitted to the Division of Graduate Studies and Continuing Education. Students should refer to the College's financial aid section of the catalog to determine the appropriate refund, if any, prior to withdrawing.

College Initiated: A graduate student may be administratively withdrawn from the University for a variety of reasons including but not limited to code of conduct violations, financial, violations of policy and procedures, attendance policies, and academic sanctions.

## **Transfer Credits\*\***

Accepted and matriculated students may petition the Dean's office to transfer up to 40% of the total required credits for a master's program based on the following conditions:

1. Courses fit an appropriate requirement or elective in the program.
2. The graduate request for the transfer credit is "B" or better.
3. The credits being petitioned for transfer have NOT been applied towards a previous degree.
4. The credits were earned from a regionally accredited institution.
5. Generally, the credits were earned within seven years of the petition.
6. Mid-career students in 30-credit programs may only transfer a maximum of six (6) credits.

***\*\*Please note: There may be special transfer criteria for a specific program of study. All applicants are encouraged to contact his/her program advisor/director as soon as possible.***

## **Academic Policies**

### **Registration Policies**

In order to remain “active” at the College, a student must be registered for a course. Students can register online through our published information found on our graduate admissions webpage at the College’s website: [www.annamaria.edu](http://www.annamaria.edu). Faculty must report any student who attends classes but is not on the official class roster as these students do not constitute an official registration. Students cannot register for any class that has met two or more times without permission of the dean and/or faculty. The College reserves the right to modify its master course offerings and/or cancel under-enrolled course. Only students who have been cleared by the Business Office, Financial Aid Office and Registrar’s office can registrar for classes.

### **Attendance**

The College tracks class participation for all students registered for either on-campus or online courses of any type. It is the expectation that graduate students will attend and participate in all classes and engage in the course content. A student’s class syllabus, published by the faculty may establish attendance policies and certain criteria for engaged participation.

### **Administrative withdrawals**

If a student wishes to withdraw from the College, he/she must notify the Registrar in writing. Regular non-attendance, non-participation (including online courses) and misconduct can be subject to administrative withdrawal from the College. In such cases a grade of W will be assigned to the effective classes. Online students should contact the *Online Studies Coordinator* if they wish to withdraw.

### **Code of Conduct**

The Anna Maria College Community upholds and supports a Code of Conduct that is both responsible and ethical in keeping with values set forth by the Mission of the College. The Code of Conduct refers to a student’s behavior and actions on issues of academic honesty, respect and courtesy, plagiarism\*, and violations of confidentiality. A member of the College community may report, in writing, failure to adhere to the Anna Maria College Code of Conduct to the appropriate program director. Decisions by the program director, regarding action to be taken may be appealed, in writing, within four (4) weeks, to the Associate Dean who will report the findings to the Vice President of Academic Affairs whose decision is final.

A student dismissed for academic or discipline reasons shall not be eligible to apply for readmission to any course or program at Anna Maria College until a minimum of one (1) semester has elapsed, excluding summer sessions. A student who wishes to be considered for readmissions must submit a letter of petition to the Associate Dean who shall consult with the appropriate program director. The student will be notified by the Associate Dean if readmission is approved.

#### **\*Intentional or accidental plagiarism in an academic exercise, which includes:**

- 1. Direct or literal copying of a source without proper attribution.**
- 2. Paraphrasing of a source without proper attribution.**
- 3. Resubmission of one’s work in another academic exercise without the knowledge of both instructors.**
- 4. Submission of another’s work in whole or part with intent to deceive.**

## Satisfactory Academic Progress (SAP)

All graduate students must maintain satisfactory academic progress to remain eligible for financial aid compliance, to complete their program of study within the specified time period, and to maintain the required grade point average (GPA). To be eligible for financial aid, a student's progress will be monitored for minimum standards of compliance. If this minimum is not met, the student is not eligible for financial aid; however the student may appeal to the Director of Financial Aid based on any mitigating circumstances (see financial aid guidelines for eligibility qualifications). The Registrar's Office, along with the Associate Dean's office in Academic Affairs is responsible for monitoring academic standards for both full-time and part-time graduate students as well as satisfactory academic progress.

## Grading Policy

A	4.0	quality points per credit
A-	3.7	quality points per credit
B+	3.3	quality points per credit
B	3.0	quality points per credit
B-	2.7	quality points per credit
C+	2.3	quality points per credit
C	2.0	quality points per credit
F	0.0	Failing grade
W		Withdrawn grade
I		Incomplete grade

## Grade Review – Resolution

Any request by a student for a review of a semester grade must be in writing which addresses the calculation of the final grade and not the faculty's evaluation of the student's work. Students should first attempt to resolve all grading issues with their instructor. If no resolution is found, students can pursue the following process:

1. Submit, within 30 days after the end of course, a written request for grade review to instructor, program director and associate dean.
2. Within 20 days, the instructor provides a review and evaluation of the grade(s) for all requirements in the syllabus including assignments, tests and examination to the student.
3. If the student is unsatisfied with this review, the case is presented to the graduate program director for review within 10 days (if the instructor is the program director, the appeal is forwarded to the associate dean directly). Within 10 days, either the program director or associate dean with review the matter and respond directly to the student. A final appeal may be made to the VPAA whose decision is final.

## Academic Sanctions – Probation, Dismissal, Repeat Courses

All students eligible for a graduate degree or certificate must achieve an average of 3.0 or "B" (based on a 4.0 scale) in all course requirements established by the Schools. **Any graduate student who fails a course must take the same course or an equivalent (as determined by the program director) again.** If a student's CGPA falls below 3.0 in any given semester, the student will be placed on academic probation. Students who remain on academic probation for two consecutive semesters may be subject to dismissal from the College. A student is allowed to repeat a course once but cannot repeat more than

three (3) courses throughout the program. An appeal of a dismissal must be made to the VPAA (or Associate Dean) within 30 days of the date of the dismissal.

### **Institutional Review Board – (IRB)**

In concert with the U.S. Department of Health and Human Services and its Office of Human Research Protections which regulates research involving both human and animal subjects by higher educational institutions, Anna Maria College supports regulations to ensure the ethical treatment of research subjects being conducted by either faculty, staff, or students. In establishing the IRB at Anna Maria College, the College provides assurances that research subjects are not subjected to any unnecessary or undue physical, mental, and legal risks, and that research participants are informed and *not* coerced into participating in the research.

### **Graduation Requirements**

- **All students are encouraged to review the degree requirements for graduation, which are listed under the programs section in this catalog.**

It is the responsibility of every student who is approaching graduation to notify the Registrar's Office of the completion of all academic requirements. To do so, the student must complete the **Intent to Graduate Form**. This form is available in the Registrar's Office and online on the AMC homepage. The form, which must be accompanied by the required graduation fee, should be submitted to the Registrar's Office. Deadlines for submitting the **Intent to Graduate Form** can be found on the Registrar's Office page on the AMC website.

In keeping with the College's mission, the Division of Graduate Studies and Continuing Education requires all graduate students to take GRS600, Ethical Theory. This requirement may be waived only if the student has taken a course in general ethics focusing on Judeo-Christian traditions, and taught by the Department of Philosophy. An ethics course from within another discipline is not an acceptable substitute for the GRS600 requirement.

GRS600 Ethical Theory: This course examines the intellectual and theoretical perspectives that inform ethical theory and practice within the Judeo-Christian and liberal arts traditions. Specific attention is given to the significance of the dialogue between faith and reason in the development of ethical theory from the ancient period through the present.

### **Administrative Policies**

#### **Religious Observances**

Section 2B of Chapter 151 C of the General Laws of Massachusetts, as amended, quoted below:

*Any student in an educational or vocational training institution, other than a religious or 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 requirement which he/she may have 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/herself of the provisions of this section.*

Students who wish to exercise their right under this law may make an application in writing to the Vice President of Academic Affairs (VPAA) for an excused absence within 15 calendar days after the day of commencement of classes each semester or five working days before the day of the religious observance if the observance comes within 15 days after the day of commencement of classes. The applicant must name in the application the religious observance, the religion encouraging the observance, and the exact period that the absence will cover. In order for the request to be honored, not only must it be presented within the designated time span, but the religion in question must be recognized by the United States Internal Revenue Service as one that is eligible for tax exemption under federal law. The VPAA will determine whether the given religion is so recognized. If the religion does not qualify under this definition, the request will be denied. Additionally, the VPAA will determine whether or not any make up examination or work will place an “unreasonable burden” upon the institution. If in the judgment of the VPAA the terms of the request place an unreasonable burden on the institution, the request will be denied. If the student’s request is approved by the VPAA, the student and the instructors of each of the student’s classes will be notified of the decision by the VPAA’s office within five working days after the receipt of the request. If the request is denied, the denial, accompanied by the reason therefore, will be sent to the student by the VPAA’s office within five working days after the receipt of the request.

### **Email Policy**

It is the policy of the IT department at Anna Maria College that only the *amcat.edu* account is used for student academic and business electronic communications. All official electronic communication initiated by College offices for students are sent to students’ College email accounts. This applies to all students. It is important that students check their Anna Maria College Web mail often. Students who need help with the log-in should contact the IT department at [itsupport@annamaria.edu](mailto:itsupport@annamaria.edu).

### **Cancellation of classes**

Cancellation of classes, delayed College openings, or information relating to other College activities due to severe weather conditions will be announced through a variety of venues. The notices will include delays, all day and/or evening cancellations for various campus sites, including Worcester. The AMC alert system includes emails and texts. To sign up for these alerts, please contact [mmiers@annamaria.edu](mailto:mmiers@annamaria.edu). The AMC Website: [www.annamaria.edu](http://www.annamaria.edu) will also post cancellation and other delay information. Other sources include:

#### Radio stations:

WBZ (AM 1030)  
WSRS (FM 96)

#### Television stations:

WBZ TV: Channel 4  
WCVB TV: Channel 5  
WHDH TV: Channel 7  
FOX News

### **Confidentiality of Records**

Anna Maria College complies with the requirement set out in the Family Educational Rights and Privacy Act of 1974 as amended (PL 93-380, Section 438, the General Education Provisions Act). Copies of the policy are available from the Registrar’s Office and on-line at the College’s website.

## Online Studies

While **Online** education classes are asynchronous, interactive learning sessions and are **not** correspondence or self-paced. Although only a portion of a student's grades are tied to discussion, participation is **mandatory**. Students must attend class (defined as logging in to the course and interacting as stipulated, posting questions, thoughts, or homework assignments) during the first week. In each following week, students must interact on at least **Four (4) separate days unless otherwise stated**.

Extended absences, defined as failure to post in discussions for more than five days, must be coordinated with the instructor. Students who fail to coordinate any such absence with the instructor, or who fail to withdraw from the course in accordance with the online school's official withdrawal policy will be graded appropriately.

Your instructor's role in this class is to provide you with a theoretical framework, activities, and assignments to utilize in developing understandings, knowledge, and skills. While your instructor cares about your success and what you learn in class, **you** are responsible for participating in and learning from the activities provided. Your instructor will make him or herself accessible for discussion and feedback often, as needed. You are also encouraged to consider your fellow students as equally valuable resources for learning.

**Failure to participate during the first week of the course (12:00 a.m. Monday through 11:59 p.m. Sunday) will result in automatic withdrawal.**

- Participation is defined as posting in a discussion board, and an assignment submission.
- Students who do not participate during the first week forfeit their rights to be reinstated into the course.

A complete outline of specific policies and procedures will be given to all students who enroll in an *Online Studies* course. Please contact our *Online Coordinator* at 508-849-3371 for more information.

## Finances and Financial Aid

### Business Affairs Office

Telephone: 508-849-3425

Fax: 508-849-3229

### Financial Aid Office

Phone: 508-849-3366

Fax: 508-849-3735

E-mail: [finaid@annamaria.edu](mailto:finaid@annamaria.edu)

## Finances

Anna Maria College strives to provide a quality education that is accessible to a diverse population. The Board of Trustees approves tuition and fees on an annual basis. A statement of tuition and fees is published on an annual basis and is available from the Office of Business Affairs.

### Tuition and Fees for 2012-2013

Application fee	\$40
On-ground Graduate Tuition	\$1668/per 3 credit course
On-line Graduate Tuition	\$1875/per 3 credit course
Cont. Ed. Undergraduate Tuition	\$1071/ per 3 credit course
On-line Undergraduate Tuition	\$1050/ per 3 credit course
On-line RN-BSN Tuition	\$1275/per 3 credit course
Credential fee*	\$100
Cap and Gown	\$35
Transcript fee	\$5
Rush / Priority	\$7
Returned checks	\$35
Late payment fee	1% of outstanding balance/month
Late registration fee	\$50
Comprehensive exam fee	\$65
Class audit fee:	\$100/per credit

*\*Must be paid at the time of submission of Intent to Graduate Form*

### Payment

Tuition fees, and all other charges are payable on or before the first week of class. Any outstanding balance is subject to a monthly late charge of 1% of the outstanding balance per month.

The Business Office accepts only cash and check payments on campus. Checks should be made payable to Anna Maria College. If a check is returned unpaid, the student's account will be assessed a \$35 fee. The fee must be paid along with any unpaid tuition. The College is not responsible for notifying students of returned checks.

Credit, debit card (Visa, Discover, American Express, and MasterCard) and electronic payments (ACH) must be made online through the College's vendor **Cashnet**. There is no charge for this service.

If a student's account becomes delinquent, the student cannot receive grades, transcripts, or a diploma. For immediate settlement of a delinquent account, a certified bank check, or cash payment must be presented. If other forms of payment are used to settle a delinquent account, there is a waiting period of seven business days before grades, transcripts, or diplomas can be released.

The College reserves the right to forward delinquent accounts to a collection agency. Students are responsible for all legal and other costs incurred on their account as a result of collection.

### Refund of Tuition and Fees

To qualify for a refund, a student who withdraws from a course must do so in writing to the Registrar's Office. **A student who does not submit a written statement of withdrawal is not officially withdrawn from a course even if the student stopped attending the course.** The student is responsible for paying all tuition and applicable late payment charges. Please contact the Office of Business Affairs at (508) 849-3425 for information about the deadlines for refund levels for withdrawal in the traditional or accelerated

semester. There is also a financial aid refund policy for students who withdraw from courses, which is detailed in the Financial Aid section of this catalog.

A student who at any time during the first half of the semester or session is forced to withdraw from a course because of a permanent business transfer out of the Massachusetts area (this applies to on-ground students only) or for serious medical reasons may be eligible for a pro-rated refund of tuition. Written substantiation by the employer in the case of a job transfer or by the attending physician in the case of illness must be presented at the time of withdrawal. The Office of Business Affairs will review the paperwork and grant refunds as warranted.

### **Refund Schedule**

#### *Traditional 15-week semester*

Withdrawal prior to second class meeting: 100%

Withdrawal prior to third class meeting: 60%

Withdrawal prior to fourth class meeting: 40%

Withdrawal after the fourth class meeting: No Refund

#### *Accelerated 8-week semester*

Withdrawal during the first week of class: 100%

Withdrawal after the first week of class: No Refund

*Refunds will be paid through the Business Office within 30 days of receipt of the official withdrawal information from the Registrar's.*

### **Financial Aid**

Financial aid is available to graduate students who are matriculated and enrolled at least halftime (three credits per semester). Students must file the Free Application for Federal Aid (FAFSA) and the Anna Maria College Financial Aid Application. The Anna Maria Financial Aid Application is available online at [www.annamaria.edu](http://www.annamaria.edu). The FAFSA is also available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Financial aid is available for graduate students in the form of Federal Stafford Student Loans or private education loans. Although loans are the only form of financial aid offered by Anna Maria College to its graduate students, there are many grants and scholarships from outside sources for which graduates students may qualify. The Internet has many sites that feature information about additional education funding for graduate students. Some popular sites are [www.fastweb.com](http://www.fastweb.com) and [www.finaid.org](http://www.finaid.org). Public libraries are also a valuable resource for locating alternative funding sources for graduate study.

### **Federal Loans**

As of July 1, 2012, a graduate student may only qualify for a Federal Unsubsidized Stafford Loan. The Unsubsidized Stafford Loan is NOT need-based and begins to build interest when the funds are disbursed to the student's account. Students receiving a loan on their financial aid award letter do not need to return the signed award letter to initiate the loan process. The Financial Aid Office must be notified only if the student would like to increase, decrease or cancel the loans.

First-time borrowers at Anna Maria College must also complete a Direct Loan Stafford Loan Master Promissory Note and Entrance Interview Form before the Stafford Loan can be processed. The Entrance

Interview Form explains the borrower's rights and responsibilities. For the 2012-2013 academic year, fixed interest rates were set at 6.8%. Electronic Funds Transfer (EFT) applies the funds directly from the lender to the student's account.

### **Federal Unsubsidized Stafford Loan**

The Federal Unsubsidized Loan is a non-need based, low-interest, long-term educational loan. Options for repayment include interest-only payments while enrolled, interest-and-principal payments while enrolled, or interest-and-principal payment deferred until six months after enrollment ceases or drops below half-time. Interest begins accruing once the lender disburses the loan. Financing ranges up to \$20,500 per academic year, (amount is limited by the financial aid budget for each student). Refer to the previous paragraph for processing information.

### **Other Loan Options**

Anna Maria College accepts private loan programs that are offered by lending institutions. A list of possible programs is available under the Financing Options section of the Financial Aid website. Students interested in alternative loans should contact the Financial Aid Office for more information.

### **Veterans Benefits**

Anna Maria College is approved by the Board of Regents of Higher Education for the purpose of training veterans and other eligible persons. Veterans who are eligible to receive educational benefits should consult the College VA representative in the Registrar's Office for specific details about application and enrollment certification. Changes in enrollment status should be promptly reported to the College VA representative at (508) 849-3401.

### **National Guard Assistance**

Members of the National Guard may qualify for the state-sponsored assistance program. Students interested in this benefit should contact their unit commander to obtain a Notice of Basic Eligibility.

### **Satisfactory Academic Progress**

Federal regulations mandate that students who receive financial aid must meet certain qualitative and quantitative standards in order to continue being eligible to receive financial aid funds. Academic progress will be evaluated annually in June. All degree-seeking students who do not meet the following levels will be placed on Financial Aid Suspension and will be ineligible for financial aid.

Cumulative GPA: 3.0

Credits Completed: 67% of credits attempted

### **Appeals**

Students who have been placed on Financial Aid Suspension have the right to appeal this suspension in writing within 10 days of the notification. The appeal should state what mitigating circumstances, if any, were present that caused the student's cumulative GPA to fall below 3.0 or kept them from earning the required percentage of credits. Mitigating circumstances that will be considered include illness, injury, and death in the family or other special circumstances. If a student's appeal is approved, the aid will be reinstated for one semester. At the end of that semester, the student's cumulative GPA and number of credits earned will be reevaluated. If they are not at the required level, the student will not be eligible for

any financial aid assistance other than a student alternative loan that does not require a satisfactory academic progress component.

### **Other Academic Elements**

Certain elements affect the academic progress evaluation:

**Failed grades** are counted both in the qualitative and quantitative calculations of Satisfactory Academic Progress (S.A.P).

**Withdrawals** are not factored into the cumulative GPA, but ARE counted toward the number of credits attempted.

**Incompletes** do affect the qualitative or quantitative measurements. Once the incomplete is replaced with a grade, students may request that the Financial Aid Office re-evaluate the cumulative G.P.A. again. This is not automatic and students must request a reevaluation.

**Repeated courses** stay on the student's record. If a student fails a course and then repeats it, the better of the two grades is factored into the GPA but all of the credits are counted towards the quantitative portion of the S.A.P.

**Transfer credits** are NOT included in determining the cumulative GPA, but ARE counted toward the number of credits earned. Change of program will affect SAP. All classes previously taken will be counted in determining cumulative GPA and in number of credits earned.

Withdrawal from AMC for a period of time and then returning is not sufficient to regain financial aid. The student has to make Satisfactory Academic Progress before he or she can regain eligibility for financial aid. If a student has attended another college in his or her time away from Anna Maria College and has made S.A.P. at the other college, then the student can appeal the Financial Aid Suspension.

### **Financial Aid Withdrawal and Refund Policy**

The Withdrawal and Refund Policy for financial aid is different than the general Anna Maria College Withdrawal and Refund Policy used by the Business Office. Students with financial aid are subject to both refund policies. The Financial Aid Office recalculates federal financial aid eligibility for students who withdraw, drop out, or are dismissed prior to completing 60% of a semester. The recalculation determines the amount of federal aid the student has "earned" by determining how many calendar days the student has been enrolled. This is based on the date of official withdrawal received by the Registrar's office. If no such official withdrawal is received, then the financial aid office may use the midpoint of the term.

If the percent of the term completed is 60% more, then the student is said to have earned 100% of his federal aid. Unearned aid is returned to the federal government\*. Earned aid is applied to the student's tuition balance, which is determined by the Anna Maria College Withdrawal and Refund Policy.

### **Attendance Verification**

The Department of Education requires that schools verify that a student is actively engaged academically in every class after the last day to drop/add before any financial aid can be disbursed to the student's account. Faculty will take attendance for each class at the beginning of each semester.

### **Disbursement of Financial Aid**

For all accelerated classes, Session I and Session II of each semester are combined to make one full semester. The Financial Aid Office must verify enrollment and academic participation in BOTH Session I and Session II before ANY financial aid will be disbursed to a student's account. Even if a student is only attending one session, verification of both must be completed before disbursement. Please plan your finances accordingly.

### **Financial Aid Budget**

Students may request in writing, an increase in the financial aid budget for the following items:

Food – up to \$1000 per semester

Rent- up to \$2000 per semester (must verify amount of rent or mortgage payment per month)

NOTE: An increase in the financial aid budget may not mean there are additional Federal Loans funds to cover the increase in the budget. Students may need to apply for student alternative loans to cover the additional costs. Contact the Financial Aid Office for more details.

## **Graduate Programs and Courses**

*School of Business*

*School of Education*

*School of Fire and Health Sciences*

*School of Humanities*

*School of Justice and Social Sciences*

*School of Visual and Performing Arts*



## **School of Business**

Lloyd Hamm, *Dean of the School of Business*

### **Master of Business in Business Administration**

Elzbieta Manos, *Associate Professor and Program Director*

Theodora Welch, *Assistant Professor*

Bernard Wood, *Associate Professor*

### **Program Description**

The Master of Business Administration (MBA) program is designed to prepare individuals for professional careers in management and to provide educational enrichment for experienced professionals seeking a broader management perspective. An Advanced Certificate in Business (ACB) is also available as well as a Certificate in Grant Writing.

The faculty consists largely of professional practitioners whose academic credentials are further enhanced by the level of their personal accomplishments. Their experience provides the student with a valuable balance between theory and application.

MBA students may select a concentration in ethics and leadership, finance, health informatics, marketing, security management or sport management. Students seeking a broader business program may also choose a generalist concentration, selecting courses from a variety of areas. In order to complete a concentration, the student must select five electives from the concentration's set of electives.

The MBA program in the Division of Graduate Studies and Continuing Education is an accelerated program. The program is offered in a variety of formats including 8-week accelerated, online and on-ground. In general, students may register for no more than six credits (two courses) per sequence. If a student is unemployed, the student must seek permission of the program director to register for nine credits (three courses). Under no circumstances will permission be granted for a graduate student to register for more than nine credits (three courses).

### **Degree Requirements**

- Thirteen courses (39 credits) with an overall GPA of 3.0 (B)

### **Curriculum**

#### **Prerequisite Courses**

Five prerequisite courses are required of all MBA candidates who have not previously satisfied these requirements. These requirements may be met by previous education or experience. The specific prerequisite needs to be completed before a student enrolls in the corresponding required course. All prerequisites do not have to be completed before students can enroll in the required courses:

BUS 512 Financial Accounting  
BUS 523 Management  
BUS 543 Economic Theory and Practice  
BUS 569 Marketing and Theory  
BUS 571 Business Statistics

## **Core Courses**

The core courses include ethics, six required courses, five electives, and one capstone project or course:

GRS 600 Ethical Theory (or equivalent)

BUS 607 Financial Analysis

BUS 614 Decision Making/Quantitative Analysis

BUS 638 Marketing Strategies

BUS 651 Legal Issues in Business

BUS 655 Economic Decision-Making in a Globalized Economy

BUS 701 Research Methods and Technology

BUS 733 Capstone Project or BUS 791 Policy and Strategy (Capstone)\*

Five Electives

\*Students must obtain permission from the Program Director before enrolling in the capstone project or policy strategy course.

## **Advanced Certificate of Business (ACB)**

The Advanced Certificate of Business (ACB) strengthens the academic credentials of managers who have already earned an MBA degree. To accommodate the ongoing needs for professional development, the program will update, enhance, and expand the executive's knowledge and expertise.

## **Certificate Requirements**

To complete the certificate requirements, students must complete five MBA electives. Students may design their own programs, either specializing in a particular area or choosing from several areas. All five courses must be completed within five years, and an overall GPA of 3.0 must be earned.

## **Grant Writing Certificate Program**

Students may pursue a graduate certificate in Grant Writing either on track towards earning a Master's Degree in Business Administration, or as a shorter course of focused study. The certificate requires the successful completion of four courses:

BUS 908 Organization Assessment, Diagnosis

BUS 912 Grantmanship—Research, Writing, and relationships

BUS 933 Project: Grant Writing

BUS 936 Budget Preparation and Analysis: NonProfit

## **Concentrations**

### *Ethics and Leadership*

BUS 622 Leadership

BUS 629 Labor Management Relations

BUS 633 Organizational Behavior

BUS 672 Health Care Administration

BUS 712 Duties and Responsibilities of Trusteeship

BUS 723 International Business

BUS 746 Green Management

BUS 760 Business Ethics

BUS 779 White Collar Crime

SCM 701 Workplace Violence

BUS 771 Non-Profit Management

BUS 773 Conflict Management

BUS 780 Spirituality and Religion in the Workplace

*Finance*

BUS 604 Advanced Accounting Topics  
BUS 609 Money and Banking  
BUS 611 Non-Profit/Government Accounting  
BUS 612 Federal Taxes  
BUS 636 Budget Preparation and Analysis  
BUS 719 Financial Controllership  
BUS 721 Treasury Management  
BUS 768 Investment Planning  
BUS 779 White Collar Crime  
BUS 936 Budget Preparation: Non-Profit

*Health Informatics*

BUS 672 Health Care Administration (Required)  
BUS 637 Information Systems - Health Care  
BUS 681 Health Care Law  
BUS 683 Economics and Finance of Health Care  
BUS 736 Ethical Issues in Health Informatics  
SCM 620 Crisis Management and Emergency Planning  
SCM 710 Information Security

*Marketing*

BUS 685 Marketing on the World Wide Web  
BUS 709 Buyer Behavior  
BUS 710 Marketing Communication  
BUS 717 New Product Development  
BUS 750 E-Commerce Strategies  
BUS 752 Marketing Research  
BUS 763 Social Media and Marketing

*Security Management*

SCM 601 Principles of Security Management  
SCM 620 Crisis Management and Emergency Planning  
SCM 630 Physical Security: Design and Integration  
SCM 640 Security Investigations  
SCM 701 Workplace Violence  
SCM 710 Information Security

*Sport Management*

BUS 629 Labor Management Relations  
BUS 665 Sport Event Planning and Management  
BUS 684 Applied Fiscal Management for Sports and Facilities Managers  
BUS 691 Sport Marketing Research  
BUS 738 Ethics and Sport Management  
BUS 746 Leadership and Professional Development of Coaches  
BUS 758 Sport Marketing and Public Relations  
BUS 782 International Sport Management  
BUS 784 College Sport Administration

## **Graduate Business Course Descriptions**

*(all courses are three credits unless otherwise noted)*

### **Pre-requisite Course Descriptions**

#### **BUS 512 Financial Accounting**

Emphasizes concepts underlying business financial statements. Includes first- and second-level accounting topics.

#### **BUS 524 Management**

Provides a study of theoretical and operational principles of management. Concept areas are made applicable by practical readings, cases, and projects.

#### **BUS 543 Marketing Theory**

This course presents the basics of current principles of marketing and serves as an introductory course.

#### **BUS 569 Economic Theory and Practice**

Presents an overview of micro- and macro-economics. Concentrates on the application and effects of economic policy on business and the organization.

#### **BUS 571 Managerial Statistics**

This course covers basic business statistics topics such as median, mode, standard deviation, distributions, and graphical methods. It is meant to provide background for those students who have no previous exposure to statistics.

### **Required Course Descriptions**

#### **GRS 600 Ethical Theory**

Examines the intellectual and theoretical perspectives that form ethical theory and practice within the Judeo-Christian and liberal arts traditions.

#### **BUS 607 Financial Analysis**

Provides the basic tools, techniques, and concepts necessary for an understanding and analysis of corporate investments and financial decisions. Prerequisite: BUS 512 or equivalent.

#### **BUS 614 Decision Making/Quantitative Analysis**

Introduces the use of probability theory in decision making. Delves into methods such as P.E.R.T., decision making under conditions of certainty and uncertainty, decision trees, linear programming, games theory. Ethical considerations of decisions. Prerequisite: BUS 571 or equivalent.

#### **BUS 638 Marketing Strategies**

Presents a study of the marketing process through case analysis and projects. Prerequisite: BUS 543 or equivalent.

#### **BUS 651 Legal Issues in Business**

Provides an examination of the legal factors affecting the business environment.

#### **BUS 655 Economic Decision-Making in a Globalized Economy**

Explores the application of economic theory and decision science to solve managerial problems in a global context. Includes economic optimization, supply/demand, interaction, elasticity determinants, labor/capital substitutions, technology driven productivity gains, and capital investment methodology. Prerequisite: BUS 569 or equivalent.

#### **BUS 701 Research Methods and Technology**

Provides an overview of qualitative research methods, online databases, and Excel.

**BUS 733 Project**

Provides real world practice in the areas of the student's program concentration. The project is from business, government, and non-profit organizations in the community. Students in specific concentrations are expected to provide major contributions to the corresponding project requirements. A written summary and oral presentation are required. Program Director approval required.

**BUS 791 Policy and Strategy**

Uses case studies and other materials to help students demonstrate oral and written competence in the areas of management, marketing and finance. While assuming a top management role, students integrate knowledge from MBA courses with personal experiences and ethical issues as they solve problems that determine policy and strategy. Prerequisites: All other required courses. Program Director approval required.

**Elective Course Descriptions****BUS 604 Advanced Accounting Topics**

Provides the student with the ability to examine and discuss practices in consolidations and mergers, international accounting problems, auditing techniques, ethics, and other relevant topics.

Prerequisite: BUS512 or equivalent

**BUS 609 Money and Banking**

Provides a review of the origin and history of money and banking in the world and in the United States particularly. Examines the role that money plays in a modern economy, monetary policies, and the theories behind these policies.

**BUS 610 Managerial Accounting**

Focuses on concepts of accounting: measurement of capital and income, uses of accounting data by managers for planning and control. Prerequisite: BUS512 or equivalent.

**BUS 611 Non-profit/Government Accounting**

Focuses on the concepts of fund accounting as they relate to the non-profit sector and municipal governments.

**BUS 612 Federal Taxes**

Covers basic federal tax rules and related accounting principles, corporate and individual taxes, and recent changes in the law.

**BUS 622 Leadership**

Focuses on the study and analysis of human behavior patterns. Special consideration is devoted to the role of the manager as a leader and motivator of people.

**BUS 629 Labor Management Relations**

Covers the development, structure and current status of the unions in the United States. Examines management attitudes toward the bargaining process, the evolution of labor legislation, government policy toward labor management relations (i.e. changes in the composition of the labor force, white collar organizations soliciting bargaining units).

**BUS 633 Organizational Theory and Behavior**

The study of the fundamental theory of the management development process and the analysis of employee behavior patterns.

**BUS 636 Budget Preparation and Analysis**

Deals with the preparation of organizational, fixed, and variable budgets, and reviews the relationship between goals, priorities, activities, and the commitment of resources. Prerequisite: BUS607

**BUS 637 Information Systems - Health Care**

Provides a study of the methodology of development and implementation/transition of digital technology in health care information systems.

**BUS 640 Competitive Strategies**

Advances the student's basic marketing skills by providing a working body of knowledge of competitor analysis techniques, product and price positioning, recognition of competitor's strategy change, maximization of market strengths, and response strategy. Cases are used to apply theory to practice.

**BUS 665 Sport Event Planning and Management**

Provides an in-depth look at the logistics and challenges for event planning and organizing a sport event.

**BUS 672 Health Care Administration**

Provides a basic understanding and a practical perspective regarding the specific methodologies and acronyms in the health care arena which drive data analyses and decision-making.

**BUS 681 Health Care Law**

Provides an overview of law as it relates to the current conduct of the health care industry. Examines ethical considerations, particularly in those situations where ethics may have legal ramifications. Provides students in a managerial/ supervisory capacity with knowledge of health care law to manage their business organizations, supervise employees, and deal with health care issues to promote efficiency and avoid liability.

**BUS 683 Economics and Finance of Health Care**

Focuses on the economics and financial decision-making of the health care industry.

**BUS 684 Applied Fiscal Management for Sports and Facilities Managers**

Covers such topics as budgeting, financial statements, and other related topics relevant to financial decision-making.

**BUS 685 Marketing on the World Wide Web**

Explores marketing strategies utilizing the Internet.

**BUS 691 Sport Marketing Research**

Studies the systematic and objective approach in developing and providing information for the sport marketing decision-making process.

**BUS 709 Buyer Behavior**

Provides a study of the psychological and sociological forces that impact buyer behavior in consumers as well as in industrial markets. Emphasizes current research and its practical applications and stresses secondary research text readings and class discussion.

**BUS 710 Marketing Communications**

Examines the major elements of the promotion mix, which includes advertising, publicity, sales promotion, and personal selling. Particular attention is paid to new developments such as telemarketing and direct response. Presents a mix of textbook readings, secondary research, class discussions, and assigned projects.

**BUS 711 Human Resource Management**

Provides the student with an overview of current human resource issues, methods, and styles, using case presentations and analyses.

**BUS 712 Duties and Responsibilities of Trusteeship**

Examines the rights and responsibilities that would assist an individual in becoming a productive member of a board of a charitable organization.

**BUS 717 New Product Development**

Explores the major issues involved in new product marketing. Teaches the skills necessary to organize and manage a successful development effort. Familiarizes the student with the process and the computer software available to facilitate it.

**BUS 719 Financial Controllershship**

Builds skill levels necessary for undertaking or enhancing financial controllershship careers. Examines the controller's managerial responsibilities within the firm and in relationships with other senior management, technical skill requirements in strategic planning, capital expenditure control, forecasting, operating budgets and controls, internal and external SEC reporting, staff training and motivation. Prerequisite: BUS 607

**BUS 721 Treasury Management**

Builds skill levels necessary for undertaking or enhancing treasury management careers. Focuses on the treasurer's managerial responsibilities within the firm and in relationships with other senior management; technical skill requirements in treasury management systems; accessing funds in capital, public and private markets; strategic planning of corporate pension benefit programs; and surplus funds investment policies. Prerequisite: BUS 607.

**BUS 723 International Business**

Analyzes marketing and management problems and techniques in international business. Covers planning in an international environment related to exchange rates, management, fixed flows, and management controls through accounting and financial reporting.

**BUS 731 Starting a Small Business**

Helps students develop workable ideas regarding the management, marketing, and financing of a specific small business. Focuses on the development of a sound business plan.

**BUS 736 Ethical Issues in Health Informatics**

Focuses on ethical issues relevant to the area of health informatics.

**BUS 738 Ethics and Sport Management**

Examines the intellectual and theoretical perspectives that form ethical theory and practice in the area of sports.

**BUS 740 Continuous Improvement**

Provides an introduction to the subject of quality through an overview of principles and tools as they are practiced today. Provides students the history and development of TQM, especially as it has been known in the United States and Japan. Discusses the leading TQM advocates and the central points of their theories.

**BUS 744 Project Management**

Provides the theory and practical tools for project management.

**BUS 746 Leadership and Professional Development of Coaches**

Focuses on the study and analysis of human behavior patterns. Special consideration is devoted to the role of the coach as a leader and motivator of athletes.

**BUS 750 E-Commerce Business Strategies**

Provides students with the background necessary to take advantage of the new economy. This course provides an outline for an evaluation process that individuals will be able to utilize in their lives.

**BUS 752 Marketing Research**

Studies the systematic and objective approach in developing and providing information for the marketing management decision-making process. Prerequisite: BUS 638.

**BUS 753 Marketing Innovations for a Turbulent Economy**

The course would focus on new methods of marketing products and services when budgets are tight, when the need for customer satisfaction is greater than ever, and when the challenges of attaining competitive advantage are

tougher than normal. This “new” dire economy has significantly altered the way business is promoting and selling products. Web based marketing has increased, direct selling has decreased and marketing communication messages are being rewritten to target cost-focused customers.

**BUS 758 Sport Marketing and Public Relations**

Focuses on promotion strategies, marketing communications, and community relations management.

**BUS 768 Investment Planning**

Provides a background in financial planning. Discussions include the use of wills, trusts, and other legal tax-sheltering vehicles. Introduces various types of investment opportunities: stocks, bonds, mutual fund annuities, commodities, and other investments.

**BUS 779 White Collar Crime**

Studies the causes, laws, policies, and consequences associated with crimes organized by those whose economic, political and privileged positions provide opportunity for the commission of white collar crimes. This course will focus on the causes and motivations of such crimes.

**BUS 908 Organizational Assessment**

Focuses on analyzing organizational data utilizing a host of diagnostic tools. Students will be assigned projects simulating the use and implications of feedback mechanisms, and the follow through required in preparation for interventions.

**BUS 912 Grantsmanship**

Focuses on the various steps involved in researching the literature, utilizing all sources, developing goals and objectives, cultivating relationships with donors, etc.

**BUS 918 Directed Study**

Allows the student to submit a proposal for approval of the faculty member who agrees to supervise the student’s work in developing a grant proposal.

**BUS 933 Project: Grant Writing**

Allows the student to submit a proposal for approval of a faculty member who agrees to supervise the student’s work in developing a grant proposal.

**BUS 936 Budget Preparation and Analysis: NonProfit**

Deals with the preparation of organizational, fixed, and variable budgets, and reviews the relationship between goals, priorities, activities, and the commitment of resources.

**SCM 601 Principles of Security Management**

Provides comprehensive coverage of principles and issues in security management. Students examine the historical growth and trends in security.

**SCM 620 Crisis Management and Emergency Planning**

Focuses on research and training issues related to emergency planning and disaster recovery. Current practices, existing strategies, and past emergencies will be identified, analyzed. Proactive response lessons will expose the student to a variety of human and natural crises.

**SCM 630 Physical Security: Design & Integration**

Explains the link between design and human behavior. Understanding this link can enable a security professional to use natural environment factors to minimize loss and crime and to maximize productivity.



**SCM 640 Security Investigations**

Students will learn the tools necessary to conduct internal investigations. Case studies will be examined as well as legal aspects of effective litigation avoidance strategies. Students will learn emerging technologies such as, link analysis, text mining, decision trees, self-organizing maps.

**SCM 701 Workplace Violence**

Provides students with an understanding of the holistic and systems approach toward preventing and responding to workplace violence. Students learn to design a multidisciplinary strategy. Students also learn how to develop effective incident reporting systems and tailored plans, policies, and procedures.

**SCM 710 Information Security**

Provides an in-depth exploration of computer and information security in an increasingly technologically dependent world. Emphasis is placed on the collection and protection of proprietary information from competitive intelligence gathering and netspionage in a setting of global economic turbulence. Computer security issues include viruses, hackers, frauds, disaster recovery.

## **School of Education**

Christine Holmes, Ed.D., *Dean of the School of Education, Professor of Education*

### **Master of Education**

Virginia R. Heslinga, Ph.D., *Assistant Professor*

Lisa Le Blanc, Ph.D., *Associate Professor*

Joanne M. McDonnell, M.Ed., *Assistant Professor*

Doryl Rourke, I.P.C.G., *Field Placement Coordinator*

### **Program Description**

The Master of Education (M.Ed.) programs are designed for individuals who want to expand their understanding of teaching and learning, to develop and enhance their teaching practice, and to prepare for further inquiry in education. The programs are designed to include a foundation of philosophical, psychological, social, and moral influences on schools; the examination of national and state curriculum standards; the application of innovative instructional practices; and the integration of reflection and inquiry into teaching practice.

### **Partners in Education**

Anna Maria College faculty and partner school faculty work in close collaboration. Our students have the benefit of the experience, expertise, and the modeling exemplar supervising practitioners from both urban and suburban schools. For a listing of Partners in Education, please telephone (508) 849- 3418.

The following Master of Education programs are approved by the Massachusetts Department of Elementary & Secondary Education (DESE) for teacher licensure preparation:

#### Preparation for Initial Teacher Licensure

- Early Childhood; Teacher of Students with and without Disabilities (Pre K-2)
- Elementary (1-6)
- Visual Art (Pre-K-8; 5-12)
- Reading (All levels)
- Moderate Special Needs (PreK-8; 5-12)

#### Preparation for Professional Teacher Licensure

- English Language Arts

*Note: All programs leading to the Initial and Professional Teacher License are state-approved, NASDEC-approved programs.*

### **Admission Requirements**

In addition to the general procedures for admission to the Division of Graduate Studies and Continuing Education, applicants for admission to Education programs must possess at least a bachelor degree in liberal arts or sciences from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit

of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. A scholastic average of **2.7 (on a 4.0 scale)** for the total undergraduate program and a 3.0 average in the major field are required. Applicants whose undergraduate majors are other than liberal arts or sciences must show evidence of an interdisciplinary major. This is defined as a minimum of 12 courses (36 credits) in liberal arts or sciences, the majority of which are upper-level courses. Four of these courses must be in the same discipline; the remaining eight must be in a related area. Fulfillment of this prerequisite is determined from the undergraduate transcript by the Program Director

Additional materials, certificates, licensure, Massachusetts Tests for Education Licensure scored, or proof of specific course work, as may be required by the program.

A written statement of the applicant's goals explaining his or her interest in and motivation for teaching, including information about relevant professional experiences are also required for admissions.

### **Conditional Acceptance**

Applicants who did not graduate from their undergraduate institution with a grade point average of 2.7 or better (on a 4.0 scale) but have demonstrated the capability to undertake graduate-level course work may be conditionally accepted to Anna Maria College. Conditionally accepted applicants are admitted to Anna Maria College, but become matriculated only after successfully earning a grade of B or better in two courses (6 credits). The two courses may be specified based on transcript review and interview.

### **Credit Load Policy**

For programs operating on the traditional semester schedule (15-week fall term, 15-week spring term, and two 6-week summer terms), the normal full-time course load is two courses each in the fall and spring terms, and one course in each summer term. For programs operating on the accelerated schedule of six 8-week terms per year, the normal full-time course load is one course per term.

Students who wish to register for more than the stated full-time load must receive prior approval from their Program Director.

### **Degree Requirements**

A minimum of thirty-six graduate credits (12 courses) consisting of the required courses for each program. An overall grade-point average of 3.0 (B).  
Teacher licensure preparation programs require:

1. A minimum grade of 3.0 (B) in the practicum is required for teacher licensure. If the student receives a grade of less than 3.0 (B) in the practicum the student will not be considered a program completer and will not be endorsed for licensure. The course may be repeated only once with the review and approval of the Education Council.
2. A portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state-defined teaching standards.

### **Certificate of Advanced Graduate Study**

Individuals who have achieved a master's degree and wish to broaden their knowledge and skills may consider a Certificate of Advanced Graduate Study (CAGS) with a concentration in English Language Arts/Reading or Moderate Special Education.

## **Admission Requirements**

1. A letter of intent.
2. Evidence of a master's degree from an accredited degree-granting institution in the area of the CAGS program. A closely related field may be acceptable.
3. Non-refundable application fee of \$40.00. (This fee is waived for Anna Maria College alumni.)
4. Official transcripts of all undergraduate and graduate course work.
5. Two references, at least one of which must be from an instructor or a practicum supervisor at the graduate school from which the applicant received the master degree. Please provide phone number, email address, and employer.

## **Teacher Licensure Preparation**

Applicants interested in teacher licensure must pass the Communication and Literacy Skills (Reading and Writing) portion of the Massachusetts Tests for Educator Licensure (MTEL) prior to application for the Initial Student Teaching Practicum experience. Practicum applications with supporting documentation are due by 10/1 for a January (spring semester) placement and 3/1 for a fall semester placement. Both the Communication and Literacy Skills Tests and the Subject Tests must be passed to become licensed by the Massachusetts Department of Elementary and Secondary Education (DESE). For more information on MTEls go to [www.mtel.nesinc.com](http://www.mtel.nesinc.com)

Completion of the teacher licensure program at Anna Maria College does not guarantee that a student will meet the State requirements for licensure. Specifically, passing subject knowledge MTEls. Additional information can be found on the DESE Web site: [www.doe.mass.edu/educators](http://www.doe.mass.edu/educators)

## **Initial Licensure Preparation**

Initial licensure preparation requires an undergraduate transcript review to determine if the student has sufficient coursework based on the Massachusetts Department of Elementary and Secondary Education (DESE) subject knowledge criteria. If subject knowledge criteria still need to be completed, the student will be expected to provide documentation of competency in the academic area prior to student teaching. At least five courses must be taken at Anna Maria College before a student participates in the student teaching practicum experience.

## **Professional Licensure Preparation for Early Childhood (PreK-2) and Elementary (1-6) in English Language Arts Licensure Requirements**

Anna Maria College is approved by the Department of Elementary and Secondary Education to provide coursework through a Master of Education program to prepare individuals for professional level licensure.

For the professional license, a student is required to have:

- An Initial license.
- Been teaching under the initial license in Early Childhood or Elementary for at least 3 years and provide documentation of the completion of a teacher induction program. (See [http://www.doe.mass.edu/Educators/e\\_license.html?section=k12](http://www.doe.mass.edu/Educators/e_license.html?section=k12) for additional information on types of licenses).
- Completed an appropriate master's degree.
- Completed selected course work to meet teaching standards.

## **Professional Development and Re-Licensing**

The Commonwealth of Massachusetts has three levels of teacher licensure: Preliminary, Initial, and Professional. The Division of Graduate Studies and Continuing Education prepares teachers for licensure at the Initial Level in Early Childhood, Elementary, Visual Art, and as a Specialist Teacher in Reading; and at the Professional Level in Early Childhood and Elementary.

The state of Massachusetts requires that teachers renew their Professional License every five years. They do this by participating in professional experiences and courses for which they earn Professional Development Points. The Division of Graduate Studies and Continuing Education program occasionally sponsors programs for in service teachers to assist in their re-certification process. Courses may be co-sponsored by schools and school districts that are part of Anna Maria College's network of Professional Development Schools. Many of these courses are taught at school sites for district teachers, and are open to graduate students on a space available basis.

Contact the Graduate Education Program Office at (508) 849-3418 for information about professional development opportunities.

## **Master of Education Initial Licensure Preparation**

### Preparation for Initial Teacher Licensure

- Early Childhood; Teacher of Students with and without Disabilities (Pre K-2)
- Elementary (1-6)
- Visual Art (Pre-K-8; 5-12)
- Reading (All levels)
- Moderate Special Needs (PreK-8; 5-12)

### **Initial License Preparation Early Childhood: Teacher of Students with and without disabilities: (Pre-K-2) Licensure Requirements**

The Initial Licensure Preparation M.Ed. program consists of up to thirteen 3-credit courses distributed as follows.

#### **Course work to meet teaching competencies**

1. EDU 600, EDU 609, EDU 610, EDU 612, EDU 613, and one of the following: EDU 626, 632, 659.
2. A minimum of 80 hours of pre-practicum field experiences.
3. A two-part written test in basic literacy and the content of the teaching license (Early Childhood and Foundations of Reading).
4. A teaching practicum and concurrent seminar: EDU 619 and EDU 620.
5. A portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state-defined teaching standards.

### **Curriculum for Initial License Preparation Early Childhood: Teacher of Students with and without Disabilities (Pre-K-2)**

1. EDU 600 Foundations and Principles of Education
2. EDU 609 Child Development
3. EDU 610 Mathematics and Science Education for Early Childhood (includes EDU 509 - 40 hour pre-practicum field placement)
4. EDU 612 Reading in the Elementary School (includes EDU 509 - 40 hour pre-practicum field placement)
5. EDU 613 Language Arts and Children's Literature
6. One special needs course: (EDU 626, EDU 632, EDU 659)
  - a. EDU 626 Teaching Exceptional Children
  - b. EDU 632 Strategies for Inclusion
  - c. EDU 659 Learning Disabilities
7. EDU 619 Initial Teacher Practicum—Early Childhood
8. EDU 620 Teaching Practicum Seminar (taken concurrently with EDU 619)

At this point, a student has completed the teacher licensure program segment and can apply for teacher licensure. Before receiving a license from the State, a student must also pass the MTEL subject tests in Early Childhood and the Foundations of Reading.

Five additional courses are required to complete the Master of Education degree:

1. GRS 600 Ethical Theory (or equivalent)
2. EDU 644 Classroom Management (or) EDU 646 Differentiated Instruction in Action
3. One culture course (EDU 627, EDU 650, EDU 652, EDU 653, EDU 656)
  - a. EDU 627 Multicultural Education

- b. EDU 650 Sign Language and ELL in Heterogeneous Classrooms
- c. EDU 652 Literacy Skills in Multi-Lingual Classrooms
- d. EDU 653 Sheltered English Instruction (SEI) under the Sheltered Instruction Observation Protocol Umbrella (SIOP)
- e. EDU 656 ESL Theory and Practice
- 4. EDU 638 Educational Research and Evaluation
- 5. EDU 640 Authentic Assessment

### **Initial License Preparation Elementary (1-6)**

#### Licensure Requirements

The Initial Licensure Preparation M.Ed. program consists of up to thirteen 3-credit courses distributed as follows:

#### **Course work to meet teaching competencies**

1. EDU 600, EDU 609, EDU 612, EDU 613, EDU 614, and one of the following: EDU 626, 632, 659.
2. A minimum of 80 hours of pre-practicum field experiences.
3. A two-part written test in basic literacy and the content of the teaching license (General Curriculum (1-6) multi-subject and mathematics subtests and Foundations of Reading).
4. A teaching practicum and concurrent seminar: EDU 618 and EDU 620.
5. A portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state-defined teaching standards.

#### **Curriculum for Initial License Preparation Elementary (1-6)**

1. EDU 600 Foundations and Principles of Education
2. EDU 609 Child Development
3. EDU 612 Reading in the Elementary School (includes EDU 509 - 40 hour pre-practicum field placement)
4. EDU 613 Language Arts and Children's Literature
5. EDU 614 Teaching and Learning Mathematics and Science (includes EDU 509 - 40 hour pre-practicum field placement)
6. One special needs course: (EDU 626, EDU 632, EDU 659)
  - a. EDU 626 Teaching Exceptional Children
  - b. EDU 632 Strategies for Inclusion
  - c. EDU 659 Learning Disabilities- Elementary
7. EDU 618 Initial Teacher Practicum
8. EDU 620 Teaching Practicum Seminar (taken concurrently with EDU 618)

At this point, a student has completed the teacher licensure program segment and can apply for teacher licensure. Before receiving a license from the State, a student must also pass the MTEL subject tests in General Curriculum (1-6) and the Foundations of Reading.

Five additional courses are required to complete the Master of Education degree:

1. GRS 600 Ethical Theory (or equivalent)
2. EDU 644 Classroom Management (or) EDU 646 Differentiated Instruction in Action
3. One culture course (EDU 627, EDU 650, EDU 652, EDU 653, EDU 656)
  - a. EDU 627 Multicultural Education
  - b. EDU 650 Sign Language and ELL in Heterogeneous Classrooms
  - c. EDU 652 Literacy Skills in Multi-Lingual Classrooms

- d. EDU 653 Sheltered English Instruction (SEI) under the Sheltered Instruction Observation Protocol Umbrella (SIOP)
- e. EDU 656 ESL Theory and Practice
- 4. EDU 638 Educational Research and Evaluation
- 5. EDU 640 Authentic Assessment

### **Initial License Preparation Visual Art (Pre- K-8; 5-12)**

#### **Licensure Requirements**

The Visual Art licensure program is designed for professionals with undergraduate degrees in the fine arts. It presumes a background in the content area and eligibility for Initial Licensure preparation. Transcript and portfolio review will be conducted to determine subject knowledge competency.

#### **Course work to meet teaching competencies**

1. EDU 600, EDU 609 or PSY 618, ART 511, ART 512, ART 518 or ART 520, ART 513 or ART 627, and one of the following: EDU 626, 632, 659.
2. A minimum of 80 hours of pre-practicum field experiences.
3. A two-part written test in basic literacy and the content of the teaching license (Visual Art).
4. A teaching practicum and concurrent seminar: EDU 528 and/or EDU 529, and EDU 620.
5. A portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state-defined teaching standards.

#### **Curriculum for Initial License Preparation Visual Art (Pre- K-8; 5-12)**

1. EDU 600 Foundations and Principles of Education
2. One course in development (depending on level of licensure)
  - a. EDU 609 Child Development
  - b. PSY 618 Psychology of Adolescence
3. ART 511 Art Education I (includes EDU 509 - 40 hour pre-practicum field placement)
4. ART 512 Art Education II (includes EDU 509 - 40 hour pre-practicum field placement)
5. One special needs course: (EDU 626, EDU 632, EDU 659)
  - a. EDU 626 Teaching Exceptional Children
  - b. EDU 632 Strategies for Inclusion
  - c. EDU 659 Learning Disabilities
6. One curriculum course:
  - a. ART 518 Arts Across the Curriculum
  - b. ART 520 Methods and Materials for the Educator/Therapist
7. One Studio Art course
  - a. ART 601 Advanced Drawing required for 5-12 level licensure
8. One multicultural course:
  - a. ART 513 Teaching Non-Western Art
  - b. ART 627 Multicultural Art
9. One or both practicum: (depending on level of licensure)
  - a. EDU 528 Initial Teacher Practicum - Visual Art (Pre- K-8)
  - b. EDU 529 Initial Teacher Practicum - Visual Art (5- 12)
10. EDU 620 Teaching Practicum Seminar (taken concurrently with EDU 528 and/or EDU 529)

At this point, a student has completed the teacher licensure program segment and can apply for teacher licensure. Before receiving a license from the State, a student must also pass the MTEL subject test in Visual Art.



Five additional courses are required to complete the Master of Education degree:

1. GRS 600 Ethical Theory (or equivalent)
2. One Art History course
3. One Studio Art course
4. ART 698 Research Methods in Art

### **Initial Specialist License Preparation Reading (All)**

An Initial License and at least one year of teaching experience under that license is a prerequisite for this licensure preparation program as are courses equivalent to Language Arts and Children's Literature, Reading in the Elementary School, and special education. A passing score on the Reading Specialist MTEL is required prior to applying to enroll in EDU 672. The Master of Education earned for the Reading Specialist license preparation can be applied to the Professional Teacher License for Early Childhood (PreK-2) and/or Elementary (1-6). For the professional license, a student is required to have been teaching under the initial license in Early Childhood or Elementary for at least three (3) years and provide documentation of the completion of a teacher induction program. See [http://www.doe.mass.edu/Educators/e\\_license.html?section=k12](http://www.doe.mass.edu/Educators/e_license.html?section=k12) for additional information on types of licenses.

### **Prerequisites for this program are:**

1. EDU 315 Teaching and Learning Reading and
2. EDU 310 Language Arts and Children's Literature (or their equivalents)
3. Coursework in special education
4. An Initial License and at least one year of teaching experience under that license

### **Initial License Preparation Specialist Teacher License Reading (All) Licensure Requirements**

1. Course work to meet teaching competencies: EDU 603, EDU 621, EDU 640, EDU 641, EDU 661, EDU 670, EDU 673.
2. A two-part written test in communication and literacy and the content of the teaching license (Reading Specialist)
3. A teaching practicum and concurrent seminar: EDU 672
4. A portfolio of exemplary work from courses and field experiences demonstrating attainment of the state-defined teaching standards.

### **Curriculum for Initial License Preparation Specialist Teacher License Reading (All)**

1. EDU 603 Diagnosis and Correction of Reading Difficulties (Prerequisites: EDU 641 & EDU 661)
2. EDU 621 Literature-Based Language Arts
3. EDU 640 Authentic Assessment
4. EDU 641 Language Acquisition and Early Literacy
5. EDU 661 Theory and Research in Reading
6. EDU 670 Reading in the Content Areas
7. EDU 673 Literature for Young Adults
8. EDU 672 Initial Licensing Practicum and Seminar for Reading Specialists

At this point, a student has completed the teacher licensure segment and can apply for teacher licensure. Four additional courses are required to complete the Master of Education degree:

1. GRS 600 Ethical Theory (or equivalent)
2. One upper level English Language Arts (ELA) elective
3. One culture course (EDU 627, EDU 650, EDU 652, EDU 653, EDU 656)
  - a. EDU 627 Multicultural Education
  - b. EDU 650 Sign Language and ELL in Heterogeneous Classrooms
  - c. EDU 652 Literacy Skills in Multi-Lingual Classrooms
  - d. EDU 653 Sheltered English Instruction (SEI) under the Sheltered Instruction Observation Protocol Umbrella (SIOP)
  - e. EDU 656 ESL Theory and Practice
4. EDU 638/674 Educational Research in English Language Arts

**Initial Licensure Preparation Moderate (Pre-K-8; 5-12):** Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

### **Initial Licensure Program**

Candidates for Initial Licensure for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) are required to pass the following MTELs prior to participating in the practicum experience:

#### **PreK-8 grade level:**

- Communication and Literacy Skills
- Foundations of Reading or Reading Specialist subject matter test
- General Curriculum including two separately scoreable subtests. Subtest I Language Arts, History & Social Studies, and Science & Technology/Engineering and Subtest II Mathematics 5-8 or 8-12 grade level
- 

#### **5-12 grade level:**

- Communication and Literacy Skills
- Foundations of Reading or Reading Specialist subject matter test
- General Curriculum including two separately scoreable subtests. Subtest I Language Arts, History & Social Studies, and Science & Technology/Engineering and Subtest II Mathematics; OR a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, or political science/political philosophy at the 5-8 or 8-12 grade level.

### **Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) Licensure Requirements**

1. Course work to meet teaching competencies: EDU 603, EDU 626, EDU 632, EDU 638, EDU 641, EDU 659, EDU 648, EDU 660, EDU 678.
2. A two-part written test in communication and literacy and the content of the teaching license as outlined above.
3. A teaching practicum and concurrent seminar: EDU 680 or 682 and EDU 620
4. A portfolio of exemplary work from courses and field experiences demonstrating attainment of the state-defined teaching standards.

### **Curriculum for Initial License Preparation Specialist Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)**

#### **Courses for Initial License Master Degree or CAGS**

1. GRS 600 Ethical Theory (or equivalent)
2. EDU 603 Diagnosis and Correction of Reading Difficulties (prerequisites: EDU 641 and EDU 661)
3. EDU 626 Psychology of the Exceptional Child

4. EDU 632 Strategies for Inclusion
5. EDU 638-SPED Research in Special Education
6. EDU 641 Language Acquisition and Early Literacy
7. EDU 659 Learning Disabilities
8. EDU 648 Assessing And Developing Writing Skills / Writing in the Elementary Classroom
9. EDU 660 Modifying and Adapting Curriculum for Math, Science, and Social Studies
10. EDU 678 Assessment Methods and Materials for Teaching in Special Education
11. EDU 680 / 682 Initial Teacher Practicum- Moderate Special Needs\*
12. EDU 620 Teaching Practicum Seminar

### **Practicum Requirements\***

Teachers of Students with Moderate Disabilities PreK-8 must complete a 300 hour practicum in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate or substantially separate setting for students with moderate disabilities.

### **Master of Education Professional Licensure Preparation**

#### **Professional Licensure Preparation for Early Childhood (PreK-2) and Elementary (1-6) in English Language Arts Licensure Requirements**

Anna Maria College is approved by the Department of Elementary and Secondary Education to provide coursework through a Master of Education program to prepare individuals for professional level licensure.

For the professional license, a student is required to have:

- Possession of an Initial License.
- Been teaching under the initial license in Early Childhood or Elementary for at least 3 years and provide documentation of the completion of a teacher induction program. See [http://www.doe.mass.edu/Educators/e\\_license.html?section=k12](http://www.doe.mass.edu/Educators/e_license.html?section=k12) for additional information on types of licenses.
- Completed an appropriate master degree.
- Completed selected course work to meet teaching standards.

#### **Curriculum for Professional Licensure Preparation for Early Childhood (PreK-2) and Elementary (1-6) in English Language Arts**

1. GRS 600 Ethical Theory (or equivalent)
2. One culture course (EDU 627, EDU 650, EDU 652, EDU 653, EDU 656)
  - a. EDU 627 Multicultural Education
  - b. EDU 650 Sign Language and ELL in Heterogeneous Classrooms
  - c. EDU 652 Literacy Skills in Multi-Lingual Classrooms
  - d. EDU 653 Sheltered English Instruction (SEI) under the Sheltered Instruction Observation Protocol Umbrella (SIOP)
  - e. EDU 656 ESL Theory and Practice
3. EDU 640 Authentic Assessment
4. EDU 638/674 Educational Research in English Language Arts
5. Four of the following ELA concentration courses:
  - a. EDU 603 Diagnosis and Correction of Reading Difficulties (prerequisites: EDU 641 & EDU 661)

- b. EDU 621 Literature-Based Language Arts
  - c. EDU 641 Language Acquisition and Early Literacy
  - d. EDU 648 Assessing and Developing Writing Skills / Writing in the Elementary Classroom
  - e. EDU 650 Sign Language and ELL in Heterogeneous Classrooms
  - f. EDU 652 Literacy Skills in Multi-Lingual Classrooms
  - g. EDU 661 Theory and Research in Reading
  - h. EDU 670 Reading in the Content Areas
6. Four graduate level electives

### **Certificate of Advanced Graduate Study (CAGS)**

The CAGS is intended for students who, having achieved a master's degree, wish to broaden their knowledge and skills. Contact the program director for additional information.

### **Certificate of Advanced Graduate Student (CAGS) – Concentration in English Language Arts**

The CAGS in English Language Arts consists of a minimum of eight (8) courses and will be designed based on the student's prior course work, experience, and professional goals. Suggested courses for this program include any of the following:

1. EDU 603 Diagnosis and Correction of Reading Difficulties (Prerequisites: EDU 641 & EDU 661)
2. EDU 621 Literature-Based Language Arts
3. EDU 640 Authentic Assessment: ELA
4. EDU 641 Language Acquisition and Early Literacy
5. EDU 648 Assessing and Developing Writing Skills / Writing in the Elementary Classroom
6. EDU 650 Sign Language and ELL in Heterogeneous Classrooms
7. EDU 652 Literacy Skills in Multi-Lingual Classrooms
8. EDU 653 Sheltered English Instruction (SEI) under the Sheltered Instruction Observation Protocol Umbrella (SIOP)
9. EDU 656 ESL Theory and Practice
10. EDU 661 Theory and Research in Reading
11. EDU 670 Reading in the Content Areas
12. EDU 673 Literature for Young Adults

### **Certificate of Advanced Graduate Study (CAGS) – Concentration in Moderate Disabilities**

The CAGS in Moderate Disabilities consists of eight (8) courses and will be designed based on the student's prior course work, experience, and professional goals. Coursework includes EDU 638 Educational Research and Evaluation and EDU 639 Research and Evaluation Project in Special Needs. Suggested courses for this program include any of the following:

1. EDU 603 Diagnosis and Correction of Reading Difficulties
2. EDU 626 Psychology of the Exceptional Child
3. EDU 633 Strategies for Meeting Children's Special Needs
4. EDU 638-SPED Research in Special Education
5. EDU 641 Language Acquisition and Early Literacy
6. EDU 659 Learning Disabilities
7. EDU 648 Assessing and Developing Writing Skills / Writing in the Elementary Classroom
8. EDU 660 Modifying and Adapting Curriculum for Math, Science, and Social Studies
9. EDU 678 Assessment Methods and Materials for Teaching in Special Education

## **Moderate Disabilities (Pre-K-8; 5-12) Program Options**

- Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) Initial Licensure Program
- Master's Degree or Certificate of Advanced Graduate Studies (CAGS) leading to Initial Licensure as a Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)
- Master's Degree or Certificate of Advanced Graduate Study in Special Education Program (non-licensure)

The Teacher of Students with Moderate Disabilities Program is designed for a wide range of professionals with undergraduate degrees who have a desire to work with students with moderate special needs. Participants may include recent college graduates, educators with a license in another field, and professionals seeking a career change. The program offers a path to Initial Licensure as a Teacher of Students with Moderate Disabilities as well as an opportunity for educators to earn a Master degree or earn a Certificate of Advanced Graduate Study in Special Education (non-licensure). The program of study focuses on developing skills necessary for working with children with mild to moderate disabilities in inclusive, resource, or substantially separate public and private school classrooms at either the Pre-K -8 or 5-12 grade levels.

The following information is a summary of the paths that students can take to achieve licensure as a Teacher of Students with Moderate Disabilities PreK-8 or 5-12. For additional information related to the Commonwealth of Massachusetts teacher licensure, contact the Office of Licensure at (781) 338-6600 or [www.doe.mass.edu](http://www.doe.mass.edu).

### **Course of Study**

The M. Ed. or CAGS Licensure Programs consist of a minimum of 36 credits which include coursework to meet the Subject Matter Knowledge and Professional Standards for Teachers for Initial licensure plus a teaching practicum. All candidates must possess a Bachelor Degree prior to entering the program M.Ed. program or a Master Degree entering the CAGS program and, depending on the area of their degree, students may be required to take pre-requisite courses.

This program of study was designed to incorporate existing courses at Anna Maria College and includes additional courses that are designed to deepen students understanding of the Subject Matter Knowledge and Professional Standards for Teachers outlined in the Massachusetts Department of Elementary and Secondary Education regulations for licensure in Moderate Disabilities PreK-8 and 5-12.

### **Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)**

#### **Initial Licensure Program**

Candidates for Initial Licensure for Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) are required to pass the following MTELs prior to participating in the practicum experience:

#### **PreK-8 grade level:**

- Communication and Literacy Skills
- Foundations of Reading or Reading Specialist subject matter test
- General Curriculum including two separately scoreable subtests. Subtest I Language Arts, History & Social Studies, and Science & Technology/Engineering and Subtest II Mathematics 5-8 or 8-12 grade level

#### **5-12 grade level:**

- Communication and Literacy Skills
- Foundations of Reading or Reading Specialist subject matter test
- General Curriculum including two separately scoreable subtests. Subtest I Language Arts, History & Social Studies, and Science & Technology/Engineering and Subtest II Mathematics; OR a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science,

general science, and physics), history, or political science/political philosophy at the 5-8 or 8-12 grade level.

### **Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) Licensure Requirements**

1. Course work to meet teaching competencies: EDU 603, EDU 626, EDU 632, EDU 638, EDU 641, EDU 659, EDU 648, EDU 660, EDU 678.
2. A two-part written test in communication and literacy and the content of the teaching license as outlined above.
3. A teaching practicum and concurrent seminar: EDU 680 or 682 and EDU 620
4. A portfolio of exemplary work from courses and field experiences demonstrating attainment of the state-defined teaching standards.

### **Curriculum for Initial License Preparation Specialist Teacher of Students with Moderate Disabilities (Pre-K-8 or 5-12)**

#### **Courses for Initial License Master Degree or CAGS**

1. GRS 600 Ethical Theory (or equivalent)
2. EDU 603 Diagnosis and Correction of Reading Difficulties (prerequisites: EDU 641 and EDU 661)
3. EDU 626 Psychology of the Exceptional Child
4. EDU 632 Strategies for Inclusion
5. EDU 638-SPED Research in Special Education
6. EDU 641 Language Acquisition and Early Literacy
7. EDU 659 Learning Disabilities
8. EDU 648 Assessing And Developing Writing Skills / Writing in the Elementary Classroom
9. EDU 660 Modifying and Adapting Curriculum for Math, Science, and Social Studies
10. EDU 678 Assessment Methods and Materials for Teaching in Special Education
11. EDU 680 / 682 Initial Teacher Practicum- Moderate Special Needs\*
12. EDU 620 Teaching Practicum Seminar

#### **Practicum Requirements\***

Teachers of Students with Moderate Disabilities PreK-8 must complete a 300 hour practicum in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities; for 5-12, 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate or substantially separate setting for students with moderate disabilities.

#### **Add a License Option for Teacher of Student with Moderate Disabilities (Pre-K-8 or 5-12)**

Licensed educators may earn an additional license in a new field and level, specifically Teacher of students with Moderate Disabilities, by passing the appropriate MTEL tests, a competency review, and 150 hour practicum/practicum equivalent or internship of 150 hours, in an appropriate classroom, in the role of the license sought. Educators must possess an Initial license in another field at the same level. The individual plan of study will be determined based on transcript review. Candidates should have evidence of passing the following MTEL tests:

#### **PreK-8 grade level:**

- Communication and Literacy Skills (not applicable to those who earned Initial prior to 1998)
- Foundations of Reading or Reading Specialist Subject Matter Test
- General Curriculum including two separately scoreable subtests. Subtest I Language Arts, History & Social Studies, and Science & Technology/Engineering and Subtest II Mathematics 5-8 or 8-12 grade level

**5-12 grade level:**

- Communication and Literacy Skills (if applicable)
- Foundations of Reading or Reading Specialist subject matter test
- General Curriculum including two separately scoreable subtests. Subtest I Language Arts, History & Social Studies, and Science & Technology/Engineering and Subtest II Mathematics; OR a subject matter test in one of the core academic subjects taught in 5-8 or 8-12 for which the Massachusetts Department of Education issues licenses.

**Certificate in Advanced Graduate Study (CAGS) with a Concentration in Moderate Disabilities**

The CAGS program is for professionals with a master degree who have a desire to expand their knowledge and skills in the area of Special Education. The CAGS in Special Education consists of a least 8 courses and will be designed based on the student's prior coursework, experience, and area of interest. Coursework includes EDU 638 Educational Research and Evaluation and EDU 639 Research and Evaluation Project in Special Needs.

**Course Requirements and Competency Review**

**Course requirements must cover the following subject matter knowledge competencies** (any course may be waived and replaced with appropriate coursework based on transcript review):

- Educational terminology for students with mild to moderate disabilities
- Preparation, implementation, and evaluation of Individualized Education Programs
- Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities
- Federal and state laws and regulations pertaining to special education
- Knowledge of services provided by other agencies
- Ways to prepare and maintain students with disabilities for general education classrooms, such as the use of behavioral management principles

**Competency Review Subject Matter Knowledge**

Competency Review subject matter knowledge competencies may be satisfied through completion of coursework, seminars, workshops, or experience. When completing these activities toward satisfying coverage of subject matter knowledge competencies, at least 10 hours of professional development specific to and completely covering each subject matter knowledge competency are required.

Competency Review Guidelines permits equating:

- One semester hour of undergraduate college credit = 15 hours of professional development
- One semester hour of graduate college credit = 22.5 hours of professional development
- One PDP = 1 hour of professional development
- One hour of instruction = 1 hour of professional development
- One CEU = 10 hours of professional development

**Documenting Compliance with Competency Review Requirements**

The following outlines requirements for documenting compliance with competency review requirements. Note that demonstrated competency in subject matter knowledge may waive a course requirement. Only graduate level coursework that meets subject matter knowledge competency may be transferred in to the M.Ed. or CAGS program of study. Up to 6 graduate credits may be transferred as long as they meet program requirements.



### **Coursework for college/university credit**

- In order for completed coursework to be considered for determining if it may be applicable toward satisfying coverage of a competency(ies) identified within a Competency Review, an official transcript verifying successful completion of that coursework must be submitted to the AMC Licensure Office for review and consideration.
- Clarity in determining if coursework may be applicable toward satisfying coverage of a competency(ies) identified within a Competency Review may be aided by submitting an official catalog course description. Further clarity may be gained by submitting a letter verifying the number of hours of instruction delivered in a specific course addressing a particular competency. A course may be used to satisfy more than one competency. The letter should be on official college/university letterhead and be signed by the appropriate department head or certification officer.

### **Seminar or workshop**

- In order for a completed seminar or workshop to be considered for determining if it may be applicable toward satisfying coverage of a competency(ies) identified within a Competency Review, a copy of the certificate(s) of completion should be submitted to the AMC Licensure Office for review and consideration. Certificates of completion should verify the sponsoring agency, seminar/workshop title, and the number of PDPs, CEUs, earned or hours of instruction delivered.
- Clarity in determining if a seminar or workshop may be applicable toward satisfying coverage of a competency(ies) identified within a Competency Review may be aided by submitting a copy of the official seminar or workshop description. Further clarity may be gained by submitting a letter verifying the number of PDPs, CEUs, earned or hours of instruction delivered in a specific seminar or work shop toward addressing a particular competency. These letters should be on official letterhead and be signed by the professional development provider.

### **Experience**

- In order for experience to be considered toward satisfying coverage of a competency(ies) identified within a Competency Review, a letter must be submitted to the AMC Licensure Office attesting to the role and dates of the applicant's experience.
- The letter should explain in detail how each competency was gained and verify how coverage of each competency was demonstrated. If the experience occurred in a school or district then this letter must be on official school letterhead and be signed by the superintendent or head administrator and the appropriate director. If the experience occurred in another setting then this letter must be on official letterhead and be signed by the appropriate administrator.

### **Graduate Education Course Descriptions**

*(all courses are three credits unless otherwise noted)*

#### **EDU 509 Field Placement (0 credit)**

Students participate in a 40 hour field placement experience in conjunction with methods courses. Field placement is arranged, with student input, by the Education Programs Field Placement Coordinator.

#### **EDU 600 Foundations and Principles of Education (3 credits)**

Introduces the student to the teaching profession. Explores selected philosophical and historical movements in education that inform various educational programs and practices. Examines current understandings of the processes of human learning and growth and the implications for teaching. Focuses on educational philosophy and practice in

light of fundamental social and cultural questions. Addresses ethical issues, diversity in the classroom, classroom management, and effective teaching practices.

**EDU 603 Diagnosis and Correction of Reading Difficulties (3 credits)**

Focuses on the diagnosis and correction of reading problems and variations in individual behavior and learning styles. Practices the administration and interpretation of diagnostic reading tests. Examines instructional techniques used to correct reading disabilities. Prerequisites: EDU 641 and EDU 661.

**EDU 609 Child Development (3 credits)**

Studies the child from prenatal development through adolescence. Emphasizes the process of maturation and the social environment on the child's cognition, motivation, and personality.

**EDU 610 Mathematics and Science Education for Early Childhood (3 credits)**

Integrates experiences and teaching approaches in mathematics and science. Emphasizes approaches that foster inquiry, investigation, problem solving, comprehension, and skill development. This course includes field experiences in Pre-K-2 settings – EDU 509. Massachusetts Curriculum Frameworks and Common Core are used for reference.

**EDU 612 Reading in the Elementary School (3 credits)**

Examines methods of reading instruction in the elementary school. Addresses relevant theory and practice with respect to the development of reading skills, study centers, and learning activity plans. Applies the skills in a simulated classroom environment. Includes a field experience – EDU 509. Massachusetts Curriculum Frameworks and Common Core are used for reference.

**EDU 613 Language Arts and Children's Literature (3 credits)**

Studies the principles and practices in the teaching of integrated language arts and children's literature. Focuses on the development of children's listening, speaking, and writing skills. Examines both traditional and modern literature for children.

**EDU 614 Teaching and Learning Mathematics and Science (3 credits)**

Investigates math and science learning activities through demonstrations, discussions, presentations, reflective and critical thinking. Explores theory and process for activities and assessments for students in Pre-K through Grade 6, and includes special needs strategies. Includes a field experience – EDU 509. Massachusetts Curriculum Frameworks and Common Core are used for reference.

**EDU 618 Initial Licensing Practicum—Elementary (3 credits)**

Applies principles, methods and instructional strategies in a 300- hour teaching experience in an elementary school with the collaboration of a school-based supervising practitioner and a college-based supervisor.

**EDU 619 Initial Licensing Practicum—Early Childhood (3 credits)**

Applies principles, methods and instructional strategies in a 300-hour teaching experience in an early childhood school with the collaboration of a school-based supervising practitioner and a college-based supervisor.

**EDU 620 Teaching Practicum Seminar (3 credits)**

Presents a series of topics in seminar format. Focuses on the integration of various interdisciplinary subjects in elementary and early childhood curricula. Topics include social studies, the arts, health, cooperative learning, classroom management, cultural diversity, and parent partnerships. Discusses issues and questions arising from the

teaching practicum. Emphasizes reflection in planning, implementing, and evaluating learning activities. Taken concurrently with EDU 618, EDU 619, EDU 528, or EDU 529.

**EDU 621 Literature-Based Language Arts (3 credits)**

Examines current and classic selections of children’s literature with an emphasis on written responses that will enhance comprehension and enjoyment. A variety of writing forms will be practiced, including persuasive, expository, and narrative writing as well as letter writing. Each activity will be in response to a specific piece of literature. A portion of each session will be devoted to participating in literature circles. Daily sessions will close with an in-depth look at an illustrator. A booklet of the styles and techniques of these illustrators will be created in class.

**EDU 626 Teaching Exceptional Children/Psychology of the Exceptional Child (3 credits)**

This Introductory course will provide students with a comprehensive overview of the federal and state laws pertaining to special education, as well as the role and responsibilities of the teacher of students with moderate special needs. Students will examine the characteristics of children with exceptional needs and approaches to intervention and remediation in inclusive and substantially separate programs. Students will become familiar with the development and implementation of IEP’s (Individual Education Plans), and teaching strategies and methods that are research-based and support a variety of learning styles.

**EDU 627 Multicultural Education (3 credits)**

Focuses on concepts and strategies that help teachers and students understand themselves and others in a pluralistic society. Emphasizes instructional strategies and approaches to bilingual and multicultural education in the classroom.

**EDU 632 Strategies for Inclusion (3 credits)**

This course will focus on competencies which enable teacher candidates to teach successfully in an environment which includes children with special needs. Central issues will include theories of learning and development, typical/atypical patterns of child development and assessing activities to enhance and measure development and learning. The course will emphasize activities which will develop the student’s understanding of individual differences in development and learning as well as examine a full range of inclusive strategies to assist the student in developing academic accommodations as in differentiated learning , and scaffolded instruction.

**EDU 638 Educational Research and Evaluation (3 credits)**

Examines and evaluates various research methodologies. Focuses on school-based, applied research. Includes the design, implementation, and reporting of a school-based applied research project.

**EDU 639 Research and Evaluation Project (3 credits)**

Implements a school-based, applied research project from EDU 638 with faculty support.

**EDU 640 Authentic Assessment (3 credits)**

Explores a variety of ways to assess and use literacy activities in the elementary classroom to drive instruction. Students will design performance-based tasks with rubrics to enhance student learning, evaluate strategic practices in literacy, create data collection tools, interpret oral reading, and investigate the use of literacy portfolios.

**EDU 641 Language Acquisition and Early Literacy (3 credits)**

This course focuses on the acquisition of children’s language and the role language plays in the development of the whole child. Emphasizes current research and theories about typical and atypical language development, how

language disabilities affect the total learning process, first-second language acquisition, as well as discussion about, and use of, alternative modes of communication.

**EDU 644 Classroom Management (3 credits)**

Designed to familiarize students with management strategies, including organizing physical space, establishing classroom rules, routines and procedures, and managing student behavior. Focuses on creating an environment of respect and establishing a culture for learning.

**EDU 646 Differentiated Instruction in Action (3 credits)**

This course is an introduction to employing differentiated instruction (DI) principles and methods to meet the needs of all learners in the classroom. The design of this course provides a hands-on approach to adapting curriculum to DI in the areas of content process and products. The teacher's role in managing and implementing a DI classroom will be examined and used to create an action plan for the classroom. Formative and summative assessments as well as research based instructional strategies for DI will be applied to the current curriculum in the participants' classrooms. Each student will complete DI unit of study will be the cumulating project.

**EDU 648 Assessing and Developing Writing Skills / Writing in the Elementary Classroom (3 credits)**

This course will explore teaching ideas and assessment tools for teaching the main traits of writing in the elementary classroom. Each writing trait will be studied in depth through the use of children's literature, think-aloud, student exemplars, rubrics, and a variety of activities designed to improve writing skills in each area.

**EDU 650 Sign Language and ELL in Heterogeneous Classrooms (3 credits)**

Provides an overview of MA DOE regulations for ELL Educator Licensure, preparation, programs, and practices for meeting the needs of ELL in the heterogeneous classroom. Introduces Sign Language as a tool for emphasizing and expanding language, learning, and social skills for all students. Equips teachers to understand basic needs of ELL students and know how an effective ELL program should be implemented.

**EDU 652 Literacy Skills in Multi-Lingual Classrooms (3 credits)**

Equips students for teaching literacy skills in a multi-lingual classroom. Addresses facts and applications for Sheltered English Immersion Instructional Programming and Limited English Proficiency students in the heterogeneous classroom. Strengthens skills in literacy strategies, curriculum, and instructional strategies.

**EDU 653 Sheltered English Instruction (SEI) under the Sheltered Instruction Observation Protocol Umbrella (SIOP) (3 credits)**

The MA DESE requires SEI competency for instructors working with English Language Learners (ELL). EDU 653 introduces essential elements of working with ELL students, no matter what the age or grade level. SEI helps ELL students to advance in speaking, listening, reading, and writing whether students are in ELL classrooms or in heterogeneous classes. SIOP, was developed as an umbrella over various ELL strategies to make content understandable for language learners and uses hands on materials, activities for application of content and language, integration of language skills across the curriculum.

**EDU 655 Educational Technology**

The focus of this course will be using Microsoft Word, PowerPoint and Notebook Software to create activities that meet the learning standards outlined in the Massachusetts Curriculum Frameworks and National Core Standards. This course will take educators beyond introductory computer applications to produce interactive materials for classroom use and create a better understanding of how to integrate technology into classroom settings. Participants will learn specific components of these programs as they develop computer generated activities that can

be used in their classrooms. Participants will need their subject manuals or curriculum guides and access to the internet outside of class. Each participant will need to purchase a flash drive to store their projects. This is a blended course. Students will complete 10 hours of course work taking online tutorials.

**EDU 656 ESL Theory and Practice (3 credits)**

This course is designed to provide content area teachers and aspiring teachers with the latest theory and practice on the best educational methods to teach English Language Learners and to move towards achieving a passing score on the ESL MTEL. Students will demonstrate knowledge concerning: identify the foundations of second language acquisition; analyze the impact of students' cultural background on education and academics; identify specific research-based best practices to support ELL students; design formal and informal assessments to help ELL students effectively demonstrate individual growth; discuss federal and Massachusetts laws and regulations pertaining to ELLs; identify sheltered/structured English immersion (SEI) theories, programs, and instructional approaches.

**EDU 658 Childcare Administration (3 credits)**

Addresses licensing standards and practices. Highlights competence in the various aspects of administrative responsibility, including business management, staff supervision and development, program evaluation, insurance liability, parental involvement and rights, hiring procedures, health and safety, environments, selection of materials, and community resources.

**EDU 659 Learning Disabilities (3 credits)**

Studies the identification and remediation of specific learning problems that impact a student's ability to listen, think, speak, read, write, spell, or do mathematics. Reviews the federal and state regulations and definitions of a specific learning disability, eligibility criteria for services and strategies to enhance student learning. Administration of an individual achievement test will enable students to recognize learning differences and the need for IEP goals and objectives.

**EDU 660 Modifying and Adapting Curriculum for Math, Science, and Social Studies (3 credits)**

This course integrates methods and strategies for teachers to implement in the classroom for students with varying behavioral and learning needs. This course includes classroom and environmental structure, planning, and implementation using a distinct array of adaptations and modifications to meet the needs of a diverse learning population. Awareness of Areas of Disability are researched. Components include observation of children with concerns, the referral process and IEP development and implementation.

**EDU 661 Reading Theory, Research and Practice (3 credits)**

Provides the student with knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension. Phonemic awareness and phonics: principles, knowledge and instructional practices are explored. Students will have exposure to the diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.

**EDU 670 Reading in the Content Areas (3 credits)**

Gives basic orientation to the processes of reading and writing within the various subject areas. Emphasizes methods and materials appropriate to content and age level.

**EDU 672 Initial Licensing Practicum and Seminar – Reading Specialist (3 credits)**

Applies principles, methods, diagnostic and instructional strategies in a 150-hour teaching experience as a reading specialist with the collaboration of a school-based supervising practitioner and a college-based supervisor. A professional development workshop will be designed and implemented as a component of the seminar.

**EDU 673 Literature for Young Adults (3 credits)**

Provides an in-depth study of strategies aimed at eliciting students' responses to good literature. Focuses on literature for middle school and secondary school students. Investigates a wide range of literary genres and authors.

**EDU 674 Educational Research in English Language Arts (3 credits)**

Examines and evaluates various research methodologies. Focuses on school-based, applied research. Includes the design, implementation, and reporting of a school-based applied research project focusing on English language arts. *(Note: Students register for EDU 638 and, once research topic is identified students will be switched to EDU 674).*

**EDU 678 Assessment Methods and Materials for Teaching in Special Education (3 credits)**

This course is open to students interested in learning techniques for teaching and assessing students with special needs both in and out of the general education environment. Class sessions will be devoted to lectures, demonstrations, discussions, audio-visual material, and topics of particular interest within the area of assessment. We will focus on students who are not experiencing success within the standard academic setting and on identified special needs students in need of (re) evaluation. Students are expected to become familiar with standard assessments, interpretation of evaluation data, and the regulations governing the assessment and evaluation process.

**EDU 680 Initial Licensing Practicum – Moderate Special Needs PreK-8 (3 credits)**

Applies principles, methods, diagnostic and instructional strategies in a 150-300 hour teaching experience in an inclusive general education setting or 75 hours in an inclusive general education setting and up to 225 hours in a separate or substantially separate setting for students with moderate disabilities with the collaboration of a school-based supervising practitioner and a college-based supervisor. The number of practicum hours are determined by the type of licenses previously held by the student. A professional development workshop will be designed and implemented as a component of the seminar.

**EDU 682 Initial Licensing Practicum – Moderate Special Needs 5-12 (3 credits)**

Applies principles, methods, diagnostic and instructional strategies in a 150 hours inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate or substantially separate setting for students with moderate disabilities with the collaboration of a school-based supervising practitioner and a college-based supervisor. A professional development workshop will be designed and implemented as a component of the seminar.

**PSY 618 Psychology of Adolescence (3 credits)**

A study of the physical, cognitive, social and emotional aspects of adolescent development. Topics include an overview of developmental theories, the sense of self in adolescence, morality, family relationships, ethnicity and sexuality. Attention will also be given to the issues of delinquency, violence and substance abuse.

**ART 511 Art Education I (3 credits)**

A foundation course in preparation for the Initial License as a Teacher of Visual Art, grades Pre-K through 9. Addresses the artistic and social development of children at these grade levels, their learning styles, social, cultural, and linguistic backgrounds and special needs. Includes a field experience – EDU 509.

**ART 512 Art Education II (3 credits)**

A foundation course in preparation for the Initial License as a Teacher of Visual Art, grades 5 through 12. Addresses competence in planning, implementation, and evaluation of learning activities. Provides students with the opportunity to integrate knowledge gained through art and education courses as they take meaningful steps in their development as art educators. Field placement component included. Includes a field experience – EDU 509.

**ART 513 Teaching Non-Western Art (3 credits)**

An introduction to the study of non-Western art, including African, Chinese, Japanese, South American and Meso American art, with particular emphasis on methods for presenting these arts in the classroom. Research paper required.

**ART 518 Art Across the Curriculum (3 credits)**

Explores ways of integrating art throughout academic subjects to enhance student learning and thinking. The primary aim of this course is to share a teaching approach in which arts are viewed as an integral part of all classroom work. In this approach, arts are not used as supplementary or decorative activities, but rather as providing a structure for learning and sharing information, skills, and ideas. Open to all art and education majors.

**ART 515 Methods and Materials for the Educator/Therapist (3 credits)**

A hands-on introduction to a variety of methods, materials, and techniques used for therapy or for teaching the visual arts in the Pre-K–12 or therapy environment, including (among others) collage, stained glass, crafts, and basic printmaking. Studio fee.

**EDU 528 Teaching Practicum (Art Pre K-8) (3 credits)**

Engages teacher education students in observing, assisting, and teaching art in grades Pre-K through 8 for 300 or more hours during the semester, including a minimum of 135 hours of direct teaching. Directed by school personnel and college supervisors.

**EDU 529 Teaching Practicum (Art 5-12) (3 credits)**

Engages teacher education students in observing, assisting, and teaching art in grades 5 through 12 for 300 or more hours during the semester, including a minimum of 135 hours of direct teaching. Directed by school personnel and college supervisors.

**ART 601 Advanced Drawing (3 credits)**

A course designed for those who possess a strong foundation in drawing; skills will be enhanced through experimentation in different mediums with an advanced approach. Course work is accompanied by a historical perspective on master artists, and a variety of drawing styles and techniques. Research paper required. Model fee.

**ART 698 Research Methods (3 credits)**

Serves as a final evaluation and capstone experience for the MVA and the M.Ed. student. It allows the student to choose and develop a topic of interest which results in a comprehensive paper requiring extensive research on the chosen topic. The student works closely with a faculty/mentor as the paper develops. The end product is a bound paper presented to a faculty panel. The MVA student is required to put up a solo Art exhibit (three credits) that supports the Research Thesis. The body of work should be completed in connection with courses taken during the graduate program. The M.Ed. student should have a body of art work to accompany and support the Research Thesis.

**ART 627 Multicultural Art Education (3 credits)**

Focuses on concepts and strategies that help art teachers and children to understand themselves and others in a pluralistic society. Emphasizes instructional strategies and approaches to bilingual and multicultural education in the classroom.

## School of Fire and Health Sciences

Paul Erickson, Ph.D., Dean

### Master of Science in Occupational and Environmental Health & Safety

Susan R. Swedis, Ph.D., *Program Director*

Carl F. Moxey, Ph.D., *Professor*

#### Program mission

The mission of the graduate program in Occupational and Environmental Health and Safety at Anna Maria College is to prepare students to be leaders in the private and public sectors in promoting health and safety in the workplace and the wider community. Students will acquire the knowledge, skills and abilities required to practice in this professional arena in an informed, responsible, and ethical manner.

#### Program outcomes

Students who complete the graduate program in Occupational and Environmental Health & Safety program at Anna Maria College will be prepared to:

1. Apply quantitative, scientific, and critical analysis skills to identify and characterize problems in health and safety management;
2. Analyze and evaluate hazards in the workplace with respect to theories, legal frameworks and ethical standards;
3. Devise and implement strategies to mitigate hazards, and monitor their effectiveness;
4. Access, read, and interpret information in the field of health and safety;
5. Comment thoughtfully on topics in health and safety in social, legal, and technical contexts;
6. Employ effective oral and written communication skills suited to meet the needs of varied audiences affected by occupational and environmental hazards; and
7. Take a research problem from concept formulation through literature review, work plan development, and the production of an acceptable written report.

#### Degree requirements

##### 36 credits (plus a 3-credit college-wide required course)

##### Required courses

GRS 600	<i>Ethical Theory (Note: Ethics in a professional context will be covered within the curriculum if the Graduate Council votes to make this change.)</i>
OSH 650	Principles of Occupational Health & Safety
OSH 714	Quantitative Methods and Problem Solving Techniques (or prior equivalent)
OSH 657	Epidemiology (or prior equivalent)
OSH 654	Toxicology (or prior equivalent)
OSH 679	Research Methods in OEHS
OSH 680	Thesis

##### Electives (6, two selected from each area of focus)

- **Hazards and effects**
  - OSH 646 Biological and Physical Agents
  - OSH 664 Ergonomics



- OSH 662 Fire Prevention & Protection
- OSH 652 Hazardous Materials Management
- **OEHS Methods**
  - OSH 647 Systems Analysis, Risk Assessment and OEHS Planning
  - OSH 659 Ventilation
  - OSH 712 Principles of Emergency Management
  - OSH 667 OEHS Communications and Training
- **Issues**
  - OHS 672 OEHS in the Global Community
  - OSH 674 OEHS Public Policy & Compliance
  - OSH 666 Water Quality Management
  - OSH 675 OEHS & Consumer Protection

## **Graduate Occupational and Environmental Health and Safety Course Descriptions**

*(all courses are three credits unless otherwise noted)*

### **Required courses**

*GRS 600 Ethical Theory (college-wide requirement; or prior equivalent)*

*(Note: Ethics in professional context will be covered in other courses within the curriculum if the Graduate Council votes to make this change.)*

### **OSH 650 Principles of Occupational Health & Safety**

Presents an overview of the classification and evaluation of occupational hazards, the evolution of protections of occupational health and safety in the United States, the technical and procedural requirements of pertinent federal regulations, and strategies for monitoring and managing OEHS hazards.

### **OSH 714 Quantitative Methods and Problem Solving Techniques (or prior equivalent)**

Provides a rigorous review of the quantitative concepts and skills that are essential for subsequent course work in OEHS. Students gain practice and skill in using scales of measurement and methods of quantitative notation, constructing and interpreting graphical displays of quantitative data, solving quantitative problems, estimating, using basic statistics, evaluating experimental design, and interpreting evidence of causation. *(New course number?)*

### **OSH 657 Epidemiology (or prior equivalent)**

Introduces the fundamentals of the analytic discipline of epidemiology. Presents epidemiology from an historical perspective, and introduces the student to the principles of epidemiology and study design. Students apply knowledge and skills to critically review epidemiological studies of selected OEHS problems.

### **OSH 654 Environmental and Occupational Toxicology (or prior equivalent)**

Examines physiologic changes associated with exposure to environmental and occupational toxicants. Presents the fundamentals of modern toxicology including its basic concepts, underlying assumptions, sources of data and information, and quantitative expressions of toxic hazards.

### **OSH 679 Research Methods in OEHS**

Prepares students to engage in the research and writing involved in producing an academic paper, a technical report, or a defensible master's thesis in OEHS. Students gain the ability to articulate research needs in the field; to identify research topics, questions and problems; to access, evaluate, and use electronic and print sources; to plan and execute a writing agenda; and to disseminate the results of research to various audiences.

### **OSH 680 Thesis**

The master's thesis is completed under the direct supervision of a faculty member appointed by the Program Director after the student submits an adequate thesis proposal to the Director. A second reader also is appointed.

Successful achievement requires both the completion of an acceptable written thesis and the successful oral defense of the thesis.

**Electives** (6, two from each area of focus)

**Hazards and effects**

**OSH 646 Biological and Physical Agents**

Presents a survey of biohazards of concern in OEHS along with methods for protecting worker and public health and safety with regard to exposure to biological agents. The course also includes an overview of the types of physical agents that may affect worker health and safety, including radiation of various types, particles and fibers, noise, and heat, plus strategies for their control. Particular emphasis is placed on laboratory safety where novel exposures may occur.

**OSH 664 Ergonomics**

Introduces the basics of occupational biomechanics and physics. Strategies such as workplace design and the selection of tools and materials are considered for protecting workers from musculoskeletal injuries and disorders acquired in the workplace.

**OSH 662 Fire Prevention & Protection**

Examines fire as an OEHS issue. Fire prevention and protection is viewed as a systematic problem that requires interrelated strategies, including materials selection, operations planning, structure design, employee training, and cooperation with external agencies.

**OSH 652 Hazardous Materials Management**

Emphasizes specific requirements for the storage, handling, and transport of hazardous materials under U.S. regulations. Case studies highlight categories of hazardous materials and illustrate relevant issues in OEHS.

**OEHS Methods**

**OSH 647 Systems Analysis, Risk Assessment and OEHS Planning**

Presents the key analytic methods used to identify, evaluate and prioritize issues in OEHS. In particular, systems analysis, hazard analysis, risk assessment, and systematic risk management are examined. Physical parameters and social factors such as organizational culture both are viewed as contributors to a system of safety and health management.

**OSH 659 Ventilation**

Introduces the science of air movement and typical hazards related to indoor air quality. Topics include interpreting indoor air quality investigations in light of current regulations and the design and utilization of ventilation systems.

**OSH 660 Principles of Emergency Management**

Presents key elements of emergency management for all hazards. National strategies for multi-level coordination in mitigation, planning, response and recovery are stressed. Case studies illustrate the role of emergency management in operational plans for the workplace.

**OSH 667 OEHS Communications and Training**

Focuses on effective strategies for training adults to work productively, safely, and in compliance with applicable regulations within specific contexts. Techniques for appropriate external communications, especially under upset conditions or in emergency situations, also are examined.

**Issues**

**OSH 672 OEHS in the Global Community**

Challenges students to examine the issues raised when the design, production, and distribution of products is a global enterprise. Focuses on international treaties and agreements relative to working conditions and the export of hazardous materials. The role of international agencies such as the World Health Organization and the World Bank

is reviewed along with those of regional structures such as the European Union, and that of selected NGOs (non-governmental organizations).

**OSH 674            OEHS Public Policy & Compliance**

Surveys laws related to occupational health and safety and environmental quality and their relevance to public and corporate policy. Introduces the role of inspections and reporting as responsibilities within OEHS. Emphasizes technical, scientific, and managerial issues pertinent to selected aspects of regulatory compliance and risk management.

**OSH 666            Water Quality Management**

Examines the determinants of water quality and quantity. Provides an overview of relevant US laws such as the Clean Water Act (including the NPDES program) and the Safe Drinking Water Act. The key relationships to OEHS issues are highlighted.

**OSH 675            OEHS & Consumer Protection**

Introduces the concept that responsibility in OEHS includes both worker and consumer health and safety. Life cycle analysis is introduced as an analytic technique for OEHS issues in both processes and products. Discussions of case studies incorporate values such as sustainability and the precautionary principle.

## Master of Public Administration

Paul Erickson, Ph.D., Dean, School of Fire and Health Sciences

I. David Daniels, MHRM, MIFireE, CFO, SHS, HSO. *Program Director*

### Program Description

The Master of Public Administration is a program is designed to provide theoretical and practical preparation for careers in public sector leadership. Focused primarily on emergency services, concentrations include general public sector administration, emergency medical service, emergency management, fire/rescue service, health care and justice system administration.

The mission of the program

*“Preparing those who serve, to lead”*

The vision of the program

An academically rigorous, yet technically relevant educational experience for current and aspiring leaders in public sector endeavors to build upon the knowledge, skill an ability they have acquired through their service to their communities.

The Master of Public Administration program is designed to provide both academic and practical foundations for students who wish to initiate or advance a career in governmental and non-governmental management. The importance of this learning is vital since our society continues to develop at an alarming pace. For beginning students, this program instills traditional administrative perspectives in combination with the most recent developments in the field. Students presently employed in any area of public administration will have their existing understandings enhanced, while discovering the most current knowledge available. The curriculum encourages students to become highly-skilled and well-educated management specialists by offering a wide variety of subject areas and interests. Specializations are required to help students excel as professional public administrators. While this program prepares students to expertly navigate the increasingly complex and politicized intergovernmental environment, it also ensures ethical and theoretical advancement to produce well-rounded and effective public administrators. Students will select an area of specialization which will be reflected on their transcript and may lead to a certificate.

### Additional admission criteria

In addition to the general admissions criteria of the Division of Graduate Studies and Continuing Education, students can be considered for two tracks and must meet the following criteria:

**Direct:** an undergraduate degree from a regionally accredited institution in Criminal Justice, Emergency Management, Emergency Medical Services Administration, Finance, Fire Science, Human Resources Management, Nursing, Public Policy, Political Science or Public Administration. An undergraduate degree in another subject plus two (2) years of relevant work experience may be substituted.

**Midcareer:** evidence of successful completion of Fire Academy coursework plus 4 years or more of related work experience; two courses will be waived (6 credits).

### Degree Requirements/Curriculum

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
MPA501	Strategic Management of Human Capital	3
MPA502	Organizational Theories & the Public Sector	3
MPA503	Executive Leadership	3
MPA504	Management Policies in Government Finance	3
GRS600	Ethical Theory	3
MPA602	Managerial Statistics for Public Managers	3

MPA603	Public Policy	3
MPA604	Strategic Planning for Public Managers	3
		<hr/>
		<b>24</b>
Credits from Concentration Courses		<b>12</b>
<b>Total Credits for Program</b>		<b>36</b>

## **Concentrations**

### **Criminal Justice**

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
JAD840	Justice Administration(Currently listed as JAD 840)	3
JAD811	Special Topics in Justice Administration	3
JAD822	Justice and Public Policy (Currently listed as JAD 822)	3
JAD610 or JAD611	Capstone Project or Applied Research	3
<b>Total Concentration Credits</b>		<b>12</b>

### **Emergency Management**

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
EPR516	Emergency Management Operations Framework	3
EPR511	Special Topics in Emergency Management*	3
	Free elective (EMS, EPR, FRS, HCA, HLS, JAD, or PSM with a 600 or higher#)	3
EPR609 or EPR611	Capstone Project or Applied Research	3
<b>Total Concentration Credits</b>		<b>12</b>

### **Emergency Medical Services**

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
EMS501	Analysis of the Quality of Emergency Medical Services	3
EMS511	Special Topics in Emergency Medical Services	3
EMS601	Contemporary Issues in Public Health	3

EMS610 or EMS611	Capstone Project or Applied Research	3
<b>Total Concentration Credits</b>		<b>12</b>

**Fire/Rescue Services**

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
FRS529	Labor – Management Relations	3
FRS511	Special Topics in Fire/Rescue Services Administration*	3
FRS695	Customer Service: Creating a Customer Friendly Organization	3
FRS610 or FRS611	Capstone Project or Applied Research	3
<b>Total Concentration Credits*</b>		<b>12</b>

\*U. S. Fire Administration Executive Fire Officer program graduates are eligible for a waiver of MPA 502, 503, FRS 695 and Special Topics

**Healthcare Administration**

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
HCA535	Legal Issues in Healthcare	3
HCA511	Special Topics in Healthcare Administration	3
HCA637	Analysis of the Quality of Healthcare	3
HCA610 or HCA611	Capstone Project or Applied Research	3
<b>Total Concentration Credits</b>		<b>12</b>

**Homeland Security**

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
HLS701	Foundations of Homeland Security	3
HLS702	Domestic Threats & Policy Analysis	3
HLS703	International Threats & Policy Analysis	3
HLS704	Partnerships for Homeland Security	3
<b>Total Concentration Credits</b>		<b>12</b>

## Public Sector Management

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
PSM501	Conflict Management	3
PSM511	Special Topics in Public Administration	3
PSM601	Professional Government Management	3
PSM610 or PSM611	Capstone Project or Applied Research	3
<b>Total Concentration Credits</b>		<b>12</b>

## Graduate Public Administration Course Descriptions

*(all courses are three credits unless otherwise noted)*

### **MPA 501 Strategic Management of Human Capital (3 credits)**

Provides an overview of how a leader can address current and emerging human capital challenges to drive organizational transformation.

### **MPA502 Organizational Theories & the Public Sector (3 credits)**

The study of the fundamental theory of the management development process and the analysis of employee behavior patterns.

### **MPA 503 Executive Leadership (3 credits)**

This course focuses on the study and analysis of human behavior patterns. Special consideration is given to the role of the emergency services department management team member as a leader and motivator of people.

### **MPA 504 Management Policies in Government Finance (3 credits)**

This course explores various aspects of local financial management including developing new revenue sources, designing a budget that includes performance reporting, conducting strategic economic development, understanding debt management and bond sales, use of modern information systems to improve financial decision, and meeting the day-to-day challenges of financial management from procurement to labor negotiations.

### **MPA 602 Managerial Statistics for Public Managers (3 credits)**

Focuses on probability and statistics with an emphasis on data analysis, including univariate and multivariate techniques. Statistical problem solving is engaged using various data sources.

### **MPA 603 Public Policy (3 credits)**

This course uses case studies and other materials to help students to develop excellence in oral and written skills in the formation of public policy at the senior management level. Drawing on previous course work in ethics, quantitative analysis and management students will develop models for solving significant problems in the public arena coupled with the planning strategy for implementing these policies.

### **MPA 604 Strategic Planning for Public Managers (3 credits)**

Through the utilization and application of risk assessment and master planning concepts, this program will guide the student through the process of problem identification and comparative analysis. This course will focus upon identifying the benefits and the development of a long term planning effort within the student's local jurisdiction.

**EPR 516 Emergency Management Operations Frameworks (3 credits)**

Introduces operations frameworks in the United States such as the National Response Framework and other frameworks used by NGOs, the military, and international organizations are compared. The need for organization, pre-planning, and coordination are integrated with the need to expand structures and adapts plans when handling complex incidents and large, pre-planned events.

**EPR 511 Special Topics in Emergency Management (3 credits)**

This course deals with emerging topics in the field of emergency management based on current involved to include major emergencies, disaster and emerging trends.

**EPR 601 Essentials of Emergency Management (3 credits)**

This course provides an introduction to the student of emergency management, its history, and current functions in the public and private sectors. Key theories, concepts, and ethical considerations are introduced. It illustrates the need for integrated, collaborative operations; the ground in data and analysis; and the focus on prevention and continuous improvement

**EPR 609 Capstone Project (3 credits)**

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

**EPR 611 Applied Research (3 credits)**

Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies.

**EPR 619 Hazard Analysis, Mitigation, and Sustainability (3 credits)**

This course builds a conceptually sound basis for identifying potential causes of emergency events, estimating their probability and severity, evaluating community vulnerability, systematically identifying mitigation strategies, and selecting from among options. Methods for studying new or rare threats for which there are scant data are included. The essential links between sustainable development and effective hazard mitigation are stressed.

**EMS 501 Analysis of the Quality of Emergency Medical Services (3 credits)**

Systematic introduction to the emergency medical service delivery system with emphasis on interactions of governmental authorities, delivery systems, financing of EMS, regulation, competition, organizational innovations in EMS services, and alternate strategies.

**EMS 511 Special Topics in Emergency Medical Services (3 credits)**

This course deals with emerging topics in the field of emergency medical services at all levels, both public and private, including fire based as well as “third service” providers.

**EMS 601 Contemporary Issues in Public Health (3 credits)**

This course provides an overview of the many of the significant contemporary issues associated with infectious disease outbreaks, food-or water-borne illnesses, and incidents involving the intentional release of hazardous agents. Management strategies are reviewed, including surveillance and detection of agents or affected individuals, prevention of exposure to agents of concern, capacity and resource planning, collaboration with the medical and public health communities, and actions in multiple casualty/fatality events.

**EMS 610 Capstone Project (3 credits)**

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific



field, without plan for post graduate study.

**EMS 611 Applied Research (3 credits)**

Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies.

**FRS 511 Special Topics in Fire/Rescue Services (3 credits)**

This course deals with emerging topics in the field of fire rescue service, including trend in fire service delivery, fire service technology, as engineering as well as review of contemporary fire service research.

**FRS 529 Labor Management Relations (3 credits)**

Covers the development, structure and current status of labor unions in the United States. The course examines management attitudes toward the bargaining process, the evolution of labor legislation, government policy toward labor management relations (i.e. changes in the composition of the labor force, white collar organizations soliciting bargaining units).

**FRS 608 Service Performance Management for Local Government (3 credits)**

This course will take the student through a brief overview of service performance measurement, and then delves into successful service performance management practices. It reviews successful results from local governments, a step-by-step approach for establishing a system designed to get results, and the importance of tying performance measures to the nuts and bolts of the service delivery system.

**FRS 640 Emergency Services Communications and Technology (3 credits)**

This course focuses on the development of written communication and presentation skills necessary for success within public sector organizations. Emphasis will be placed upon problem analysis, the utilization of data, and the development of a comprehensive program to market the organization to its constituents.

**FRS 695 Customer Service: Creating a Customer Friendly Organization (3 credits)**

This course allows the student to develop a customer service program specific to their respective community. Through case analysis and examination of practices within other public and private sector agencies, customer service will be examined as a foundational philosophy that is a critical component of a dynamic emergency services organization.

**FRS 610 Capstone Project (3 credits)**

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

**FRS 611 Applied Research (3 credits)**

Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies.

**HCA 511 Special Topics in Healthcare Administration (3 credits)**

This course deals with emerging topics in the field of health care administration such as the impact of health care reform efforts, the delivery of quality care and the rising cost structure of health care.

**HCA 535 Legal Issues in Health Care (3 credits)**

This course will give students an understanding of the regulations, statues and cases that control the delivery of health care in America. Special emphasis will be placed on helping student to think about these issues in a way that avoids problems and helps in avoiding pitfalls in delivering quality service.

**HCA 610 Capstone Project (3 credits)**

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

**HCA 611 Applied Research (3 credits)**

Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies.

**HCA 637 Analysis of the Quality of Health Care Delivery (3 credits)**

Systematic introduction to the healthcare delivery system with emphasis on interactions of governmental authorities, delivery systems, financing of health care, regulation, competition, organizational innovations in healthcare services, and alternate strategies.

**HLS 610 Capstone Project (3 credits)**

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

**HLS 611 Applied Research (3 credits)**

Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies

**HLS 702 Domestic Threat & Policy Analysis (3 credits)**

An analysis of the threat of domestic terrorism in the United States from hate groups, Eco terrorist , “lone wolves” and extremist groups.

**HLS 711 Special Topics in Homeland Security (3 credits)**

This course deals with emerging topics in the field of homeland security.

**JAD 610 Capstone Project (3 credits)**

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

**JAD 611 Applied Research (3 credits)**

Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies

**JAD 711 Special Topics in Justice Administration (3 credits)**

This course deals with emerging topics in the field of justice administration.

**JAD 821 Community Partnerships (3 credits)**

This course will examine the concept of community in public service. The focus will be to explore partnership initiatives with public and private institutions as well as federal, state, and local agencies. Students will review the experiences of diverse agencies in developing, implementing, and maintaining partnerships within local communities. Issues, obstacles, and limitations that are involved with collaborative interventions will be explored.

**JAD 822 Justice and Public Policy (3 credits)**

Facilitates critical thinking about various models and approaches to the delivery of public services. Includes the study of actions, behaviors and attitudes of individuals and interest groups in various agencies in an attempt to understand and assess planning decisions. Develops concepts of political culture, interdependence, jurisdictional disputes and the goals of contemporary justice administration in a democratic society.

**JAD 840 Justice Administration (3 credits)**

Examines planning models and techniques applicable to public administration. Topics will also include theories of administration, leadership types, group decision-making, the budget process, the role of the work environment and grant writing.

**PSM 501 Conflict Management (3 credits)**

Focuses on the resolution of a variety of potential conflicts in the public sector including intrapersonal, interpersonal, intragroup, and intergroup. Emphasizes analysis of alternative dispute resolution, negotiation and arbitration.

**PSM 511 Special Topics in Public Administration (3 credits)**

This course deals with emerging topics in the field of public administration.

**PSM 601 Professional Government Management (3 credits)**

This course provides a thorough grounding in the theory behind successful management practices, but also shows how theory works in the real world to assist in: providing community leadership; working with the governing body; promoting the community's future; managing people, money, and information effectively; implementing policy; raising productivity; evaluating programs; and working with other organizations to achieve your goals. The course also points to the human side of professional government management.

**PSM 610 Capstone Project (3 credits)**

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

**PSM 611 Applied Research (3 credits)**

Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies

**MPA 634 Healthcare Information & Technology (3 credits)**

Provides an overview of quality and information management systems for health care leaders. Quality management models, approaches, tools and techniques are presented in the context of organizational culture and leadership.

**MPA 635 Legal Issues in Health Care (3 credits)**

This course will give students an understanding of the regulations, statues and cases that control the delivery of health care in America. Special emphasis will be placed on helping student to think about these issues in a way that avoids problems and helps in avoiding pitfalls in delivering quality service.

**MPA 636 The Economics and Financing of Health Care (3 credits)**

This course explores the economics and financing of health care services in the United States and provides an understanding of how decisions are made by providers, consumers, and the third party payers for pricing and the quality of health care services. The effects of financing methods on the availability, quality, and planning of health care are also explored. It covers decision-making models, analyzes policy issues, and investigates political and economic aspects of the health care industry.

## **School of Humanities**

Barbara Driscoll de Alvarado, Associate Dean

### **Master of Arts in Pastoral Ministry**

Andrew T. McCarthy, Ph.D., *Program Director*

Michael Lombardo, (ABD), *Assistant Professor*

#### **Program Description**

The graduate program in pastoral ministry and its concentration in religious education is designed to prepare men and women for service to the Catholic Church and its parish and school communities. Centered in a commitment to adult faith formation, the program welcomes individuals who feel called to deepen their faith and to acquire the knowledge and skills essential for leaders in the pastoral life of faith communities. Because it is designed to integrate the academic, human, and spiritual dimensions of faith formation, the pastoral ministry program seeks to provide students with the theological and spiritual backgrounds that are foundational to pastoral ministry. A critical component of this master's program is the formation of a community of learners within a coherent and developmental model of education. In academics, this model enables students to progress through a degree program with their peers and enhances not only the educational and spiritual aspects of the program but also reinforces a sense of community among adult learners.

#### **Program Learning Outcomes**

Students who successfully complete the graduate program in Pastoral Ministry, obtaining a Master of Arts degree in Pastoral Ministry, will be able to:

-Incorporate intellectual and spiritual perspectives on service and leadership with their formation in pastoral ministry.

-Reflect their scholarly and professional familiarity with the theological and spiritual foundations of faith development through written and oral engagement across the curriculum.

-Demonstrate integration of the academic, pastoral, and spiritual dimensions of life through culminating assignments which might include a thesis, project, portfolio, or examination.

#### **Degree Requirements**

- Thirteen courses (39 credits) are required for the degree
- Eight courses in foundational theology,
- Two courses in spiritual formation, and
- Three courses in pastoral skills including a pastoral project in the student's chosen area of ministry.
- The program can be completed in two academic years.
- An overall grade-point average of 3.0 (B).

## **Curriculum**

### **Theological Exploration (24 credit hours)**

Because the curriculum is centered in the Catholic tradition, the examination of theology—faith seeking understanding—forms the foundation of this graduate program. The eight required courses in this area explore the fundamentals of theology, Christology, Church history, Catholic morality, and Christian anthropology to foster in students the critical thinking and analytical skills essential to graduate study in pastoral ministry.

THE 602 Foundational Theology

THE 604 God and the Human Person

THE 606 Perspectives on the Hebrew Scriptures

THE 608 Perspectives on the Christian Scriptures

THE 610 Jesus: Fully Human, Fully Divine

THE 612 The History and Mission of the Church

THE 614 Moral Theology, Christian Ethics, and Society

THE 616 Sacramental and Liturgical Theology

### **Spiritual and Ministerial Formation (6 credit hours)**

Critical aspects of pastoral ministry reside not only in personal, spiritual formation but also in the exploration of the vocation of ministry. These two courses will facilitate and support processes of spiritual self-exploration and growth that connect adult faith formation to a vocational understanding of pastoral ministry.

THE 620 Spiritual Identity and Faith Formation

THE 621 Ministry as Vocation

### **Pastoral Skills (9 credit hours)**

These courses foster in students the development of skills essential to pastoral ministry. The structure of the courses also encourages students to focus on a specific area of ministry, including religious education, pastoral leadership and administration, pastoral counseling, spiritual direction, youth ministry, music ministry, and adult faith formation.

THE 630 Arts and Skills for Ministry

THE 690 Pastoral Project and/or Internship, with Thesis

THE 699 Professional Readings

Religious Education/Professional religious educators and other interested students have the option of pursuing a concentration in Religious Education involving the study of educational theory and the cultivation of practical pedagogical skills.

THE 702 and THE 704 supplant THE 621 and THE 699. A field-based pastoral project in an educational milieu is also required.

Total Credit Hours: 39

### **Graduate Pastoral Ministry Course Descriptions** *(all courses are three credits unless otherwise noted)*

#### **THE 602 Foundational Theology**

Examines the fundamental concerns present in all theological inquiry. The course presents a specific framework for understanding a theology of faith, a theology of revelation, a theology of tradition, and a theology of Sacred Scripture.

**THE 604 God and the Human Person**

Studies the nature of the human person in light of the doctrines of creation, revelation, sin, the grace of transformation in Christ, and community. Contemporary issues in Christian anthropology will also be addressed.

**THE 606 Perspectives on the Hebrew Scriptures**

Focuses on the development, style, and interpretation of books and writings of the Old Testament.

**THE 608 Perspectives on the Christian Scriptures**

Explores the development of the Gospels and other writings of the New Testament that highlight the early Church's understanding of the meaning of life and the message of Jesus.

**THE 610 Jesus: Fully Human, Fully Divine**

Presents a historical and systematic study of the person and work of Jesus Christ as the object and foundation of Christian faith.

**THE 612 The History and Mission of the Church**

Examines the origins, nature, and mission of the Church. Topics include theological literature, popular religion, doctrinal developments, the role of the papacy, and the interaction between Christianity and culture.

**THE 614 Moral Theology, Christian Ethics, and Society**

Focuses on major themes of moral theology and on how Christian, especially Catholic tradition, offers guidance for ethical decision-making. The course also explores the interrelationships among moral theology, Christian ethics, and contemporary society.

**THE 616 Sacramental and Liturgical Theology**

Explores the history, doctrine, theory and praxis of sacraments and liturgy within the Roman Catholic Church.

**THE 620 Spiritual Identity and Faith Formation**

Facilitates self-understanding and explores stages of faith and styles and of spiritual journeying through a holistic approach to the Christian spiritual life. The course draws on selected readings, reflection, and prayer to achieve these objectives.

**THE 621 Ministry as Vocation**

Builds on insight and experience to explore the connections between the call to and the challenges of pastoral ministry. This course will also provide students with an understanding of the theology of ministry and possible pastoral responses to the needs of the community and the Church.

**THE 630: Arts and Skills for Ministry**

Introduces the student to resources and methods for developing essential skills for ministry.

**THE 690 Pastoral Project**

Requires the student to create a ministerial project that clearly integrates theology into pastoral ministry. A thesis is required.

**THE 699 Professional Readings**

Facilitates a program of selected readings that bear a special interest for the student because they substantiate the interest area of the pastoral project of THE 690.

**THE 702 Foundations of Religious Education**

Examines the foundational principles underlying religious education and their practical application in various educational settings. This course includes a study of the dominant approaches to religious education as described by the leading educational theorists. It explores a range of curriculum models promoting a lifelong faith.

**THE 704 Methods in Religious Education**

Explores teaching methods appropriate to the presentation of religious concepts from preschool through adult education in school and parish settings. This course includes classroom environment, classroom management techniques, and developmental theories.



## **School of Justice and Social Sciences**

Christine Holmes, Ed.D., *Dean of School of Justice and Social Sciences*

*Professor of Education*

## **Master of Arts in Counseling Psychology**

Richard Connors, M.A., C.A.G.S., *Program Director*

### **Program Description**

This program offers a diverse array of courses intended to prepare the student to function in a variety of mental health agencies. It is not intended for individuals whose career focus is educational counseling in school settings, nor does this program lead to licensure at this time. Twelve courses of three (3) semester hours each are required for the degree. This includes courses in eight (8) required areas, four (4) elective courses from either education or psychology, and a practicum. A written comprehensive examination is required at the completion of the program.

### **Degree Requirements**

12-course (36 credits) A 3-credit practicum is required as part of the 12-course sequence.

An overall grade-point average of 3.0 (B). A minimum grade of 3.0 (B) in the practicum. If the student receives a grade of less than 3.0 (B) in the practicum, no graduate credit will be given and the course must be repeated. The course may be repeated only once.

Successful completion of written comprehensive examination. Comprehensive examinations are given in December, April, and July.

### **Curriculum**

#### **Ethics (Required)**

GRS 600 Ethical Theory (or equivalent)

#### **Diagnostic Procedures (2 Required)**

PSY 724 Techniques of Diagnosis and Assessment and one of the following:

PSY 606 Abnormal Psychology

PSY 613 Theories of Personality

#### **Counseling Process (Required)**

PSY 622 Principles of Counseling

If this course has been waived, the student must then elect 1 from the following:

PSY 641 Crisis Intervention and Therapy

PSY 722 Advanced Counseling and Psychotherapy

PSY 727 Counseling the Alcoholic

#### **Family Counseling (1 of the following)**

PSY 643 Marriage and Family Therapy I

PSY 742 Advanced Marital and Family Counseling II

PSY 746 Human Sexuality

#### **Testing**

PSY 626 Advanced Specific Diagnostic Testing

**Research**

PSY 710 Research Design and Methodology

**Practicum**

PSY 715 Practicum

It is the responsibility of students intending to complete a practicum during the summer or fall semester to notify the Program Director in writing no later than April 1. Students intending to complete a practicum during the spring semester must notify the Program Director in writing no later than November 1. Students are responsible for finding their own placements.

**Electives (4)**

The remaining four courses may be drawn from either education or psychology offerings. A requirement will be waived only if the candidate has completed sufficient course work in that area.

**Graduate Counseling Psychology Course Descriptions**

*(all courses are three credits unless otherwise noted)*

**PSY 606 Abnormal Psychology**

A study of the development of abnormal, deviant or pathological behaviors. Course will discuss how these behaviors are manifest, and diagnosed using the DSM IV-TR. The course will examine the contributions made by analytic, neurological, cognitive-behavioral, and humanistic schools in understanding of the ontogenesis of abnormal behavior, as well as the effectiveness of various treatment models

**PSY 613 Theories of Personality**

A survey of current personality theories, their view of the human person, and their influence on treatment, education and culture of today. The student will be also exposed to the limitations of each theory given the time period in which it was developed, and the methodology research of that period.

**PSY 618 Psychology of Adolescence**

A study of the physical, cognitive, social and emotional aspects of adolescent development. Topics include an overview of developmental theories, the sense of self in adolescence, morality, family relationships, ethnicity and sexuality. Attention will also be given to the issues of delinquency, violence and substance abuse.

**PSY 622 Principles of Counseling**

An examination of the basic theories and philosophies which are the foundation of mental health counseling. While the course will examine a variety of individual and group models, particular attention will be given to the psychodynamic, the person-centered, the rational emotive, and the cognitive-behavioral therapies. Gender sensitive and multicultural issues will also be discussed.

**PSY 626 Advanced Specific Diagnostic Testing**

A consideration of specific practical skills with instruments widely used in the field today. Includes administration, scoring and analysis of the Bender-Gestalt Test for Visual Motor Development (3 way analysis for V-M, Brain Injury and Emotional Aspects), Graham-Kendall Memory for Designs, Detroit Test of Learning Abilities, Wepman

Test Auditory Discrimination, and others as time permits. Course will also consider the issues of validity and reliability.

**PSY 641 Crisis Intervention**

A course focusing on short term therapies with situational crises. The course will emphasize specific short term, cognitive- behavior techniques for such situations.

**PSY 643 Marriage and Family Therapy**

A study of the normal and pathological patterns which may develop within a marriage and/or the family. The course will give specific attention to diagnosis and remediation giving attention to family counseling and to the types of gains which can be expected in individual and/or family counseling.

**PSY 646 Lifespan Development**

A course designed to study the growth and development of the individual from birth to death. Students will be exposed to the major theories, especially those of Freud, Erickson and Piaget, which deal with the physical, psychological, cognitive, affective and social aspects of the human being. Particular emphasis will be placed on how these change across the lifespan, and affect the individual regarding career choice, as well as family and societal involvements. Students will also be helped to consider those counseling modalities which may be more effective with individuals at various stages of development.

**PSY 710 Research Design for the Social Sciences**

A course designed to promote an understanding of the fundamentals of research and of various research design methodologies. Each student will be required to select an area of research, or a testable hypothesis within the social sciences and submit a research paper with appropriate supporting data and conclusions. Students are also expected to be aware of, and reflect any ethical or moral issues within their area of research.

**PSY 715 Practicum I**

A supervised experience within a school or agency setting. Student must have permission of the director before beginning a practicum placement.

**PSY 716 Practicum II**

A supervised experience within a school or agency setting. Student must have permission of the director before beginning the practicum placement. Prerequisite: PSY 715

**PSY 724 Techniques of Diagnosis and Assessment**

A study of the process of diagnosis and assessment using the DSM IV-TR. Includes use and methods of interviewing and integration of test battery, including intelligence, personality and projective tests. Consideration will also be given to the role of the examiner and psychological reports. Prerequisites: PSY 606

**PSY 726 Alcoholism: Manifestation and Management**

A study of alcohol use and abuse in the American culture. Attention will be given to theories of causation, both the biological and the socio-cultural as well as the influence of one's personal history. Prominent theories of intervention and treatment will be discussed in detail.

**PSY 727 Counseling the Alcoholic**

A course which assumes a basic knowledge of alcoholism and is a detailed study of the major types of treatment alternatives and stages of treatment. Course will also discuss research data in treatment effectiveness.

**PSY 736 Multicultural Counseling**

A course designed to help the student become aware of theories of prejudice and discrimination, and one's own multiple social identities, including gender roles. Course will help the student understand the impact of one's culture on a person's behavior, attitudes and world view and how sensitivity to group identity must be a consideration in counseling. Also considered will be models of counseling which may serve diverse clients.

**PSY 743 Psychological Trauma**

A course designed to explore the effects of various types of trauma on children and adults. Topics will include death within the family, divorce, unemployment, as well as sexual and psychological abuse. Course will also look at posttraumatic stress disorder and treatment techniques.

**PSY 746 Human Sexuality**

An in-depth examination of male and female sexuality, both psychologically and physiologically, contrasted with the major forms of human sexual dysfunction. Course will also examine diagnostic categories as well as appropriate psychotherapeutic interventions.

## **Master of Science in Criminal Justice**

Certificate of Advanced Graduate Study  
Graduate Certificate in Homeland Security  
Graduate Certificate in Victim Studies

Christine Holmes, Ed.D., Dean, School of Justice and Social Sciences  
Patricia W. Gavin, Ph.D., *Program Director*  
Allen Brown, J.D., Ph.D., *Associate Professor*  
Michael Donnelly, J.D., M.P.A., *Assistant Professor*  
Hamid R. Kusha, Ph.D., *Associate Professor*  
L. Michael McCartney, Ph.D., *Associate Professor*  
Ann Marie Mires, Ph.D., *Assistant Professor*  
Seth Racusen, Ph.D., *Associate Professor*  
Richard Talbot, Ph.D., *Associate Professor*  
Dianne M. White, J.D., Ph.D., *Assistant Professor*

### **Program Description**

Anna Maria College recognizes that criminal justice professionals face increasing challenges that demand knowledge and an appreciation of our diverse society. Over the years Anna Maria College's criminal justice programs have changed with the national scene, contributing to and living within some of the highest academic standards in the field. As the field of criminal justice has grown and evolved, so have our programs, which continue to stand as a model for academic change and excellence. Collaborations and partnerships have allowed the programs to provide education and leadership beyond the traditional classroom walls. Emphasis on intellectual involvement, career preparation, social awareness, and dedication to peace and justice are cornerstones of our programs. The faculty brings a broad spectrum of educational achievements and professional experiences to the classroom. Faculty and students come together as a community of scholars and learners to acquire knowledge in an ever-changing field and to explore the boundaries of that knowledge through research and analytical thought. Anna Maria College educated criminal justice professionals have a commitment to professionalism and excellence, and are cognizant of their responsibilities to the community.

The Master of Science in Criminal Justice program is designed to prepare students for professions in criminal justice while enhancing the academic and professional knowledge of those who are already employed in the field. The curriculum engages students in the exploration of the relationship between theory and practice; the issues inherent in focusing on one over the other and the complexities of searching for answers to crime problems in an area so closely tied to social, political and economic factors. Students study both ethics and theory throughout the curriculum, integrating the two as they inform policy and decision making. The Master of Science in Criminal Justice program is approved by the Massachusetts Board of Higher Education for participation in the Police Career Incentive Pay Program established by the Quinn Bill.

### **Admission Requirements**

In addition to the general graduate studies admissions criteria, applicants must possess an undergraduate major in criminal justice or in a closely related field. Employment in the field of criminal justice may be considered in lieu of the major.

### **Graduation Requirements**

12-courses (36 credits) sequence in accordance with program requirements.  
An overall grade-point average of 3.0.

Successful completion of the Capstone Project or written thesis.

## **Curriculum**

The program consists of twelve courses: a required four course sequence, seven electives, and successful completion of the Capstone Project or a written thesis.

### **Required Courses (4)**

GRS 600 Ethical Theory (or equivalent)  
CRJ 710 Research Design and Methodology  
CRJ 711 Statistical Analysis  
CRJ 816 Criminological Thought

### **Elective Courses (7)**

Seven elective criminal justice courses are required. With program director approval, students may choose to take up to three courses (nine credit hours) in elective graduate coursework from related disciplines.

### **Capstone/Thesis Requirement (1)**

CRJ 891 Policy and Strategy or CRJ 892 Thesis

## **Certificate of Advanced Graduate Study**

The Certificate of Advanced Graduate Study in Criminal Justice or Justice Administration is a self-designed program intended for the serious academic or professional who wishes to pursue a course of study beyond the Master's degree. In consultation with the Program Director, the student will design a course of study suitable to her/his individual interests and professional needs. The program usually consists of six to eight graduate level courses (18 to 24 credits) in criminal justice, justice administration, and other related fields.

## **Graduate Certificate in Victim Studies**

The recognition of victim's issues has taken on great importance in this day and age. Victims of all types require advocates and service providers that can assist them in understanding their rights, informing them through the various processes and resources available, and developing programs and policies in response. The Graduate Certificate in Victim Studies may be earned either on track to earning the master's degree or as a shorter course of study resulting in the certificate.

Students must successfully complete four courses, two required:

VCT 601 Victim Studies

VCT 602 Trauma and Its Effects (plus two electives as approved by the program director).

## **Graduate Certificate in Homeland Security**

The building of national security has taken on great importance in this day and age. To succeed, professionals must be well educated on ethical and social issues of security, liberty, risk assessment and vulnerability, motivation, multiagency cooperation, intelligence cycles, victimization and fear, technology, resource management, and media/mass communication informing them through the various processes and resources available while developing best practices, programs and policies in response. To address these issues, Anna Maria College offers a Graduate Certificate/Concentration in Homeland Security. The Graduate Certificate in Homeland Security may be earned either on track to earning the master's degree or as a shorter course of study resulting in the certificate.

The curriculum consists of four (4) required courses (12 credits total):

- HLS 701 Foundations of Homeland Security
- HLS 702 Domestic Threat and Policy Analysis
- HLS 703 International Threat and Policy Analysis
- HLS 704 Partnerships for Homeland Security

### **Graduate Criminal Justice Course Descriptions**

(all classes are three credits unless otherwise noted)

#### **CRJ 630 Directed Study**

Examines specific topics in criminal justice under the direction of a faculty advisor.

#### **CRJ 710 Research Design and Methodology**

Designed to enhance students' awareness of the fundamentals of research and research design. Students are required to adopt an individually designed research project that demonstrates their ability to conceptualize ideas in criminal justice and apply methods for exploring those ideas.

#### **CRJ 711 Statistical Analysis**

Focuses on probability and statistics with an emphasis on data analysis, including univariate and multivariate techniques. Statistical problem solving is engaged using various data sources.

#### **CRJ 712 Technology and Crime**

Provides an overview of the intersection between technology and crime. This includes the study of criminal acts committed with the use of technology and the role of technology in investigation and analyzing crime rates and patterns.

#### **CRJ 713 Forensic Anthropology**

Designed to introduce the student to the realm of Forensic Anthropology as a Forensic Science and its place within the criminal justice system for criminal investigation, civil matters, and human rights issues. The techniques of skeletal biology as they relate to Forensic Anthropology will be presented and will provide a foundation for an understanding of how these techniques fit into a team approach in forensic inquiry. The ethical and moral underpinnings of casework are presented, as well as, issues derived from working with families of traumatic death and multiple fatality events. Human rights exhumations of political dissidents and government ethnic cleansing campaigns will be presented and the legal presentation of

#### **CRJ 764 Forensic Psychology**

Provides an overview of forensic psychological theory and practice. Students will be exposed to the relevant laws, psychological theory and research, and the importance of understanding the racial, ethnic, cultural, gender, sexual orientation, and socio-economic factors that must be taken into consideration in the culturally competent practice of forensic psychology.

#### **CRJ 768 Organized Crime**

Provides an analysis of the history and development of the traditional model of organized crime in the United States and an introduction to the changing landscape of the field by surveying the prominence of selected transnational criminal organizations. The organized crime groups are studied from the perspective of their roles as economic and non-state political actors.

#### **CRJ 779 White Collar Crime**

Studies the causes, laws, policies and consequences associated with crimes organized by those whose economic, political and privileged positions provide opportunity for the commission of white collar crimes.

#### **CRJ 797 Anatomy of a Homicide**

Encompasses criminal homicide case presentation from collection of evidence through to the courtroom. Cases are assigned to teams that research case development and prosecution.

### **CRJ 798 Special Topics in Criminal Justice**

Rotating topics in Criminal Justice.

### **CRJ 799 Justice Colloquium**

A seminar designed to allow for focused analysis on selected justice issues.

### **CRJ 803 Juvenile Offender**

Explores the philosophy and practice of the juvenile justice system from the Illinois Juvenile Justice Act of 1899 to present policies and process. Students are challenged to examine critically the juvenile justice system—its mandate, separateness, and effectiveness.

### **CRJ 805 Forensics**

Studies the application of science to law. Introduces forensic science concepts, history, processes and issues including how forensic science is linked with other components of the criminal justice system.

### **CRJ 806 Integrity and Public Safety**

Examines ethical principles as they apply to the many practical problems that confront criminal justice professionals in the performance of their duties and responsibilities. Uses case studies to illustrate ethical reasoning and examine issues of social justice.

### **CRJ 808 Contemporary Case Law**

Examines and analyzes recent decisions and opinions of federal and state courts pertaining to current legal issues in the criminal justice system.

### **CRJ 816 Criminological Thought**

Presents major theories of crime and criminality. Theories are analyzed by common sense, logic, evidence, policy utility and compatibility with one another. Theories will be examined through a discussion of measures, correlates and popular beliefs regarding the prevalence, causes and continuance of criminal offending.

### **CRJ 819 Violent Crimes**

This course provides an analysis of contemporary violent crime, factors contributing to violence, the profile and motivation of various offenders, the legal consequences of violence and its impact on society.

### **CRJ 821 Community Partnerships**

Uses a community approach model to examine initiatives with public and private institutions and state and local agencies.

### **CRJ 822 Criminal Justice and Public Policy**

Facilitates critical thinking about the approaches to the delivery of public safety services in the Commonwealth of Massachusetts and the State of Rhode Island. Includes the study of actual behaviors and attitudes of individuals in various agencies in an attempt to understand and assess planning decisions. Develops concepts of interdependence, jurisdictional disputes and the goals of contemporary justice administration in a democratic society.

### **CRJ 823 Drugs and Human Behavior**

Considers the effects of psychotropic substances on individual and societal human behavior. Students will study the history of drug use in the United States, and the development of regulatory and enforcement policies and practices. The behaviors studied will chronicle the effects of drug abuse upon individuals. Societal behaviors, domestic and international, that result from widespread use or trafficking of illegal drugs will also be examined.

### **CRJ 825 Community Corrections**



Examines critically policy formation in probation, parole and community control through legislative initiatives and institutional philosophy in our state and federal systems.

**CRJ 826 Social Issues in Criminal Justice**

Examines those forces in a society that shape thinking and group attitudes. Gives special consideration to diverse issues related to the breakdown of the family structure, domestic violence, child abuse, problems of the economically deprived, race and ethnic relations, the homeless, the mentally ill, and alcoholism and drug abuse.

**CRJ 827 Deviance**

Analyzes various topics relevant to issues of deviance, their societal impact and solutions in both the individual and group setting.

**CRJ 828 Women and Crime**

Examines gender differences in criminal offending, criminological theory, and the experiences and treatment of women offenders, victims and professionals in the criminal justice system.

**CRJ 829 The Supreme Court**

Examines the role of the judiciary generally and the specifically in American government and American life. An analysis of some of the major Supreme Court decisions will be addressed, including decisions that impact the criminal justice system and its professionals.

**CRJ 831 School and Workplace Safety**

Focuses on the global phenomena of workplace and school violence, how these forms of violence can be prevented, and what can be done to limit the harm and help those who have been directly or indirectly affected. These issues will be addressed using a multidisciplinary, contextual approach, drawing on theory and research from psychology, law, sociology, business, education, criminal justice, human services, history, and political science.

**CRJ 832 Penology**

Examines the philosophy and practice of the penal system as it exists today. Students will critically examine the structure of the system, sentencing, alternative methods of punishment, and the effectiveness of capital punishment as a deterrent to crime.

**CRJ 844 Principles of Security Management**

This course provides comprehensive coverage of principles and issues in security management. Students examine the historical growth and trends in security.

**CRJ 850 The Analysis of Terrorism**

Examines fundamental issues concerning terrorism, including the doctrine of systematic terrorism, current interpretations of terrorism, and its common patterns and motives. Probes the structure of organized terrorist groups, universally accepted military principles and doctrine, terrorist profiles and personalities, and the group dynamics of belonging to a terrorist organization. Examines prevention, societal impact, and federal, state, and local agency responses.

**CRJ 852 Global Issues in Criminal Justice**

Explores criminal justice systems in other countries, with emphasis on special topics in international terrorism, victimization and transnational crime.

**CRJ 890 Internship**

Provides advanced students with an opportunity to apply acquired skills at a specified agency. The internship is supervised by a faculty member and requires the student to submit a written proposal and final written report. Program Director approval required.

**CRJ 891 Policy and Strategy (Capstone Project)**

Serves as the final evaluation for Criminal Justice students. Requires case studies and other materials to demonstrate oral and written competence in the areas of research, professional responsibility, and management. Analyzes issues of law, policy, and society, allowing students to integrate knowledge and experience as they apply ethical principles in developing effective strategies to confront issues facing practitioners within the realm of human service and criminal justice. Culminates with a final project presented to a faculty panel. Prerequisite: CRJ 710, 711 and completion of 24 credit hours.

**CRJ 892 Thesis**

Facilitates thesis writing within criminal justice. Specific guidelines are available from the Program Director. Prerequisites: CRJ 710, 711, completion of 24 credit hours and Program Director approval. 3-6 credits.

**CRJ 912 Grantsmanship–Research, Writing and Relationships**

Focuses on the various steps involved in researching, utilizing sources, developing goals and objectives and cultivating relationships for grant support.

**HLS 701 Foundations of Homeland Security**

This course explains the history of building national security, its mission and its role. Through a consideration of best practices and the balance between security and liberty, it examines the organizational structures and resources required to defend the homeland. This course provides an overview of DHS operations including mission, operational planning, execution and evaluation, security and communications, intelligence collection and reporting, critical infrastructure protection, and ethical, social and economic issues including the need to address victimization and fear.

**HLS 702 Domestic Threats and Policy Analysis**

This course examines, through an assessment of risk and vulnerability, various domestic groups' culture, history, ideology and motivation, capabilities, methods and activities within contexts of political, ethical, social, and legal issues. Included in this examination is the emergence and growth of paramilitary and terrorist groups within the United States. Particular attention will be focused on U.S. policy, media impact, intelligence cycles, acts and procedures at governmental, state, and community levels.

**HLS 703 International Threats and Policy Analysis**

This course examines, through a risk and vulnerability assessment of the global terrorism phenomenon, various international groups' culture, history, ideology and motivation, capabilities, methods and activities within contexts of political, ethical, social and legal issues. Included in this examination is the emergence and growth of extremist and terrorist groups such as Al-Qaeda, Hamas, and other terrorist networks. Particular attention will be focused on U.S. foreign policy, media impact, intelligence cycles, acts and procedures at governmental, state, and community levels.

**HLS 704 Partnerships for Homeland Security**

This course will identify and analyze best practices in multiagency cooperation, including the roles of local, state, and federal law enforcement, intelligence, and emergency management agencies in conjunction with the public sector as required for collective welfare and implementation of the Homeland Security Act. The role of technology and communication is included as well as an analysis of the Patriot Act, its practice, and its ethical, social and legal implications for American life today.

**JAD 540 Justice Administration**

Examines planning models and techniques applicable to public administration. Topics will also include theories of administration, leadership types, group decision-making, the budget process, the role of the work environment and grant writing.

**JAD 621 Community Partnerships**

Uses a community approach model to examine initiatives with public and private institutions and state and local agencies.

**JAD 622 Criminal Justice and Public Policy**

Facilitates critical thinking about the approaches to the delivery of public safety. Includes the study of actual behaviors and attitudes of individuals in various agencies in an attempt to understand and assess planning decisions. Develops concepts of interdependence, jurisdictional disputes and the goals of contemporary justice administration in a democratic society.

**VCT 601 Victim Studies**

Considers the evolution of the study of Victimology from a historical perspective. It will focus on the scientific study of the physical, emotional and financial harm people suffer as victims in our society. The course will also examine the public's political, social, cultural and economic reactions to victimization.

**VCT 602 Trauma and its Effects**

This course examines the different ways trauma and crime can impact victims. It includes an analysis of who is affected by trauma and crime; immediate, short-term and long-term reactions; factors that impact a victim's ability to cope; Posttraumatic Stress Disorder (PTSD) and emotional and psychological trauma; and the spiritual impact of trauma and crime.

**VCT 605 Victim Advocacy**

An examination of the developing field of victim advocacy. The course will focus on the history and nature of the victims' rights movement, basic victims' rights, communication and service provision, cultural and spiritual skills, and ethical issues. The analysis will conclude with an analysis of best practices and opportunities for collaboration within the field to move it forward.

**VCT 613 Children as Victims**

This course will analyze the special vulnerabilities and needs of children. Issues surrounding their vulnerability, how the justice system responds to and works with others in addressing those needs and vulnerabilities, and services and treatment will be the focus.

**VCT 614 Family Violence**

This course will examine the overall issue of family violence encompassing: Child Physical and Sexual Abuse, Domestic Violence, Elder Abuse and Neglect, and Rape and Sexual Assault. Special attention will be paid to addressing the concept of victimization and the effects of emotional and physical trauma on individuals and families. Research data, as well as case studies, will be utilized to help illustrate and further explore the various forms of violence in intimate relations.

**VCT 616 Elder Fraud and Abuse**

This course will provide an overview of the various types of elder abuse and fraud to include financial fraud, identity theft, telemarketing scams, sweetheart scams, Medicare scams and swindles, phishing, physical and mental abuse, exploitation by caretakers, and neglect. This course will look at the laws governing these crimes and the agencies charged with investigation and care of elderly victims. The special problems of dealing with geriatric victims will be discussed.

**VCT 622 Domestic Violence**

Analyzes the experiences of and responses to domestic violence. The course will examine the causes and effects of violence within various family structures and interpersonal relationships. Theoretical and legal analysis will be a focus as well as research and systematic response.

**VCT 631 Victims and the Law**

This course reviews the laws, court procedures, and support services currently in place that address the rights and needs of crime victims. Subjects covered include the statutory protections available to victims, restitution and the

proper role of victims in the sentencing phase of the adjudication process. Also examined are the responsibilities of police and the criminal justice bureaucracy in their interactions with victims and the victim service programs provided by government agencies and community assistance groups. Special attention will be paid to the law, services, and responsible agencies in Massachusetts as well as any pertinent Federal legislation in this area.

**VCT 798 Special Topics in Victim Studies**

Rotating topics in Victim Studies.

## School of Visual and Performing Arts

Ronald Sherwin, Ph.D., *Associate Dean of the School of Visual and Performing Arts*

### Master of Arts in Visual & Performing Arts

Alice M. Lambert, *Program Director*

Anna Maria College recognizes the needs of students who are seeking an advanced degree based on their undergraduate degree in art, or of those contemplating a change in career toward becoming an art educator. Courses are designed to prepare students for advanced degrees by providing them an opportunity to study for:

Master of Arts in Visual Art, or  
Master of Education: Teacher of Visual Art (Pre-K-8 & 5-12)

#### Master of Art in Visual Art

This degree is for students who are prepared for advanced training through a Master of Arts degree in Visual Art OR as a content degree program for teachers who hold Initial Visual Art Licensure and are seeking Professional Licensure.

Students applying to this program must have a Bachelor of Art in Art or Fine Arts, OR they may prove competency in the arts. Competency will be evaluated by documented course work and by way of a Portfolio Review.

#### Admission Criteria

Applicants should follow the general procedures for admission to the Division of Graduate Studies and Continuing Education and an undergraduate major in art.

**\* A Portfolio for review (10-12 pieces in any medium) OR proof of competency in art as demonstrated in documented course work.**

#### Degree Requirements

**Required Courses (18 credits) - all courses are three credits unless otherwise noted.**

GRS 600 Ethical Theory (or equivalent)

ART Art History

ART Studio Art

ART Studio Art

ART 698 Graduate Research Methods\*

ART 699 Graduate Solo Exhibit\*\*

\*Topic of student interest must be approved by faculty mentor.

\*\* A Graduate Solo Exhibit is developed as coursework progresses and should relate to Research

#### Studio Art Concentration – 18 credits

(Any combination of 3 studio courses should focus on thesis development (topic related)

ART Art history

ART Studio Art

ART Studio Art

ART Studio Art

Plus two Electives @ graduate Level

Minimum Credits for Degree Completion: 36

## **Master or Certificate of Advanced Graduate Studies Education with Emphasis in Kodaly**

Ronald Sherwin, Ph.D., Associate Dean  
Director of the School of Visual and Performing Arts

Dr. Christine Holmes, Ed. D., Dean of the School of Education

### **Program Description**

The Kodaly-based Music Education program is designed for professionals with undergraduate degrees in Music Education. It presumes the background and skill sin music in order to be accepted into the Kodaly Music Institute at Anna Maria College as well as eligibility for the Initial License.

### **Admissions Criteria**

In additional to the general admissions criteria for Certificate of Advanced Graduate Studies, all applicants are required to possess an undergraduate degree in Music or Music Education, an audition, and acceptance in the Kodaly Music Institute at Anna Maria College.

### **Degree requirements**

Following, or during, completion of the Kodaly Music Institute at Anna Maria College (18 Credits), students may apply to enter the Masters or Certificate of Advanced Graduate Studies Program (18 Credits). The course of study will involve courses in both the School of Education and the School of Visual & Performing Arts. (18 Credits from K.M.I. at AMC Plus 18 additional credits in: Assessment; Ethical Theory; Educational Theory; Issues in Music Education; Special Topics; and Research/Capstone.

### **Required Courses**

GRS600 Ethical Theory

EDU638 Educational Research

EDU640 Authentic Assessment or an Arts-specific assessment course

EDU627 Multicultural Education

(six (6) additional elective credits in Assessment, Ethical Theory, Educational Theory, Issues in Music, or Education, Special Topics; and Research.

### **Graduate Visual and Performing Arts Course Descriptions**

*(all courses are three credits unless otherwise noted)*

#### **ART 501 Fundamentals of Drawing**

Drawing in various media in black/white and in color. Still life, landscape, perspective, anatomy, figure and portrait drawing. Research paper required. Studio fee.

#### **ART 503 – Fundamentals of Oil Painting**

A study of composition, color theory, and elements of design as they apply to the painting medium. Studies of master artists from a variety of periods and techniques are incorporated into the progression of studio work. Research paper required. Studio fee.

**ART 504 – Fundamentals of Sculpture**

An introduction to three-dimensional work will be explored in a variety of media. Studio work will be based on the work of historic and contemporary sculptural artists; students will be encouraged to create personal and highly individualized work based on previous knowledge along with a historical perspective. Research paper required. Studio Fee.

**ART 505/605 Fundamentals of Photography I & II**

A comprehensive exploration and understanding of the physical working of a 35 mm camera and film for the achievement of artistic visual expression through practical application. The development of black/white photography through special projects and in-depth study of darkroom techniques. ART 505 prerequisite for ART 605. Research paper required. Studio fee.

**ART 506 Fundamentals of Printmaking**

Introduction to the basic elements and principles of design as they apply to printmaking. Provides basic printmaking skills, including the creation of prints with and without the use of a press. Development of a working vocabulary in discussion of prints. Research paper required. Studio fee.

**ART 507 Topics in Design**

A basic foundational course for all fine arts and essential to related courses in the design and technological area. Elements of Design and Unifying Principles are stressed as the foundation of all art forms. Projects develop critical awareness of the properties of design and their recognition in the analysis of and execution of art. Research paper required.

**ART 508 Fundamentals of Pottery – See ART 504 for description****ART 509 Fundamentals of Watercolor**

A study of various techniques stressing personal experimentation and self-expression in the medium of watercolor. Students should possess some knowledge of the medium of watercolor and basic drawing and compositional skills. Research paper required. Studio fee.

**ART 514 The Art of Bookmaking**

The basic of hand papermaking and handmade books, using simple techniques and readily available tools and materials. Use of decorative elements, lettering, printmaking techniques; implementation of creative writing skills to add text and imagery to the bookmaking process. Methods to assemble, bind and cover both simple and complex book designs. Research paper required. Studio fee.

**ART 516 The Art of Mosaics**

The basics of cutting glass and ceramic materials to create mosaic panels. History of mosaics is studied, accompanied by a trip to study the Worcester Art Museum's collection. Color theory and design are incorporated into the projects as well as learning the skills of this ancient medium with a contemporary approach. Students create a personal and individualized panels based on the above requirements. Research paper required. Studio fee.

**ART 520 Stained Glass**

Offers a brief history of the development and architectural use of stained glass. Students learn the mechanics of stained glass: glass cutting, copper foiling and soldering, focusing on the Tiffany method of assembly. Each students designs and completes a stained glass panel. Possible field trip to study Tiffany windows at local church. Research paper required. Studio fee.

**ART 521 Collage, Montage & Assemblage**

Explores the art making process and develops visual ideas through combinations of paper, paint, found objects and personal artifacts. Includes discussion, journal writing, critiques and demonstration. Students exposed to the work of modern and contemporary artists through videos, slide lectures and museum visits. Research paper required. Studio fee.

**ART 522 Cultural Issues in Mask Making**

This course integrates experiences and teaching approaches in the humanities, science and math through art. Students will examine and explore theory, research, and methods needed to strengthen creative learning throughout the disciplines. Research paper required. Studio fee.

**ART 523 Introduction to Ceramics**

Introduces the three hand-building techniques in clay: pinch pots, coil building and slab construction. Knowledge of the elements and principles of 3-D design will be explored through functional/sculptural work. Course work will include history, properties of clay, glazing and firing techniques. Research paper required. Studio fee.

**ART 524 Exploring 2-D Techniques**

Explores and moves applications of many traditional and contemporary materials and media. Materials from oil pastels to art sticks, colored pencils to watercolor crayons, from tempera to grisaille are some of the creative possibilities. Course is designed for those who wish to explore and experiment with new materials and creative combinations. Research paper required. Studio fee.

**ART 527 The Art of Sacred Windows**

Course is an in-depth study focusing on the advancement of the art of stained glass windows in the Gothic style. Structure, symbolism and design will be used to gain knowledge and images contained within this style. The Tiffany copper foil methods used in the design and fabrication of windows. Research, visits to local churches are an essential outcome of the course. Research paper required. Studio fee.

**ART 533 Issues in Contemporary Art**

Develops further issues in the arts approached through visits to local galleries and special exhibits, discussion, writing and reading reviews/critiques. Students learn about contemporary art publications and address the interface between the socio-political world and contemporary art, reading local and national papers to identify issues that are in the domain of public discourse. Research paper required.

**ART 551/552 Advanced Art History I, II**

A historical and cultural survey of the major periods of Western art from the birth of civilization in Mesopotamia to the end of the 20<sup>th</sup> century. Through lecture, discussion and museum visits, students are acquainted with the purposes of art and art making throughout the ages. Semester one completes the medieval era; semester two begins with the Renaissance. Research paper required. Studio fee.

**ART 553 American Art History**

An introduction to the development of painting, sculpture and architecture from Colonial times to the end of the 20<sup>th</sup> century. In addition to class lectures, students examine a select number of artists such as Copley, Jefferson, Eakins and Chicago, discuss primary sources and visit local collections of American Art. Hands-on projects accompany the learning process. Research paper required. Studio fee.

**ART 554 Art in the Modern Era/Modern Art**

A study of the origins and development of modern art from 1750 to WWI. Through examination of works by artists as David, Goya, Courbet, Whistler, Monet, Cezanne, Picasso, and Kandinsky, students are encouraged to examine the richness of the artist's vision in light of the historical and cultural complexity of the times. Hands-on projects accompany the learning process. Research paper required. Studio fee.

**ART 562 Women and the Arts**

An examination of a pre-selected topic on women and the arts, viewing women as makers, patrons and subjects of image-making from a variety of periods. Students explore current areas of scholarly investigation and complete studies of works by women artists in local museum collections. Hands-on projects accompany the learning process. Research paper required. Studio fee.

**ART 601 Advanced Drawing**

A course designed for those who possess a strong foundation in drawing; skills will be enhanced through experimentation in different mediums with an advanced and contemporary approach. Course work is accompanied



by a historical perspective on master artists, and a variety of drawing styles and techniques. Research paper required. Model fee.

### **ART 603 Advanced Oil Painting**

A continuation of ART 503, stressing advanced projects that prepare the student for the Graduate Solo Exhibit. These paintings often reflect the research that is explored through the requirement of the Graduate Thesis. Research paper required. Studio fee.

### **ART 604 Advanced Sculpture**

Provides students with an in-depth understanding of the elements and principles of design as they apply to the sculptural form. A study and analysis of master sculptors through research, slide presentation, field trips. A variety of hands-on studio activities. Prerequisite: ART 504. Research paper required. Studio fee.

### **ART 606 Printmaking**

Course further develops the fundamentals and basic techniques of printmaking: Monotypes, Relief Printmaking, and Woodcuts. Non-toxic methods including sun-exposed photo etching is part of the creative process. Trip to the Worcester Art Museum to view permanent printmaking collection. Research paper required. Studio fee.

### **ART 607 New Directions in Painting**

Incorporates new materials, hybrids and topics with use of water-based oils, linear color tools and mixed media. Students experiment and stretch their creativity, knowledge based and breadth in color application and preparation of surfaces. Research paper required. Studio fee.

### **ART 608 Advanced Pottery**

The development of further techniques in pottery, including experimentation with design, color, glazing and firing processes. A study of artists' works and a historical perspective of styles and cultures are explored. Prerequisite: ART 508. Research paper required. Studio fee

### **ART 609 Advanced Watercolor**

A continuation of ART 509 with advanced projects in preparation for Graduate Solo Exhibit and support of Graduate Thesis. Prerequisite: ART 509, unless proficiency in basic watercolor techniques can be demonstrated. Research paper required. Studio fee.

### **ART 640 Advanced Problems in Drawing and Illustration**

The development of precision in articulating formal ideas in natural structure, the human figure, and still life in a variety of media. Research paper required. Prerequisites: 501, 601, or permission from the instructor. Studio fee.

### **ART 698 Research Methods**

Serves as a final evaluation and capstone experience for both the MVA and M.Ed. student. It allows a student to choose and develop a topic of interest which results in a comprehensive paper, requiring extensive research on a chosen and approved topic. Student works closely with faculty/mentor as paper develops. The end product is a bound thesis presented to a faculty panel.

**Note:** The M.Ed. student should also be prepared to present a body of accompanying art work that is reflective of studio classes and which supports the research thesis.

### **ART 699 Graduate Solo Exhibit**

In addition to the Research Methods course (ART 698), the MVA student is required to prepare and present a Solo Art Exhibit in the Art Center Gallery of the College. With a faculty/mentor/advisor, the students meets the multi-faceted details that accompany the preparation of a professional art exhibit. The art work should be reflective of the courses completed through the MVA program. The student is responsible for all expenses incurred by the preparation of the Solo Exhibit.

## **Master of Education: Teacher of Visual Art (PRE-K – 8 & 5-12)**

Ronald Sherwin, Ph.D., *Associate Dean of the School of Visual and Performing Arts*

Christine Holmes, Ed.D., *Dean of the School of Education/Director of Programs in Teacher Licensure*

Alice M. Lambert, *Program Director*

### **Program Description**

This program prepares students for Initial Teacher Licensure in Visual Art. Prior to student teaching, students will take courses that prepare and lead to teacher licensure. Before student teaching, students must pass the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL), and complete an 80-hour pre-practicum field experience, depending on the level of licensure. Students are placed in one teaching practicum (300 hours) or may also be placed at both the elementary and secondary level (150 hours at each level). In order to be licensed by the State of Massachusetts, students will need to pass the Visual Art content portion of the MTEL.

### **Admission Requirements**

Applicants should follow the general procedures for admission to the Division of Graduate Studies and Continuing Education and an undergraduate major in art.

### **Degree Requirements**

39 Credits with an overall GPA of 3.0 (B)

Initial License Preparation Visual Art (Pre- K-8; 5-12) Licensure Requirements

The Visual Art licensure program is designed for professionals with undergraduate degrees in the fine arts. It presumes a background in the content area and eligibility for Initial Licensure preparation. Transcript and portfolio review will be conducted to determine subject knowledge competency.

Course work to meet teaching competencies:

- EDU 600, EDU 609 or PSY 618, ART 511, ART 512, ART 518 or ART 520, ART 513 or ART 627, and one of the following: EDU 626, 632, 659.
- A minimum of 80 hours of pre-practicum field experiences.
- A two-part written test in basic literacy and the content of the teaching license (Visual Art).
- A teaching practicum and concurrent seminar: EDU 528 and/or EDU 529, and EDU 620.
- A portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state-defined teaching standards.

### **Curriculum for Initial License Preparation Visual Art (Pre- K-8; 5-12)**

1. EDU 600 Foundations and Principles of Education
2. One course in development (depending on level of licensure)
  - a. EDU 609 Child Development
  - b. PSY 618 Psychology of Adolescence

3. ART 511 Art Education I (includes EDU 509 - 40 hour pre-practicum field placement)
4. ART 512 Art Education II (includes EDU 509 - 40 hour pre-practicum field placement)
5. One special needs course: (EDU 626, EDU 632, EDU 659)
  - a. EDU 626 Teaching Exceptional Children
  - b. EDU 632 Strategies for Inclusion
  - c. EDU 659 Learning Disabilities
6. One curriculum course:
  - a. ART 518 Arts Across the Curriculum
  - b. ART 520 Methods and Materials for the Educator/Therapist
7. One Studio Art course
  - a. ART 601 Advanced Drawing required for 5-12 level licensure
8. One multicultural course:
  - a. ART 513 Teaching Non-Western Art
  - b. ART 627 Multicultural Art
9. One or both practicum: (depending on level of licensure)
  - a. EDU 528 Initial Teacher Practicum - Visual Art (Pre- K-8)
  - b. EDU 529 Initial Teacher Practicum - Visual Art (5- 12)
10. EDU 620 Teaching Practicum Seminar (taken concurrently with EDU 528 and/or EDU 529)

At this point, a student has completed the teacher licensure program segment and can apply for teacher licensure. Before receiving a license from the State, a student must also pass the MTEL subject test in Visual Art.

Five additional courses are required to complete the Master of Education degree

- GRS 600 Ethical Theory (or equivalent)
- One Art History course
- One Studio Art course
- ART 698 Research Methods in Art

### **Teacher of Visual Art Course Descriptions**

Please refer to the School of Education for the following course descriptions:

EDU 600 Foundations and Principles of Education  
 EDU 609 Child Development  
 PSY 618 Psychology of Adolescence  
 EDU 626 Teaching Exceptional Children  
 EDU 632 Strategies for Inclusion  
 EDU 659 Learning Disabilities  
 EDU 528 Initial Teacher Practicum – Visual Art (Pre-K-8)  
 EDU 529 Initial Teacher Practicum – Visual Art (5-12)  
 EDU 620 Teaching Practicum Seminar (taken concurrently with EDU 528 and/or EDU 529)

### **Graduate Teacher of Visual Arts Course Descriptions**

*(all courses are three credits unless otherwise noted)*

#### **ART 511 Art Education I**

A foundations course in preparation for the Initial License as a Teacher of Visual Art, grade Pre-K through 9. Addresses the artistic and social development of children at these grade levels, their learning styles, social, cultural, and linguistic backgrounds and special needs. Field placement component included. Research paper required.

#### **ART 512 Art Education II**

A foundation course in preparation for the Initial License as a Teacher of Visual Art, grades 5 through 12. Addresses competence in planning, implementation, and evaluation of learning activities. Provides students with the

opportunity to integrate knowledge gained through art and education courses as they take meaningful steps in their development as art educators. Field placement component included. Research paper required.

**ART 513 Teaching Non-Western Art**

An introduction to the study of non-Western art, including African, Asian, South and Meso-American art, with particular emphasis on methods for presenting the art of these countries in the classroom. Research paper required.

**ART 515 Methods & Materials for the Educator/Therapist**

Introduces a variety of hands-on methods, materials, and techniques used for therapy or for teaching the visual arts in the Pre-K-12 or therapy environment, including (among others) collage, stained glass, crafts, and basic printmaking. Research paper required. Studio fee.

**ART 518 Art Across the Curriculum**

Explores ways of integrating art throughout academic subjects to enhance students' learning and thinking. The primary aim of this course is to share a teaching approach in which the arts are viewed as an integral part of all classroom work. In this approach, the arts are not used as supplementary or decorative activities, but rather to provide a structure for learning and sharing information, skills and ideas. Open to all graduate students in art and education. Research paper required. Studio Fee.

**ART 601 Advanced Drawing**

A course designed for those who possess a strong foundation in drawing; skills will be enhanced through experimentation in different mediums with an advanced and contemporary approach. Course work is accompanied by a historical perspective on master artists, and a variety of drawing styles and techniques. Research paper required. Model fee.

**ART 627 Multicultural Art**

Focuses on concepts and strategies that help art teachers and children understand themselves and others in a pluralistic society. Emphasizes instructional strategies and approaches to bilingual and multicultural education in the classroom. Research paper required.

**ART One Art History** (Please refer to course descriptions listed under MVA Program)

An Art History course may be chosen from the following:

- ART 533 Issues in Contemporary Art
- ART 551/552 Advanced Art History I, II
- ART 553 American Art History
- ART 554 Art in the Modern Era/Modern Art
- ART 562 Women in the Arts
- ART One Studio Course (This course may be chosen from the variety of studio courses under the Master of Visual Arts degree offerings)

**ART 698 Research Methods in Art**

Serves as a final evaluation and capstone experience for both the MVA and M.Ed. student. It allows a student to choose and develop a topic of interest which results in a comprehensive paper, requiring extensive research on a chosen and approved topic. Student works closely with faculty/mentor as paper develops. The end product is a bound thesis presented to a faculty panel.

Note: The M.Ed. student should also be prepared to present a body of accompanying art work that is reflective of studio classes and which supports the research thesis

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