



Graduate and Continuing Education Catalog 2010-2012

*A Catholic Institution
of Higher Education
Founded by the Sisters
Of Saint Anne in 1946*

Updated Fall 2010

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START REALIZING YOUR DREAMS WITH US

ANNA MARIA COLLEGE: ACADEMIC EXCELLENCE & PROFESSIONAL EXPERTISE

By considering Anna Maria College for your Graduate or Continuing Education studies you have positioned yourself for success. No matter what your goals or needs, AMC has a program to help you realize your dreams. Situated in the town of Paxton, AMC's 190- acre campus is located just eight miles from downtown Worcester. Here at our main campus and other locations throughout Massachusetts, including our Worcester site that is conveniently located at the intersection of I-290 and Route 9, Anna Maria College is committed to helping people like you reach their personal and professional goals.

Division of Graduate Studies

In small dynamic classes, typically around 5-10 students, you will find exciting venues for your graduate studies. Our graduate students come from diverse personal and professional backgrounds; their average age is approximately 28-32 years. You will find a high degree of classroom interaction among students and instructors. Our Graduate Programs are designed to develop your analytical and communication skills while teaching you the technical content and professional knowledge of your chosen discipline.

The Division of Continuing Education

Continuing Education at Anna Maria College is designed to help adult learners find opportunities for educational and career enrichment. The Division of Continuing Education offers a variety of programs leading to Bachelors' Degrees, Associates' Degrees, or Certificates. Programs are highly accessible to students' needs. AMC's intimate, interactive and student-centered learning environment, under the direction of highly qualified faculty and practitioners, is second to none in helping expand your horizons, achieve academic excellence, attain professional expertise, and reach your goals.

Study with Your Peers

In Anna Maria College's Graduate and Continuing Education Programs you will find students from diverse backgrounds. Like you they are adults with a seriousness of purpose in their educational pursuits. Many of our students have outside work and personal experience that is invaluable in the classroom. Through shared experiences and dialog with your peers, the classroom becomes a dynamic setting for sharpening your abilities. This new practical knowledge can be quickly integrated and become useful in your work and personal life. You will become an active participant in a collaborative learning experience in what will become a closely-knit and supportive network. You will find an atmosphere of genuine respect from your classmates and professors. You also will benefit from networking opportunities with your classmates, both while you are a student and in the future.

Professors Blend the "Real World" with the Theoretical Anna Maria College distinguishes itself by emphasizing quality teaching by a faculty with superb academic credentials and impressive professional experience. As a student-centered institution, Anna Maria College recognizes excellence in scholarly research and teaching as our most valuable resource. We are very proud of our distinguished faculty who are genuine teachers truly dedicated to your success.

We are particularly proud of the fact that our Graduate and Continuing Education faculty are selected on the basis of their professional experience, as well as their academic achievement. Whether that experience is in the public or private sector or at national or international levels, our faculty combine theoretical understanding with hands-on, state-of-the-art professional practice. Using their experiences as practitioners in their fields, your professors will teach as facilitators, helping you and your classmates blend your ideas and your real world experiences. This collaborative approach, combined with learning of core knowledge, the latest information and best practices, will equip you with new approaches that can be put to immediate use in your career or personal life.

We're With You Every Step of the Way

Our goal is to help you succeed by being available to support your educational journey. You will always feel comfortable when seeking the help and guidance you need. Our personable and professional staff will be with you every step of the way – from the application process to graduation. Program Directors assisted by site supervisors

or departmental faculty are committed to advising you and guiding you as you pursue your education. Additional guidance is also available from the Vice President of Academic Affairs.

Schedules That Work for People Who Work

We are focused on giving adult learners the flexibility and convenience needed to fit their schedules. We make every effort to schedule classes at convenient times for people who work and have family responsibilities. Classes are scheduled in the late afternoon, evening, and Saturday to cater to busy schedules. You'll also have peace of mind knowing our main campus and off-campus locations are easy to get to, safe, and have ample parking.

Convenient Locations/ Information Sessions

With our main campus centrally located in Paxton and off-campus sites located throughout Massachusetts, including our instructional site in Worcester, Anna Maria College is continually making its Graduate and Continuing Education classes as accessible as possible for busy and working adults. Please contact the Office of Admissions for a list of off-campus locations closest to you. We offer convenient Graduate and Continuing Education information sessions several times throughout the year – call us at 800-344-4586 x234 or visit our website www.annamaria.edu for details.

Tuition and Financial Aid

We understand that adult learners, supporting a family, paying a mortgage, or preparing for retirement, have major financial commitments. That's why we strive to keep our tuition and fees competitive. Compared to other area graduate and continuing education programs, Anna Maria College is extremely competitive. While our costs are reasonable, we understand that for many people financial aid is a necessity. We also are experts at making the sometimes daunting process of applying for financial aid as easy as possible. Our Financial Aid staff is available to answer any questions you may have. We can assist with the completion of forms and we can discuss all tuition payment options. Feel free to call us at 508-849-3234. We will be happy to help.

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 College

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 schools 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
The National League for Nursing Accrediting Commission, Inc.

Anna Maria College programs are approved by:

The Board of Regents of Higher Education – programs for veterans
The Massachusetts Board 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 American Assembly of Collegiate Schools of Business
The American Art Therapy Association
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 for Intercollegiate Athletics for Women
The Massachusetts/Rhode Island League for Nursing
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 Schools of Art and Design
The National Association of Schools of Music
The National Association of Student Personnel Administrators
The National Collegiate Athletic Association
The National Commission on Accreditation
The National Council on Social Work Education
The National League for Nursing
The National Middle School Association
The New England Association of Collegiate Registrars and Admissions Officers
The New England College Athletic Conference
The New England League of Middle Schools
The New England Organization for Nursing
The Northeastern Association of Criminal Justice Sciences

MISSION

Anna Maria College, a Catholic institution of higher education, 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 affect 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 race, sex, age, religion, disability, ethnic background, or socio-economic status in the administration of its educational policies, admission policies, scholarships, loan programs, and other College administered programs.

PHILOSOPHY

Taking seriously its obligation to prepare motivated individuals for service to God and humanity, Anna Maria College aspires to create a Community centered in the Catholic intellectual tradition that draws from the liberal arts in its pursuit of higher learning...

- That engages students in an on-going discourse that is candid, rational, civil and respectful, and informed by the dialogue of faith and reason;
- That encourages a lifelong passion for learning and calls each member to reason, to truth, and to informed, responsible, ethical choices;
- That arms our students with the ability to think critically, read with passion, write and speak with clarity and acquire analytical and technological skills necessary to adapt to an ever changing world and to advance their careers;
- That fosters the acquisition of professional competencies needed to advance one's career and to serve the spiritual and physical needs of all people through programs of study in:
 - The public safety and human helping professions that focus on the dignity and protection of all people,

- The teaching professions that focus on freeing others of poverty and ignorance,
- The business professions that focus on meeting societal needs through just and ethical practices that serve the common good,
- The scientific and technological professions that focus on our obligation to exercise stewardship of environmental and other resources,
- The creative professions that focus on celebrating beauty and goodness through music and arts.
- That invites individuals from a variety of faith communities who honor the spirit and heritage of the Sisters of Saint Anne and have an interest in and respect for the teachings of the Roman Catholic Church;
- That willingly speaks and acts against all forms of injustice, especially those directed at children and the elderly, and at the poor and the marginalized.

Course Descriptions

Since its founding, the Catholic mission and identity of the College has formed the cornerstone of its educational programs. Viewing education as intrinsic to both the transmission of knowledge and the development of moral and spiritual values, the College community has always strived to fulfill the Sisters of Saint Anne's vision of education. An Anna Maria

College education, therefore, is designed to provide students with the skills, knowledge, and values that will lead them to a deeper understanding of the meaning of their lives and a greater sense of responsibility to exercise ethical conduct. In both the liberal arts and professional studies, the College seeks to foster in its students the acquisition of a vocational passion for social justice, respect for the dignity of every human being, and service to others.

Anna Maria College is committed to helping adult learners achieve their professional and personal goals. The College is also committed to keeping tuition and fees competitive. It is a major decision for an adult to decide to attend graduate school. The College understands that the adult student has financial responsibilities, such as supporting a family, paying a mortgage, and preparing for retirement. That's why, compared to other graduate programs in the area, Anna Maria College is very competitive financially. Please refer to the Finances and Financial Aid section of this catalog for details about expenses. The College offers a variety of financial aid options for the adult learner.

The accessibility of Anna Maria College's graduate programs also illustrates the College's commitment to adult learners. The main campus is located in Paxton and off-campus sites are located throughout Massachusetts. Please contact the Office of Admission for a list of off-campus locations nearest you. Graduate degrees and certificates may be pursued on a full-time or a part-time basis; all graduate courses are offered in the late afternoon and evening, or on Saturday. Combining flexible scheduling with accessible locations, Anna Maria College provides adult students with the resources they need to achieve their goals.

In keeping with the College's mission, the Division of Graduate Studies requires all graduate students to take GRS 600 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 GRS 600 requirement.

GRS 600 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.

Graduate Programs

- Master of Business Administration
- Advanced Certificate in Business
- Certificate in Grant Writing
- Master of Arts in Counseling Psychology
- Master of Science in Criminal Justice**
- Master of Science in Justice Administration
- 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)†
- Certificate of Advanced Graduate Study
- Master of Science in Emergency Management (Online)
- Master of Arts in Fire Science and Administration (Online)
- Master of Science in Occupational and Environmental Health and Safety (Online)
- Master of Public Administration specialization in Fire Science Management (Online)
- Master of Arts in Pastoral Ministry
- Master of Arts in Visual Art
- Master of Interdisciplinary Studies*
- Master of Public Administration (Online)
- Master of Arts in Security Management
- Certificate in Victim Studies

**The Master of Interdisciplinary Studies program in the Division of Graduate Studies 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.*

†MA DOE approved

***PCIPP (Quinn Bill) Approved*

GRADUATE STUDIES ADMISSIONS POLICIES

Office of Admission

Phone 800-344-4586 ext. 234

508-849-3234

Fax 508-849-3795

E-mail: cegradadmissions@annamaria.edu

MASTER'S DEGREE PROGRAMS

Applicants to the Division of Graduate Studies must have a bachelor's degree from an accredited institution and show evidence of the ability and preparation necessary for the successful pursuit of a Master's Degree. This evidence consists primarily, but not exclusively, of the distribution of undergraduate courses and the grades received in them. A cumulative grade point average of 2.7 or better (on a 4.0 scale) is expected of applicants.

Admission Requirements

1. A completed application form.
 2. A non-refundable application fee of \$40.00.
 3. Official transcripts of all undergraduate and graduate course work.
 4. List of two references: names, phone numbers, email addresses and employers of two people acquainted with the applicant's ability and aptitude for graduate study. In cases where a student may have been away from an academic setting for several years, employers and supervisors may be a reference.
 5. Additional materials, certificates, or proof of specific course work, as may be required by the program.
- Requirements for admission to each program are listed on the application form.
6. Applicants whose native language is other than English are required to present scores of 500 or better on the Test of English as a Foreign Language (TOEFL). This test is administered by the Educational Testing Service, Princeton, NJ 08540. The code for Anna Maria College is "3005."
 7. All foreign credentials must be evaluated and approved by Anna Maria College; applicants must show proof of a degree equivalent to a bachelor's degree.

CERTIFICATE OF ADVANCED GRADUATE STUDY

The Division of Graduate Studies offers a 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. If you are interested in post-master's study in any of the College's graduate programs, please contact the appropriate Program Director for additional information.

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. A 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's degree. Please provide phone number, email address, and employer.

EDUCATION/TEACHER LICENSURE PROGRAMS

Admission requirements for the Massachusetts Teacher Licensure programs are detailed in the Education section of this catalog.

ACCEPTANCE

Letters of acceptance or rejection are sent after a review of academic records. Students have not been officially admitted to a program until they have written notification of acceptance. The Vice President of Academic Affairs, in conjunction with the Graduate Council, has the final authority to admit applicants to the Division of Graduate Studies. Applications are reviewed on a rolling basis.

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 by the department to which the applicant is applying. Please refer to the academic program sections of this catalog for a complete listing of departmental requirements.

INTERVIEWS

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

TIMEFRAME FOR COMPLETING APPLICATION PROCESS

Applicants who do not enroll as non-matriculated students must complete the entire application process within one year of submission of the application form. Applications that are not completed within one year of submission will no longer be kept on file in the Office of Admission. Applicants who decide to continue the application process after one year has passed must submit a new application along with the additional materials required for admission.

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General information

GRADUATE STUDIES ACADEMIC POLICIES AND PROCEDURES

Academic Programs Office

Phone: 508-849-3359

Fax: 508-849-3343

Registrar's office

Phone: 508-849-3401

Fax: 508-849-3229

REGISTRATION POLICIES

Registration

Students register on-line through On-line Student Services. Students must officially register prior to the first class for a course to receive a grade or credit for that specific course. Attending class does not constitute an official registration. Students cannot register for classes that have met two or more times.

The College reserves the right to modify semester course offerings and cancel under enrolled courses or programs. Course schedules are available on-line at www.annamaria.edu.

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 courses 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.

Non-Matriculating and Special Students

Non-matriculating and special students are encouraged to take courses at Anna Maria College. Non-matriculated students may complete up to two courses. Students who complete more than two courses but do not apply for admission to the College will be officially classified as "special students." The College is not obligated to allow more than two courses (six credits) completed as a non-matriculated student to be accepted toward a degree. A student who enrolls in courses as a special student, (i.e., a non-matriculated student with no interest in pursuing a degree) must, after earning six credits, obtain permission from the appropriate Program Director before registering for a third course. Special students may register for an

unlimited number of courses; however, these courses may not count toward a degree.

Class Attendance

Students are expected to attend class, fulfill laboratory requirements, and take examinations regularly. It is the responsibility of the instructor to explain the attendance policy for his or her class to students at the beginning of the semester. A student who has excessive absences accepts the risk of forfeiting the portion of the grade that derives from class attendance and participation.

Course Withdrawal and Refund

Students wishing to withdraw from a course after the drop/add deadline, published in the academic calendar, must contact the program director. The program director will submit a Course Withdrawal form using in-house forms program. Once the change is processed, the student, the instructor and program director will receive an email confirmation through their Anna Maria College email account. Students are not considered officially withdrawn until they receive a confirmation email from the Registrar's Office. A grade of "W" will be recorded once the student is withdrawn from a course. The Withdrawal period is stipulated in the academic calendar for each semester. Ceasing to attend classes or notifying the Instructor does not constitute an official withdrawal. A student who fails to properly withdraw from a class will receive a grade of "F" for the course. The date the withdrawal form is submitted to the Registrar's Office is the official date of the student's withdrawal. This date will be used to calculate any tuition and financial aid refunds that might be due.

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 term

Withdrawal prior to second class meeting 100%
 Withdrawal prior to third class meeting 30%
 Withdrawal prior to fourth class meeting 20%
 Withdrawal after the fourth class meeting No Refund

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

Class Cancellation Announcements

Announcements for the cancellation of late afternoon and evening classes on the Paxton and Worcester campuses will be made between 1 and 5 p.m. on radio stations WBZ 1030AM, WTAG 580AM, and WSRS 96.1FM. Cancellation of classes will also be made on the Anna Maria College website www.annamaria.edu.

Open College

Senior Citizens are encouraged to participate in up to two classes for personal enrichment/noncredit for free. Students must provide proof of being 65 years or older and classes are available as space allows. For students wishing to take courses for credit, they must apply through the Admissions office and pay tuition.

Transfer of Credits — Graduate Division

Two graduate courses (six credits) taken prior to matriculation at Anna Maria College may be transferred into a graduate program with the approval of the appropriate Program Director, provided that the courses are from an accredited institution, carry at least a grade of "B" (3.0), and are in the same area as or an area related to the student's current area of study. Students must submit the official transcript and course descriptions from the College's catalog.

Courses that have been used to fulfill requirements for a degree at another college or university are not accepted for transfer into a degree program in the Division of Graduate Studies.

Once accepted into either the Division of Graduate Studies or the Division of Continuing Education, the student must get prior approval to transfer credits from another college or university.

Academic Advising

Program Directors, assisted by departmental faculty, provide advising to each student in their programs. All students may seek additional guidance for any academic concern from the Vice President of Academic Affairs.

Code Of Conduct:

The Anna Maria College Community upholds and supports a Code of Conduct that is both responsible and ethical in keeping with the values set forth by the Mission of the College. The Code of Conduct affords a structure by which Directors of all graduate programs reserve the right to expect professional behavior and respect for administration, faculty, staff and fellow students. It also serves as a protection for academic honesty, standards, policies and guidelines associated with all programs of

study in the graduate school. Any member of the college community may report, in writing, failure to adhere to the Anna Maria College code of conduct to the Program Director. Decisions by Program Directors regarding action to be taken may be appealed, in writing, within four weeks, to Graduate Council who will report their findings to the Vice President of Academic Affairs. Recommendations made for dismissal from any program must be decided in conjunction with Graduate Council. Final decisions remain with the Vice President of Academic Affairs.

A student dismissed for academic or disciplinary reasons shall not be eligible to apply for readmission to any course or program at Anna Maria College until a minimum of one semester has elapsed, excluding summer sessions. A student who wishes to be considered for readmission must submit a letter of petition to the Vice President of Academic Affairs who shall consult with Program Directors and Graduate Council. The student will be notified in writing by the Vice President of Academic Affairs if readmission is approved or denied.

Academic Integrity and Honesty

As an academic community centered in the Catholic tradition, Anna Maria College expects all members of the College community to act in a responsible and ethical manner and to uphold the values, rules, and regulations of the College. The principles of individual honor, integrity, responsibility, and respect for the rights of others are essential to student conduct. Anna Maria College expects all students to demonstrate honesty and integrity in the execution of their academic responsibilities. If a faculty member or fellow student suspects that a student has violated the standards for honesty and integrity in academic work, he or she must report the matter to the Vice President of Academic Affairs. If the Vice President of Academic Affairs determines a violation has occurred, sanctions may include, but are not limited to, a letter of reprimand, failure on the assignment, failure in the course, suspension, or dismissal from the College.

Grading Policies

Grading

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 quality points per credit
 W Withdrawn
 I Incomplete*

All students eligible for a graduate degree must achieve an average of 3.0 or “B” (based on 4.0 as a maximum) in course requirements established by the department.

Students in the Graduate Division receiving a grade of “F” in a required course must take the same course or an equivalent course at the discretion of the Graduate Program Director. This privilege is allowed only once. Students earning a second grade of “F” will be withdrawn from the program. No grade of “F” will be removed from the transcript. * The grade “I” is permitted when unavoidable circumstances prevent a student from completing work for a course. Special arrangements must be made between the student seeking the “I” and the faculty member teaching the course. The student has four weeks after the first day of the semester following the semester in which the “I” was assigned to complete the work for the course. The “I” automatically becomes an “F” if the unfinished course work is not completed by this deadline.

Appealing Grades

A student who believes that he or she has been unfairly graded in a course or deserves an adjustment in his or her academic status may appeal. This appeal must occur within four weeks of assignment of the grade. A student must confer with the instructor about the grade prior to the appeal. If the student still feels that he or she has been graded unfairly, the student should appeal in writing first to the Program Director, then to the Vice President of Academic Affairs, who may ask the Graduate Council for a recommendation. The decision of the Vice President of Academic Affairs is final. Only decisions resulting in academic dismissal may be appealed to the President.

Final Evaluation — Graduate Division

The director of each graduate program, with the Vice President of Academic Affairs and the Graduate Council, determines the means of final evaluation for that program. Candidates may be required to take comprehensive oral or written examinations, to demonstrate research, or to fulfill various other requirements of the program. A student must have a “B” average in order to be eligible for final evaluation. Traditionally, comprehensive examinations are administered in the months of December and April. Students intending to take the comprehensive examination in a given year must submit a letter to the Program Director at the beginning of the final semester of that academic year.

Graduation Requirements

Graduation requirements differ for each program. Please refer to the specific academic program sections.

Notification of Intent to Graduate Form

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. These forms are available from the Registrar's Office and online at the AMC homepage. The form, which must be accompanied by the required fee, should be submitted to the Registrar's Office no later than January 20 for graduation the following May. If a student does not meet the January 20 deadline, the College cannot be held responsible for conferring a degree the following May.

Conferring Degrees

Anna Maria College confers degrees three times a year in August, December and May. Commencement exercises are held once a year in May.

Transcripts

Transcripts of courses taken at Anna Maria College can be obtained by students from the Registrar's Office upon receipt of a written request, with signature, except when mandated by law. A fee of \$5 is charged for each transcript requested. Transcripts cannot be released if the student has outstanding financial obligations to the College. For walk-in or rush transcripts, the fee is \$7.

Confidentiality of Records

Anna Maria College complies with the requirements 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 Office of Academic Programs, the Office of the Registrar, and on-line at the College's web site.

Religious Observances

Section 2B of Chapter 151C of the General Laws of Massachusetts, as amended, is 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 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 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 availing himself 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 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs 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 Dean, the student and the instructors of each of the student's classes will be notified of the decision by the Dean's office within five working days after the receipt of the request. If the request is denied, the denial, accompanied by the reason, will be sent to the student by the Dean's office within five working days after the receipt of the request.

Graduate studies**FINANCES & FINANCIAL AID****Financial Aid Office**

Phone: 800-344-4586 ext. 366, 508-849-3366

Fax: 508-849-3735

E-mail: finaid@annamaria.edu**Business Affairs Office**

Telephone: 508-849-3425

Fax: 508-849-3229

Credit Card Payments

Phone Line: 508-849-3423

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 2008–2009

Application fee	\$40
Tuition per 3 credit course	\$1482
Credential fee*	\$100
Cap and Gown	\$30
Transcript fee	\$5
Rush / Priority	\$7
Returned checks	\$35
Late payment fee	1% of outstanding balance/month
Comprehensive exam fee	\$65
Class audit fee:	\$300

**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 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 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

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

Financial Aid

Financial aid is available to graduate students who are matriculated and enrolled at least halftime (six 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. The FAFSA is also available online at 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 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 and www.finaid.org. Public libraries are also a valuable resource for locating alternative funding sources for graduate study.

Federal Loans

A graduate student may qualify for a Federal Subsidized Stafford Loan or a Federal Unsubsidized Stafford Loan. The student's level of financial need will determine which loan he/she will receive. Only the Unsubsidized Stafford Loan is NOT need-based. Students receiving a loan on their financial aid award letter must return the signed award letter to initiate the loan process.

First-time borrowers at Anna Maria College must also complete a 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 2007-2008 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 Subsidized Stafford Loan

The Federal Subsidized Stafford Loan is a need-based, low-interest, long-term educational loan. Principal and interest payments are deferred until enrollment ceases or enrollment drops below half-time; repayment begins after six-month grace period. Repayment takes place over a ten-year period. The federal government pays the interest while the student is in school. Financing ranges up to \$8,500 per academic year for graduate students.

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, minus any amount received in the Subsidized Stafford Loan program. 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 be placed on Financial Aid Suspension again.

Sometimes students need more than one semester to recover academically after being put on Financial Aid Suspension. If a student has not made the required cumulative GPA or has not earned the required number of credits and goes on suspension again, then the student may appeal again. Appeals will be considered only if there has been significant academic progress made during the probationary semester. Subsequent appeals will only be considered if there has been significant academic progress made during the probationary semester.

Other Academic Elements

Certain elements affect the academic progress evaluation:

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

Incompletes do not affect the qualitative or quantitative measurements until the student either completes the coursework and earns a grade or does not complete the coursework and thereby receives an F. Incompletes stand until the fourth week of the following semester, at which point a student with Incompletes will be reevaluated for SAP.

Repeated courses stay on the student's record. If a student fails a course and then repeats it, the grades for both are factored into the GPA and all of the credits are counted as well.

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 that would apply to the new program will be counted in determining cumulative GPA and in number of credits earned. Classes that do not apply to the new program

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 SAP 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 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, are dismissed or take a leave of absence 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.

**The official order of return is as follows: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, SEO Grant, other Title IV funds.*

2

GRADUATE PROGRAMS AND COURSES

MASTER OF BUSINESS ADMINISTRATION

Business Programs

Master of Business Administration
Advanced Certificate of Business
Certificate in Grant Writing

Program Director

Elzbieta Manos, M.B.A.
508-849-3437
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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, marketing, or security 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 is an accelerated program offered primarily at our Prescott Street location in Worcester. The schedule consists of six 8-week sequences per year. Students registered for six graduate credits (two courses) per sequence are considered fulltime students. Students registered for three graduate credits (one course) per sequence are considered half-time students.

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 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).

Admission Requirements

Applicants should follow the general procedures for admission to the School of Graduate Studies. Upon

notification of admission to the program, the student is considered matriculated.

- A completed application form.
- A non-refundable fee of \$40.00.
- Official transcripts of all undergraduate and graduate work.
- Two references including name, phone, email, relationship and employer.
- Current resume
- Successful completion of prerequisite courses.

Graduation Requirements

- Thirty-nine graduate credits.
- An overall grade-point average of 3.0 (B) Curriculum

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.*

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

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
 BUS 781 Web Page Development

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

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

ADVANCED CERTIFICATE OF BUSINESS

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

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 Grantmanship—Research, Writing, and relationships

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

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.

Business Course Descriptions

(all courses are three credits unless otherwise noted)

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.

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: BUS610 or equivalent

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 602.

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: BUS 602 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 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 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). Prior managerial experience is desirable.

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 638 Marketing Strategies

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

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 645 Entrepreneurial Management

Uses case studies to explore the theory of entrepreneurial management techniques. Guest speakers provide both a theoretical and practical understanding of the realities of owning and managing an entrepreneurial venture.

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 672 Health Care Administration

Provides a basic understanding and a practical perspective regarding the historical and modern aspects of health care administration and operations as experienced on a day-to-day basis by actual practitioners in multiple settings.

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 685 Marketing on the World Wide Web

. Explores marketing strategies utilizing the Internet.

BUS 701 Research Methods and Technology

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

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 controllership 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 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 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 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 643.

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 768 Investment Planning

Provides a background in financial planning. Discussions include the use of wills, trusts, and other legal taxsheltering 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 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.

BUS/HSA 908 Organizational Assessment, Diagnosis

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 911 Developing a Plan of Action (Program Evaluation and Design)

Gives hands-on experience in utilizing program evaluation and design steps and techniques using real life examples.

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 914 Grant Management (Accounting, Reporting)

Presents basic financial management including financial statement analysis, budgeting, revenue management. The course will also allow students to choose to research and focus on a particular funding institution's reporting requirements.

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.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Counseling Psychology Program

Master of Arts in Counseling Psychology

Program Director

R. L. Connors, C.A.G.S

508-849-3413

rconnors@annamaria.edu

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 semester hours each are required for the degree. This includes courses in eight required areas, four elective courses from either education or psychology, and a practicum. A written comprehensive examination is required at the completion of the program.

Admission Requirements

Applicants should follow the general procedures for admission to the Division of Graduate Studies. All applicants must present:

1. A completed application form.
2. A non-refundable fee of \$40.00, fee waived if using online application at www.annamaria.edu/admissions.
3. Official transcripts of all undergraduate and graduate work.
4. Two references with the applicant's ability, aptitude for graduate study, and professional experience.

Graduation Requirements

1. Thirty-six graduate credits in a 12-course sequence. A 3-credit practicum is required as part of the 12-course sequence.
2. 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.
4. 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: Normal Functioning, Dysfunctioning, and Psychotherapeutic Intervention

Testing

(1 of the following)

PSY 626 Advanced Specific Diagnostic Testing

PSY 667 Projective Testing for Children, Adolescents, and Adults

Research

PSY 710 Research Design and Methodology

Practicum

The student is required to complete one 3-credit practicum.

An additional practicum is optional.

PSY 715 Practicum I (Required)

PSY 716 Practicum II (Optional)

If a waiver of the practicum is requested, the student will be expected to demonstrate proficiency in counseling.

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.

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 628 Introduction to Holistic Therapies

A survey of holistic intervention techniques which seeks to integrate the physical, psychological, relational and spiritual approaches to healing and well-being. Topics will include the role of prayer, meditation, dreams, visualization, and an exploration of the human from an Eastern perspective.

PSY 632 Group Process

An experiential/didactic approach to the theory of group behavior and group interaction. In addition to assigned readings focusing on the dynamics and formation of groups, as well as the different kinds of group settings, e.g., support groups, psychoeducational, and therapeutic groups, students will be required to participate as members of a group and will also be taught to record data and observations.

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 667 Projective Testing for Children, Adolescents and Adults

A course designed to help the student understand the use of projective tests in personality assessment. Tests to be considered are Kinetic Family Drawing, House-Tree-Person, Human Figure Drawings, the Thematic Apperception Test (TAT), and Tasks of Emotional Development (TED) as well as the projective implications

of individual intelligence tests. Includes case presentations and methods of integrating results. Course will also consider issues of reliability and validity.

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 722 Advanced Counseling and Psychotherapy

A course designed to acquaint the student with the application of various counseling theories. The course will begin with a review of the process of differential diagnosis and then consider what therapeutic models may best suit a particular client. Students will be helped to examine the texture of the therapeutic relationships, ability to listen and reflect appropriately, to consider their own issues, and to be particularly attentive to boundary issues. Course may include audio or visual presentations, vignettes and various interviewing techniques. Prerequisites: PSY 606, PSY 622, PSY 724

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 740 Group Psychotherapy

A course in which the student will be exposed both theoretically and experientially to the dynamics of various groups, but more specifically to group psychotherapy. Consideration will be given to the issues of group composition, thematic group issues, therapeutic interventions as well as the function and role of the facilitator.

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: Function, Dysfunction and Therapeutic Interventions

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.

PSY 747 Direct Decision Therapy

A study of the humanistic approach to therapy. The course will seek to integrate existential, behavioral and ego psychoanalytic treatment methods. The course will explore various modalities including transactional analysis, cognitive-behavioral, gestalt and decision therapy.

PSY 748 Neuropsychology

An introduction to the functional systems of the brain as they relate to behavior and neuropsychological functioning in the areas of attention, memory, and higher level executive functioning. Prerequisite: PSY 626 or PSY 667.

PSY 760 Professional Orientation- Ethical and Legal Standards of Practice

A course designed to acquaint the student with ethical and legal dimensions of counseling both in private practice and in health and human service organizations. The course will focus on the ethical principals articulated by the American Psychological Association, the American Counselor Association and the American Mental Health Counselors Association as well as the regulations governing the licensure requirements for mental health counselors in the Commonwealth of Massachusetts. The course will include topics such as role of licensure, confidentiality, duty to warn, informed consent, record keeping, boundary issues, limits of professional communication, etc., by way of lecture presentation, discussions and vignettes designed to involve the students in ethical issues.

PSY 814 Practicum (Pre-Master's)

A 1-credit course designed for students whose previous placement did not meet the pre-Master's practicum requirement for licensure. Course is designed specifically to meet the 100-hour pre- Master's practicum requirement for licensure as a mental health counselor in Massachusetts. The student will be placed in a mental health setting under the supervision of an appropriately licensed mental health counselor. The student will have the opportunity to both observe and to function as a mental health counselor as the supervisor deems appropriate. The practicum also requires attendance in on-campus seminar sessions. Placement must be approved by program director.

PSY 815 Clinical Internship/Seminar I

A course designed to provide the student with a 300-hours field placement under the supervision of an appropriately licensed, practicing psychologist. The student will be afforded the opportunity to work, under supervision, directly with clients or groups. Student will be helped to develop and refine their counseling skills and techniques. Students will also participate in a weekly on-campus seminar directed by a licensed mental health counselor to further help them develop as professionals. Students must have completed 30 graduate credits including the pre-master's practicum, PSY 606 Abnormal Psychology, PSY 622 Principles of Counseling, PSY 724 Techniques of Diagnosis and Assessment, and have obtained the director's approval.

PSY 816 Clinical Internship/Seminar II

A course designed to provide the student with the final 300-hours field placement under the supervision of an appropriately licensed, practicing psychologist. The student will be afforded the opportunity to work, under supervision, directly with clients or groups. Students will be helped to develop and refine their counseling skills and techniques. Students will also participate in a weekly on-campus seminar directed by a licensed mental health counselor to further help them develop as professionals. Students must have successfully completed PSY 815 Clinical Internship/Seminar I, and have obtained the director's approval.

CRIMINAL JUSTICE PROGRAMS

Criminal Justice Programs

Master of Science in Criminal Justice
 Master of Science in Justice Administration
 Certificate of Advanced Graduate Study
 Graduate Certificate in Victim Studies

Program Director

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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.

Master of Science in Criminal Justice

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.

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

Admission Requirements

Applicants must possess at least a bachelor's degree with a minimum overall grade-point average of 2.7, and 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. All applicants must also present:

1. A completed application form.
2. A non-refundable fee of \$40.00, fee waived if using online application at www.annamaria.edu/admissions.
3. Official transcripts of all undergraduate and graduate work.
4. Two references with the applicant's ability, aptitude for graduate study, and professional experience.

Graduation Requirements

1. Thirty-six graduate credits in a 12-course sequence in accordance with program requirements.
2. An overall grade-point average of 3.0.
3. Successful completion of the Capstone Project or written thesis.

Master of Science in Justice Administration

The Master of Science in Justice Administration program is designed to meet the needs of those justice professionals who seek the skills and tools necessary to make informed decisions in an increasingly complex field. The curriculum provides analyses of substantive issues and best practices within the criminal justice system, including contemporary

approaches to problem-solving at all levels. The progression of courses, including research, policy and data analysis, leads to the completion of a capstone project or thesis. This helps students analyze issues of law, policy and society necessary to develop effective strategies regarding issues facing practitioners in the human service and criminal justice professions.

Curriculum

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

Required Courses (4)

GRS 600 Ethical Theory (or equivalent)
JAD 710 Research Design and Methodology
JAD 711 Statistical Analysis
JAD 840 Justice Administration

Elective Courses (7)

Seven elective courses are required for the degree. Students are encouraged to take up to three courses (nine credit hours) in elective graduate coursework from related disciplines, especially Business, Counseling Psychology, Emergency Management, Private Security Management, and Public Administration. Program Director approval required.

Capstone Requirement

JAD 891 Policy and Strategy

Admission Requirements

Applicants should follow the general procedures for admission to the Division of Graduate Studies. All applicants must present:

1. A completed application form.
2. A non-refundable fee of \$40.00, fee waived if using online application at www.annamaria.edu/admissions.
3. Official transcripts of all undergraduate and graduate work.
4. Two references with the applicant's ability, aptitude for graduate study, and professional experience.

Graduation Requirements

1. Thirty-six graduate credits in a 12-course sequence in accordance with program requirements.
2. An overall grade-point average of 3.0.
3. Successful completion of the Capstone Project or written 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. See page 7 for admission requirements.

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 and two selected.

Required courses (2):

VCT 601 Victim Studies
VCT 602 Trauma and Its Effects OR PSY 743 Psychological Trauma

Elective courses (2):

CRJ 828 Women and Crime
PSY 641 Crisis Intervention and Therapy
VCT 605 Victim Advocacy
VCT 613 Children as Victims
VCT 614 Family Violence
VCT 616 Elder Fraud and Abuse
VCT 622 Domestic Violence
VCT 631 Victims and the Law

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 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 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 817 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.

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 820 Police and Community Initiatives

Provides students with an understanding of the relationship that exists between the police and the community, and an examination of the police role in society and the

psychological, sociological, and ethnic factors which influence this relationship.

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 of 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 Policy Development in 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 in America

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 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. 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.

JAD 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.

JAD 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.

JAD 802 Contemporary Justice Issues

Designed to enhance the knowledge of criminal justice professionals in the interdisciplinary field of criminal justice. The course uses lectures, discussion, and case studies to develop critical thinking concerning various issues.

JAD 804 Interventive Methods

Provides knowledge of interventive and counseling strategies. Topics include behavior modification, crisis intervention, aggression, violence, and interpersonal communication.

JAD 818 Issues in Juvenile Justice

Explores contemporary local, national, and international issues regarding juvenile justice.

JAD 821 Community Partnerships

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

JAD 824 Stress Management in Public Safety

The study and identification of stress and tension in the public safety environment. Topics include the origins of

stress theories, types of stress, history of stress research, establishing a stress program, and techniques used to reduce stress in the workplace.

JAD 830 Civil Liability

Analyzes the use of statutory and case law decisions in specific areas of potential civil liability facing the criminal justice manager. The course will include an examination of possible defenses and resulting damages.

JAD 840 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 843 Public Sector Arbitration

Focuses on the relationship of management and labor in criminal justice agencies. Emphasizes analysis of dispute resolution and mechanisms and assesses the impact of civil service and unions on the quality and productivity of agencies in the criminal justice system.

JAD 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: JAD 710, 711 and completion of 24 credit hours.

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.

MASTER OF EDUCATION

Program Director

Christine L. Holmes, Ed.D
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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.

Master of Education Programs

MA Department of Elementary & Secondary Education (DESE) approved

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)

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/Reading

Certificate of Advanced Graduate Study (CAGS) with a concentration in English

Language Arts/Reading or Moderate Special Education

Admission Requirements

Applicants follow the general procedures for admission to the Division of Graduate Studies. 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 Education Program Director. All applicants must present:

1. A completed application form.
2. A non-refundable fee of \$40.00, fee waived if using online application at www.annamaria.edu/admissions.
3. Official transcripts of all undergraduate and graduate work.
4. Two references.
5. A written statement of the applicant's goals explaining his or her interest in and motivation for teaching, including information about relevant professional experiences.

Early Childhood, Elementary, Visual Art, Moderate Special Needs, and Reading Licensure Preparation
(see admission requirements for M.Ed.)

Visual Art Licensure

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

Graduation Requirements

A minimum of 12 courses (36 credits) consisting of the required courses for each concentration. Students may prepare for initial Massachusetts teaching licenses in Early Childhood: Teacher of Students with and without Disabilities (Pre K-2); Elementary (1- 6); Reading (All); Moderate Special Needs (PreK-8; 5-12) and Visual Art (Pre K-8 or 5- 12). If a student is currently licensed at the initial level, he/she may prepare for a professional license with a concentration in English Language Arts/Reading. Students should select courses that meet the licensure requirements described below. Questions about teacher licensure should be addressed to the Director of Education Programs at (508) 849-3418.

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 the Initial Student Teaching Practicum experience. 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.

Completion of the teacher licensure program at Anna Maria College does not guarantee that a student will meet the State requirements for licensure. Additional

information can be found on the DESE Web site:
www.doe.mass.edu/educators.

Curriculum

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 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 experience.

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

Initial License Preparation—Early Childhood: Teacher of Students with and without Disabilities (Pre-K-2)

EDU 600 Foundations and Principles of Education
EDU 609 Child Development
EDU 610 Mathematics and Science Education for Early Childhood
EDU 612 Reading in the Elementary School
EDU 613 Language Arts and Children’s Literature
One special needs course: (EDU 626, EDU 632, EDU 633, EDU 657, EDU 647 or EDU 659)
EDU 626 Psychology of the Exceptional Child
EDU 632 Strategies for Inclusion
EDU 633 Strategies for Meeting Children’s Special Needs
EDU 657 Learning Disabilities 1
EDU 659 Learning Disabilities 2
EDU 619 Initial Teacher Practicum—Early Childhood
EDU 620 Teaching Practicum Seminar

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 MA Tests for Educator Licensure (MTEL) subject tests in Early Childhood and the Foundations of Reading.

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

EDU 627 Multicultural Education
EDU 638 Educational Research and Evaluation
EDU 640 Authentic Assessment: ELA
EDU 642 Early Childhood Curriculum
GRS 600 Ethical Theory (or equivalent)

Licensure Requirements

Initial License Early Childhood (Pre K-2)

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, 633, 657, 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.

Initial License Preparation—Elementary (1-6)

EDU 600 Foundations and Principles of Education
EDU 609 Child Development
EDU 612 Reading in the Elementary School
EDU 613 Language Arts and Children’s Literature
EDU 614 Teaching and Learning Mathematics and Science
One special needs course: (EDU 626, EDU 632, EDU 633, EDU 657 or EDU 659)
EDU 626 Psychology of the Exceptional Child
EDU 632 Strategies for Inclusion
EDU 633 Strategies for Meeting Children’s Special Needs
EDU 657 Learning Disabilities 1
EDU 659 Learning Disabilities 2
EDU 618 Initial Teacher Practicum — Elementary
EDU 620 Teaching Practicum Seminar
At this point, a student has completed the teacher licensure segment and can apply for teacher licensure. Before receiving a license from the State, a student must also pass the MA Tests for Educator Licensure (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:
EDU 627 Multicultural Education
EDU 638 Educational Research and Evaluation
EDU 640 Authentic Assessment: ELA
EDU 703 Principles of Curriculum
GRS 600 Ethical Theory (or equivalent)

Licensure Requirements

Initial License Elementary (1-6)

1. Course work to meet teaching competencies: EDU 600, EDU 609, EDU 612, EDU 613, and EDU 614, and one of the following: EDU 626, 632, 633, 657, 659.

2. A minimum of 80 hours of pre-practicum field experiences.
3. A two-part written test in communication and the content of the teaching license (General Curriculum (1-6) 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.

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

EDU 600 Foundations and Principles of Education

ART 511 Art Education I

ART 512 Art Education II

One course in development: (depending on level of licensure)

EDU 609 Child Development

—or—

PSY 618 Psychology of Adolescence

One curriculum course:

ART 518 Arts Across the Curriculum

—or—

ART 520 Methods and Materials for the Educator/Therapist

One multicultural course:

ART 513 Teaching Non-Western Art

—or—

ART 627 Multicultural Art

One special needs course: (EDU 626, EDU 633, EDU 657 or EDU 659)

EDU 626 Psychology of the Exceptional Child

EDU 633 Strategies for Meeting Children’s Special Needs

EDU 657 Learning Disabilities 1

EDU 659 Learning Disabilities 2

One or both practicum: (depending on level of licensure)

EDU 528 Initial Teacher Practicum—Visual Art (Pre- K-8)

EDU 529 Initial Teacher Practicum—Visual Art (5- 12)

EDU 620 Teaching Practicum Seminar

At this point, a student has completed the teacher licensure segment and can apply for teacher licensure. Before receiving a license from the State, a student must also pass the MA Tests for Educator Licensure (MTEL) Visual Arts subject test. Five additional courses are required to complete the Master of Education degree:

One Art History course

Two Studio Art courses

ART 698 Research Methods in Art

GRS 600 Ethical Theory (or equivalent)

Licensure Requirements

Initial License Teacher of Visual Art (Pre K-8 or 5-12)

1 Course work to meet teaching competencies:

EDU 600, EDU 609 or PSY 618, ART 511, ART 512, ART 518, ART 513, OR ART 627 and, one of the following: EDU 626, 633, 657, 659.

2 A minimum of 80 hours of pre-practicum field experiences.

3 A two-part written test in communication and the content of the teaching license (Visual Arts).

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.

Moderate Special Needs (PreK-8; 5-12)

Program Options

- Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) Initial Licensure Program
- Masters 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)
- Masters 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 PreK -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.

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 MTEL tests 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
- 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.

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 a Teacher of Students with Moderate Disabilities (PreK-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
- 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 of Advanced Graduate Study (CAGS) with a concentration in Special Education

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 10 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

Course requirements must cover the following subject matter knowledge competencies (any course may be waived and replaces 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. Allowing educators to satisfy 'coverage of' a requirement with 10 hours of professional development is consistent with the Department of Elementary and Secondary Education's policy for special education teachers in their HOUSSSE plan to become Highly Qualified through No Child Left Behind. Information regarding HOUSSSE can be found by visiting http://www.doe.mass.edu/nclb/ht/ht_faqs.html?section=HOUSSSE.

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.

Courses for Initial License/Master Degree or CAGS

GRS 600 Ethical Theory
 EDU 603 Diagnosis and Correction of Reading Difficulties
 EDU 626 Psychology of the Exceptional Child
 EDU 633 Strategies for Meeting Children's Special Needs
OR EDU 632 Strategies for Inclusion
 EDU 638-SPED Research in Special Education
 EDU 641 Language Acquisition and Early Literacy
 EDU 659 Learning Disabilities II
 EDU 648 Assessing and Developing Writing Skills
 EDU 660 Modifying and Adapting Curriculum for Math, Science, and Social Studies
 EDU 678 Assessment Methods and Materials for Teaching in Special Education
 EDU 680 / 682 Initial Teacher Practicum- Moderate Special Needs
 EDU 620 Teaching Practicum Seminar

Initial License Preparation Reading Specialist (All)

An Initial License and at least one year of teaching experience under that license is a prerequisite for this license. Courses equivalent to Language Arts and Children's Literature, Reading in the Elementary School,

and special education are prerequisites to this license. A passing score on the Reading Specialist MTEL is required prior to enrolling in EDU 672. The Master of Education earned for the Reading Specialist license preparation can also be applied to the Professional Teacher License for Early Childhood and Elementary. For the professional license, a student is required to have been teaching under the initial license in Early Childhood or Elementary for at least 3 years.

Prerequisites for this program are:

EDU 315 Teaching and Learning Reading and
 EDU 310 Language Arts and Children's Literature (or their equivalents)

Course requirements for this program are:

EDU 603 Diagnosis and Correction of Reading Difficulties Prerequisites: EDU 640, 641, 661, 670

EDU 621 Literature-Based Language Arts

EDU 640 Authentic Assessment: ELA

EDU 641 Language Acquisition and Early Literacy

EDU 661 Theory and Research in Reading

EDU 670 Reading in the Content Areas

EDU 673 Literature for Young Adults

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:

One upper level ELA elective

EDU 627 Multicultural Education

EDU 674 Educational Research in English Language Arts

GRS 600 Ethical Theory (or equivalent)

Licensure Requirements

Specialist Teacher License—Reading (All Levels)

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

Professional Licensure Preparation for Early Childhood and Elementary in English Language Arts/Reading

For the professional license, a student is required to have been teaching under the initial license or at least three years.

GRS 600 Ethical Theory (or equivalent)

EDU 627 Multicultural Education

EDU 640 Authentic Assessment: ELA

EDU 674 Educational Research in English Language Arts

Four of the following:

EDU 603 Diagnosis and Correction of Reading

Difficulties (prerequisites: EDU 640,

641, 661, 670)

EDU 621 Literature-Based Language Arts

EDU 641 Language Acquisition and Early Literacy

EDU 648 Writing in the Elementary Classroom

EDU 650 Sign Language and ELL in Heterogeneous

Classrooms

EDU 652 Literacy Skills in Multi-Lingual Classrooms

EDU 661 Theory and Research in Reading

EDU 670 Reading in the Content Areas

Four electives

Professional License Early Childhood (Pre K-2)

1 Possession of an Initial License.

2 At least three full years of employment in the role of the license.

3 Completion of an appropriate master's degree.

4 Selected course work to meet teaching standards.

Professional License Elementary (1-6)

1. Possession of an Initial License.

2. At least three full years of employment in the role of the license.

3. Completion of an appropriate master's degree.

4. Selected course work to meet teaching standards.

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

For a listing of Partners in Education, please telephone (508) 849-3418.

Certificate of Advanced Graduate Study (CAGS) with a concentration in English Language Arts/Reading

The CAGS is intended for students who, having achieved a master's degree, wish to broaden their knowledge and skills. The CAGS in English Language Arts/Reading consists of 8 courses and will be designed based on the student's prior course work, experience, and professional goals. Contact the program director for additional information. Suggested courses for this program include any of the following:

EDU 603 Diagnosis and Correction of Reading

Difficulties

Prerequisites: EDU 640, 641, 661, 670

EDU 621 Literature-Based Language Arts

EDU 640 Authentic Assessment: ELA

EDU 641 Language Acquisition and Early Literacy

EDU 648 Writing in the Elementary Classroom

EDU 650 Sign Language and ELL in Heterogeneous Classrooms

EDU 652 Literacy Skills in Multi-Lingual Classrooms

EDU 661 Theory and Research in Reading

EDU 670 Reading in the Content Areas

EDU 673 Literature for Young Adults

EDU 672 Initial Licensing Practicum and Seminar for Reading Specialists

Certificate of Advanced Graduate Study (CAGS) with a concentration in Moderate Special Needs

The CAGS is intended for students who, having achieved a master's degree, wish to broaden their knowledge and skills. The CAGS in Moderate Special Education consists of 8 courses and will be designed based on the student's prior course work, experience, and professional goals. Contact the program director for additional information.

Suggested courses for this program include any of the following:

EDU 603 Diagnosis and Correction of Reading Difficulties

EDU 626 Psychology of the Exceptional Child

EDU 633 Strategies for Meeting Children's Special Needs

OR EDU 632 Strategies for Inclusion

EDU 638-SPED Research in Special Education

EDU 641 Language Acquisition and Early Literacy

EDU 659 Learning Disabilities II

EDU 648 Assessing and Developing Writing Skills

EDU 660 Modifying and Adapting Curriculum for Math, Science, and Social Studies

EDU 678 Assessment Methods and Materials for Teaching in Special Education

PROFESSIONAL DEVELOPMENT AND RE-LICENSING

Teacher Licensure

Teacher Licensure Officer: C.L. Holmes, Ed.D.

Telephone: (508) 849-3418

E-mail: cholmes@annamaria.edu

The Commonwealth of Massachusetts certifies teachers at three levels: Preliminary, Initial, and Professional.

The Division of Graduate Studies prepares teachers for licensure at the Initial Level in Early Childhood, Elementary, 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 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 Education Program Office at (508) 849-3418 for information about professional development opportunities.

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

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

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 661 and EDU 641.

EDU 605 Educational Foundations

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.

EDU 609 Child Development

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

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 are used for reference.

EDU 612 Reading in the Elementary School

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..

EDU 613 Language Arts and Children's Literature

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

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 field experience – EDU 509.

EDU 618 Initial Licensing Practicum—Elementary

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

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

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

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

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

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

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 633 Strategies for Meeting Children's Special Needs

Examines various conceptual models and strategies for including children with special needs into classroom environments. Focuses on collaboration with support teachers in planning effective learning environments for all children.

EDU 638 Educational Research and Evaluation

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

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

EDU 640 Authentic Assessment: English Language Arts

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

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 642 Early Childhood Curriculum

Focuses on the design of effective learning environments for the young child. Emphasizes the design of developmentally appropriate instruction and the role of play in instruction for the young child. Includes curriculum design in language arts, play, math/science, social studies, creative arts and health. Discusses the role that physical environment plays in age-appropriate curriculum.

EDU 644 Classroom Management

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 Teaching Children and Adolescents with Problems in Mathematics

The focus of this course will be to familiarize students with the theoretical and philosophical bases underlying the acquisition of numeracy, with particular emphasis on the identification and prevention of children's difficulty in mathematics. Students will explore mathematical content and learning standards outlined in the Massachusetts Curriculum Frameworks and develop a portfolio of instructional strategies to be used with learners who have problems in mathematics. Students will deepen their understanding of the math curriculum and work collaboratively with others to develop strategies and hands-on math activities that can be used in the classroom.

EDU 648 Assessing and Developing Writing Skills / Writing in the Elementary Classroom

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 647 Learning Disabilities in English Language Arts

Studies the identification and remediation of specific learning problems caused by visual, auditory, processing and language disorders. This course includes a research component specifically addressing learning disabilities that interfere with the development of literacy.

EDU 650 Sign Language and ELL in Heterogeneous Classrooms

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

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)

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 657 Learning Disabilities I

Studies the identification and remediation of specific learning problems caused by visual, auditory, and language disorders.

EDU 658 Childcare Administration

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 II

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

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

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

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

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

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

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.

EDU 678 Assessment Methods and Materials for Teaching in Special Education

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

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

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.

EDU 703 Principles of Curriculum

Applies basic principles of curriculum theory to the design, implementation, and evaluation of curriculum for elementary schools of today and of the future. Focuses on national standards and state level curriculum frameworks.

PSY 618 Psychology of Adolescence

See Psychology offerings for description.

ART 511 Art Education I

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.

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.

ART 513 Teaching Non-Western Art

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

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 520 Methods and Materials for the Educator/Therapist

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)

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)

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 698 Research Methods

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

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.

Partners in Education

Anna Maria College faculty work in close collaboration with partner school faculty. 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.

MASTER OF SCIENCE IN EMERGENCY MANAGEMENT (ON-LINE PROGRAM)

Master of Science in
Emergency Management

Program Director

Susan R. Swedis, Ph.D.
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The Master of Science in Emergency Management program offered on line by Anna Maria College prepares graduates for leadership roles that foster the development of resilient, sustainable communities, and that produce an effective response when events exceed a community's ability to cope with hazards and threats. The curriculum is designed to reflect the definition, vision, mission and principles of emergency management endorsed by FEMA and professional organizations such as the IAEM and the NFPA.

The program is comprehensive in that it addresses the managerial skills and capabilities needed for operational leadership and advocacy, provides a foundation in the knowledge required to interact with technical specialists in various hazards, builds analytical and research skills used to inform planning and prioritize the use of resources, and it explicitly addresses values-based issues that are inherent to emergency management.

Admission Requirements

A student seeking the M.S. in Emergency Management must possess at least a bachelor's degree with a minimum overall grade point average of 2.7. All applicants must present:

1. A completed application form.
2. A non-refundable fee of \$40.00, fee waived if using online application at www.annamaria.edu/admissions.
3. Official transcripts of all undergraduate and graduate work.
4. Two references with the applicant's ability, aptitude for graduate study, and professional experience.

Degree Requirements

The program is offered online and includes 42 credits (14 courses, including thesis). Each student progresses through seven required courses and seven electives. Each course occupies an 8-week semester and there are six

semesters per year. Students must achieve a GPA of B or higher for the program, with a grade no lower than B-minus in any individual course, except for the thesis, which is graded Pass/Fail. Normally a student will take one course per semester, so the entire degree program can take as little as two and one-half years, studying part-time. Transfer credit for up to two relevant graduate courses from a regionally accredited institution may be accepted (with approval of the Program Director), if a grade of B-minus or higher is presented on an official transcript.

1. Fourteen courses of three semester hours, of which seven are required (including thesis) and seven are electives.
2. An overall grade-point average of 3.0 (B), with a grade of at least a B- (2.7) in all required and elective courses.

Curriculum

Required Courses (7)

GRS 600 Ethical Theory
EPR 601 Essentials of Emergency Management
EPR 616 Emergency Management Operations Frameworks
EPR 619 Hazard Analysis, Mitigation, and Sustainability
EPR 649 Operations Planning, Practice and Evaluation
EPR 700 Methods for Research and Analysis in Emergency Management
EPR 701 Thesis

Electives (7)

(7 required, with at least two courses taken from each cluster)

Managerial/Operations cluster

EPR 624 Geographic Information Systems in Emergency Management
EPR 638 Military in Emergency Management
EPR 646 Building & Sustaining Effective Coalitions for Emergency Management
EPR 652 Management of Financial, Material, and Human Resources
EPR 655 Public Education & Communication in Emergency Management

Threats, Hazards and Impacts cluster

EPR 628 Chemical and Physical Agents
EPR 632 Fundamentals of Meteorology in Natural Hazards Planning
EPR 634 Public Health Hazards Planning
EPR 636 Terrorism and Other Intentional Threats
EPR 653 Continuity of Operations Planning
EPR 675 Cultural Resources Preservation

Emergency Management Course Descriptions

(all courses are three credits unless otherwise noted)

GRS 600 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.

EPR 601 Essentials of Emergency Management

This course provides an introduction to the study 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 grounding in data and analysis; and the focus on prevention and continuous improvement.

EPR 616 Emergency Management Operations Frameworks

Introduces operations frameworks in the United States such as the Incident Management System (ICS), the National Interagency Incident Management System (NIMS), and the National Response Plan (NRP). Other frameworks used by NGOs, the military, and international organizations are compared. The need for organization, pre-planning, and coordination is integrated with the need to expand structures and adapt plans when handling complex incidents and large, pre-planned events.

EPR 638 Military in Emergency Management

EPR 619 Hazard Analysis, Mitigation, and Sustainability 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.

EPR 624 Geographic Information Systems in Emergency Management

This course presents an overview of the use of computer aided technologies in emergency and hazard management. Topics include data collection, encoding, and analysis, along with a survey of publicly available databases, hazards maps, and GIS applications. Case studies in emergency and hazards management are utilized.

EPR 628 Chemical and Physical Agents

This course surveys the sources, properties, and effects of various hazardous agents of concern in emergency management. It examines the operational incidents or failures of security that may lead to releases or exposures. The course includes an introduction to pertinent legal controls.

EPR 632 Fundamentals of Meteorology in Natural Hazards Planning

Natural hazards are among the most common initiators of emergency conditions. This course surveys the major weather hazards and the indicators of their severity, movement, and probability. Students learn the vocabulary, methods, and tools of modern meteorology using historical and real-time case studies. Issues in planning, mitigation, and community resilience are addressed.

EPR 634 Public Health Hazards Planning

The major areas of focus in this course are 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. Case studies are stressed.

EPR 636 Terrorism and Other Intentional Threats

This course provides an overview of the motivations, tools, and impacts of terrorist activities. Intentional actions by individuals or groups are examined in the context of case studies. The role of social, political, physical, legal, in information-based strategies is examined. Special emphasis is placed on critical infrastructure mitigation planning.

EPR 646 Building & Sustaining Effective Coalitions for Emergency Management

This course examines the types of coalitions needed to integrate all community components in emergency management. It reviews tools for creating interagency agreements and public-private partnerships that may include businesses, non-governmental organizations, non-profit institutions, volunteers, and community members. Course components model the interpersonal and communication skills needed to establish respectful, collaborative, and sustainable relationships.

EPR 649 Operations Planning, Practice and Evaluation

This course takes a comprehensive view of planning as a key step in emergency management. Introduces the skills

involved in designing, implementing, and evaluating exercises, drills, and electronic simulations. Case studies provide practice in suggesting improvements to plans and community resilience based on exercises. The role of community education and preparation programs is included.

EPR 652 Management of Financial, Material, and Human Resources

This course addresses planning for acquiring and using resources effectively through all phases of emergency management. Along with the managerial and leadership skills involved, strategies for efficiency, effectiveness, and accountability are stressed.

EPR 653 Continuity of Operations Planning

This course addresses the critical need to build resilience and planning for rapid recovery into emergency management for government agencies, businesses, and institutions such as schools. Key aspects of planning for continuity are illustrated. Case studies provide models and lessons.

EPR 655 Public Education & Communication in Emergency Management

This course addresses issues in communication that arise in all phases of emergency management and among all constituencies. Coordination of communication during operations includes considerations about interoperability and coordination of cooperating agencies under ICS. Media communication guidelines are included. Introduces concepts and theories of risk perception and communication that can guide more effective public communication and education programs.

EPR 675 Cultural Resources Preservation

This course surveys the types of cultural resources which may be present in communities, from historical sites and museums to libraries and collections of intellectual property. Focuses on the hazards that imperil these resources and the strategies necessary to safeguard them under normal conditions and extreme situations. Examines the collaborations needed to effect cultural preservation strategies.

EPR 700 Methods for Research and Analysis in Emergency Management

The course surveys standard research designs and methodologies. Students develop advanced skills in accessing authoritative materials to support research, practice analyzing data and drawing conclusions supported

by the analysis, and envision outcomes and applications of research results. Ethical and confidentiality matters are addressed. Each student develops a viable research proposal for thesis work in EPR 701.

EPR 701 Thesis

Under the supervision of a faculty advisor approved by the Program Director, the student produces a research paper in acceptable written format and defends it in a presentation to a review panel.

MASTER OF ARTS IN FIRE SCIENCE AND ADMINISTRATION (ON-LINE PROGRAM)

Graduate students in the fire service may pursue one of two graduate degrees in this field, the Master of Arts in Fire Science and Administration or the Master of Public Administration in Fire Service Management. The Master of Arts in Fire Science and Administration is designed to prepare and develop excellence in emergency services professionals for advancement to the upper ranks of a municipal emergency services organization. The curriculum provides a strong foundation of professional knowledge and the opportunity to examine the complex issues that exist within the internal and external environment of municipal emergency services organizations.

This unique program, designed as a terminal fire science degree, provides the student with the administrative, executive, and operational knowledge, skills, and abilities that are essential to success in light of the expanded role and higher expectations of contemporary emergency services organizations.

Curriculum

Required Courses (8)

GRS 600 Ethical Theory
PPO 633 Organizational Theories and the Public Sector
PPO 604 Executive Leadership
PPO 721 Management Polices in Government Finance
EPR 619 Hazard Analyses, Mitigation, and Sustainability
EPR 601 Essentials of Emergency Management
PPO 891 Strategic Planning for Public Managers
FRS 608 Service Performance Management for Local Government

Required Research and Thesis Work (2)

FRS 710 Fire Science Applied Research I
FRS 711 Fire Science Applied Research II

Electives (4)

FRS 640 Emergency Services Communications and Technology
PPO 824 Stress Management for Public Managers and Organizations
FRS 690 Multiple Agency Coordination and Management
FRS 695 Customer Service: Creating a Customer Friendly Organization

Transfer Credit (6)

A maximum of 6 credits in transfer may be accepted from another regionally accredited graduate program or the National Fire Academy Executive Fire Officer Program.

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. 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.

PPO 633 Organizational Theories and the Public Sector

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

PPO 604 Executive Leadership

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.

PPO 721 Management Policies in Government Finance

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.

EPR 619 Hazard Analysis, Mitigation, and Sustainability

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.

EPR 601 Essentials of Emergency Management

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.

PPO 891 Strategic Planning for Public Managers

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.

FRS 608 Service Performance Management for Local Government

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

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.

PPO 824 Stress Management for Public Managers and Organizations

Explores the issues of psychological recovery of first responders from exposure to overwhelmingly distressing events. The course reviews the consequences of inadequately addressing and treating the impact of such events. Methods for identifying the signs and symptoms of post-traumatic stress disorder and appropriate strategies for its prevention and treatment are discussed.

FRS 690 Multiple Agency Coordination and Management

This course provides the student with understanding of the unified command function and focuses on how to build relationships that will result in successful multi-agency activities and cooperation. Although some attention will be focused on emergency operations, emphasis will be placed on strategies to develop non-emergency

partnerships, teamwork, and coalitions that will benefit the community.

FRS 695 Customer Service: Creating a Customer Friendly Organization

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 710 Fire Science Applied Research I

Part one of a two-part applied research course. Prepares students to choose, explore, and begin writing a topic related to emergency services and administration. Each student will produce a thesis of acceptable length, reflecting scholarly research which will be accepted by the department faculty. Adhering to the guidelines of the American Psychological Association and the National Fire Academy Executive Fire Officer Program, students work methodically to produce the preliminary chapters of a scholarly manuscript.

FRS 711 Fire Science Applied Research II

This course continues FRS 710. In this part of the course, students complete their thesis by writing results, discussion, and recommendations. The course also supports students as they revise previous chapters. A second milestone is the defense of the thesis before the students' peers and members of the graduate faculty.

MASTER OF SCIENCE IN OCCUPATIONAL AND ENVIRONMENTAL HEALTH AND SAFETY

Program Director

Susan R. Swedis, Ph.D.
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The Master of Science in Occupational and Environmental Health and Safety program is designed to provide students with a comprehensive foundation in occupational and environmental health and safety that will enable them to manage health and safety programs in the workplace, as well as to pursue more specialized careers in areas such as environmental health, industrial hygiene, or occupational hazard and risk management. A student may enroll in a maximum of two courses in this program without formal acceptance in to the School of Graduate Studies.

Admission Requirements

Applicants must possess at least a bachelor's degree with a minimum overall grade point average of 2.7. All applicants must present:

1. A completed application form.
2. A non-refundable application fee of \$40.00.
3. Official transcripts of all undergraduate and graduate course work.

Graduation Requirements

1. Thirteen courses of three semester hours each of which five are required and eight are electives.
2. An overall grade-point average of 3.0 (B) with a grade of at least a B- (2.7) in all required and elective courses.
3. Successful completion of the written thesis (OSH 680). This requirement is in addition to the 13-course requirement.

54 GRADUATE PROGRAMS AND COURSES

Curriculum

Required Courses

GRS 600 Ethical Theory or equivalent (Division of Graduate Studies requirement)
OSH 650 Principles of Occupational Health and Safety
OSH 654 Environmental and Occupational Toxicology
OSH 657 Epidemiology
OSH 714 Quantitative Methods and Problem- Solving Techniques
OSH 680 Thesis

Electives (8)

OSH 648 Anatomy and Physiology for the Health and Safety Professional
OSH 649 Chemistry for the Health and Safety Professional
OSH 651 Selected Issues in Safety Management
OSH 652 Hazardous Materials Management
OSH 653 Industrial Hygiene
OSH 655 Environmental Health Science
OSH 656 Regulatory Foundations of Occupational and Environmental Health and Safety
OSH 658 Physical Agents
OSH 659 Workplace Ventilation
OSH 661 Loss Control and Injury Prevention
OSH 662 Fire Prevention and Protection
OSH 663 Laboratory Health and Safety
OSH 664 Ergonomics
OSH 665 Hazardous Waste Management
OSH 666 Water Quality Management
OSH 668 Reproductive Hazards
OSH 670 Occupational and Environmental Health and Safety in Developing Nations
OSH 671 Environmental Impact Assessment
OSH 673 Occupational Diseases of Importance
OSH 676 Management of Biohazards
OSH 677 Compliance and Liability Audits
OSH 678 Cancer, the Environment, and the Workplace
OSH 706 OEHS and Regional/Municipal Planning

OSH 709 Special Project

OSH 711 Environmental Management: Selected Environmental Regulations
OSH 712 Principles of Emergency Planning and Management

OSH 713 Workplace Violence

Note: A limited number of electives from other related Anna Maria Graduate programs may be selected with approval of the Program Director. Thesis OSH 680

The thesis requirement is met by successful completion of OSH 680, Thesis, under the direct supervision of a faculty member appointed by the Program Director.

Successful achievement requires (a) the completion of an acceptable written thesis and (b) successful oral defense of the thesis. Final acceptance of the written thesis normally takes more than one semester's work. The student may enroll in OSH 680 only with the approval of the Program Director and after completion of the five required courses and at least 6 elective courses.

Occupational and Environmental Health and Safety Course Descriptions

(all courses are three credits unless otherwise noted)

OSH 648 Anatomy and Physiology for the Health and Safety Professional

Intended for the student who has not previously studied human anatomy or physiology at the college level. Provides a basic understanding of those structures and functions of the human body that may be impacted by workplace hazards.

GRADUATE PROGRAMS AND COURSES 55

OSH 649 Chemistry for the Health and Safety Professional

Intended for the student who has not previously studied chemistry at the college level. Emphasis is given to chemical nomenclature and classifications, selected chemical and physical-chemical attributes and reactions, and mathematical calculations of particular importance to the health and safety professional.

OSH 650 Principles of Occupational Health and Safety

Presents a comprehensive overview of contemporary occupational health and safety issues, with particular emphasis on the technical and procedural requirements of pertinent federal regulations, the classification and evaluation of occupational hazards, and the programmatic management of those hazards.

OSH 651 Selected Issues in Safety Management

Examines alternative management techniques available to the industrial safety officer. Emphasizes such safety hazards as industrial process safety, the management of change, electrical safety, machine guarding, fire safety, confined space entry, and energy management.

OSH 652 Hazardous Materials Management

Emphasizes specific requirements for the storage, handling, and transport of hazardous materials under the pertinent U.S. regulations. Considers the requirements for international shipments of hazardous materials.

OSH 653 Industrial Hygiene

Presents an overview of industrial hygiene, with particular emphasis on the recognition, evaluation, and control of selected occupational hazards. Topics include the management of industrial noise and toxic vapors, dusts, fumes, and mists. Examines the use and limitations of appropriate personal protective equipment and clothing for each of these hazards.

OSH 654 Environmental and Occupational Toxicology

Examines human physiologic changes in response to exposure to environmental and occupational toxics. Presents the fundamentals of modern toxicology from basic conceptual frameworks and underlying assumptions of toxicology to quantitative expressions of toxic hazards.

OSH 655 Environmental Health Science

Introduces environmental health science and examines the adverse effects of air and water contaminants on humans and the environment.

OSH 656 Regulatory Foundations of Occupational and Environmental Health and Safety

Surveys laws related to occupational health and safety and environmental quality and their relevance to public and corporate policy. Emphasizes technical, scientific, and managerial issues pertinent to selected aspects of regulatory compliance and risk management.

OSH 657 Epidemiology

Introduces the fundamentals of the science of epidemiology. Reviews epidemiology from a historical perspective, introduces the student to the principles of epidemiology and study design, and critically reviews epidemiological studies of selected occupational health problems.

OSH 658 Physical Agents

Investigates exposure to, and control of, physical agents found in the workplace. Discusses ionizing radiation, lasers, electricity, electromagnetic fields, noise, heat, and cold.

OSH 659 Workplace Ventilation

Studies the physics of air movement and ventilation as a means of controlling and preventing selected occupational health and safety problems. Gives special attention to the indoor air quality requirements of federal regulations.

OSH 661 Loss Control and Injury Prevention

Examines methods of implementing safety programs and controlling financial, productivity, and human losses due to accidents. Emphasizes the analysis of hazards, the prevention and investigation of on-the-job accidents, and safety inspection.

56 GRADUATE PROGRAMS AND COURSES

OSH 662 Fire Prevention and Protection

Examines techniques of fire prevention and protection. Includes the proper use and maintenance of fire extinguishers and sprinkler systems, fire extinguishing methods, fire prevention materials, fire codes, fire safety training, and the use, maintenance and inspection of breathing apparatus.

OSH 663 Laboratory Health and Safety

Examines principles and prudent practices for maintaining a safe laboratory. Gives primary attention to the technical and procedural health and safety standards promulgated by contemporary federal standards, with particular emphasis on the practical and effective management of exposure to chemical and biological hazards.

OSH 664 Ergonomics

Examines various musculoskeletal diseases and injuries that may be associated with the performance of repetitive tasks and inefficient biomedical movement in the workplace. Emphasizes practical methods for reducing work-related injuries associated with ergonomic design and planning in office and other production-related areas of the workplace.

OSH 665 Hazardous Waste Management

Focuses on the technical and procedural requirement of federal regulations governing the management of hazardous wastes in the workplace. Requires that students design, implement, and manage a hazardous waste management program that complies with federal regulations. Prerequisites: OSH 650 and OSH 654.

OSH 666 Water Quality Management

Examines the determinants of water quality and quantity. Gives special attention to limnological, biological, hydrologic and social processes that influence physical, chemical, and biological attributes of water quality in surface and groundwater systems.

OSH 668 Reproductive Hazards

Examines agents found in the workplace that are associated with reproductive impairment, with particular emphasis on mutagenesis, teratogenesis, and hormonal effects. Considers ethical and legal aspects of policies regarding reproductive health in the workplace. Prerequisites: OSH 650, and either OSH 654 or OSH 657.

OSH 670 Occupational and Environmental Health and Safety in Developing Nations

Discusses, in a seminar format, health and safety issues of current concern in developing nations in which rapid urbanization, industrialization and privatization present a wide range of health and safety hazards. Prerequisites: OSH 654, OSH 657, or permission of instructor.

OSH 671 Environmental Impact Assessment

Examines the technical requirements of the assessment process, with particular emphasis on the dynamics of physical and social environmental components that influence human health, safety, and welfare. Prerequisites: OSH 654, OSH 657, or permission of instructor.

OSH 673 Occupational Diseases of Importance

Surveys major diseases and injuries of particular importance in the workplace. Develops information pertaining to the etiology and pathology of selected types of occupational diseases and injuries.

OSH 676 Management of Biohazards

Surveys the various types of biohazards associated with diverse industries, including hazards presented by infectious diseases, such as HIV. Gives specific attention to methods for the identification of biohazards, control of exposure, management of biohazards wastes, personnel training, and other relevant regulatory requirements and issues affecting potential corporate liability and worker health and safety.

OSH 677 Compliance and Liability Audits

Provides the student with information to design, implement, and document comprehensive audits of the workplace. Gives special attention to the use of facility audits in meeting selected environmental regulations of particular importance to human health. Prerequisites: OSH 650, OSH 656, or permission of instructor.

GRADUATE PROGRAMS AND COURSES 57

OSH 678 Cancer, the Environment, and the Workplace

Focuses on major theories of carcinogenesis in the context of contemporary epidemiological, genetic, and experimental evidence and provides a scientific basis for examining the myths and controversies that surround the topic of cancer. Prerequisite: OSH 654 or permission of instructor.

OSH 680 Thesis

Facilitates the implementation of a research paper or project in the area of Occupational and/or Environment Health and Safety. Applies skills and knowledge acquired in coursework to problem statements within a theoretical framework and explores methodologies for testing research questions. Specific guidelines for this final evaluation project are available from the Program Director.

OSH 706 OEHS and Regional/Municipal Planning

Examines the direct and indirect influence of regional and municipal planning processes on public health, with particular emphasis on those aspects of public health traditionally considered under the separate rubrics of occupational health and environmental health.

OSH 709 Special Project

With permission of the Program Director, the student may undertake the development of a special project related to

workplace or environmental health and safety. The development of this project is under the direct supervision of a faculty member and involves work not offered through another course.

OSH 711 Environmental Management: Selected Environmental Regulations

Examines state and federal environmental regulations, including the Resource Conservation and Recovery Act, Clean Air Act, Clean Water Act, SARA, and Wetland Protection. Examines the day-to-day roles and responsibilities of an industrial environmental manager, with emphasis given to permitting, monitoring, and reporting requirements.

OSH 712 Principles of Emergency Planning and Management

Presents key elements of emergency response and continuity of operations plans, with particular emphasis given to holistic planning in both public and private settings, the relevance of hazard and risk assessment techniques to emergency response operations, personnel training, and multi-level coordination in both planning and operational phases of emergency management.

OSH 713 Workplace Violence

Presents both fatal and nonfatal assaults as significant occupational health hazards resulting in costly emotional, financial, and productivity losses. Encompasses the methods of identification, prevention, and mediation. Discusses state and federal guidelines and recommendations.

OSH 714 Quantitative Methods and Problem-Solving Techniques

Provides a rigorous review of the quantitative tools and fundamental scientific concepts that are essential for subsequent course work in the environmental health sciences. Topics include: scales of measurement, scientific notation, constructing and interpreting graphical displays of quantitative data, properties of matter and energy, quantitative problem-solving, estimation, basic statistics, experimental design, and evidence of causation.

MASTER OF PUBLIC ADMINISTRATION (ON-LINE PROGRAM)

Program Director

Michael Donnelly
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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. Specialization areas include: Fire Science Management, Justice Administration, and Emergency Management.

ADMISSION REQUIREMENTS

Applicants should follow the same admissions procedures as other graduate courses. Upon notification of admission to the program, the student is considered matriculated.

1. A completed application form.
2. A non-refundable fee of \$40.00.
3. Official transcripts of all undergraduate and graduate work.
4. Two references from people acquainted with the applicant's ability, aptitude for graduate study, and professional experience (name, contact information, and relationship).
5. Current resume.
6. The Mid-Career track requires seven years of relevant experience as a condition of acceptance.

GRADUATION REQUIREMENTS

1. The Direct Track requires forty-two graduate credits from 13 courses (39 credits) and a field project (3 credits).
2. The Mid-Career Track requires 30 graduate credits from 10 courses.
3. An overall grade-point average of 3.0 (B).

CURRICULUM

The three Core Skill Areas are Ethics and Leadership, Quantitative Analysis, and Public and Non-Profit Management. All students, along with other graduate students, will be required to complete GRS 600 Ethical Theory. This course would satisfy one of the Ethics and Leadership Core Skill Area requirements.

Direct Track (42 credits)

The Direct Track requires students to complete three courses from each core skill area.

Ethics and Leadership Area (9 credits):

GRS 600 Ethical Theory (or equivalent)
Two courses from the following list:
PPO 632 Shakespeare and Leadership
PPO 740 Tradition and Reform
BUS 622 Leadership
BUS 712 Duties and Responsibilities of Trusteeship
CRJ 806 Ethics in Public Safety
EPR 610 Leadership in Emergency Response Programs
FRS 650 Leadership of Change within Fire Service Org
THE 614 Moral Theology, Christian Ethics & Society

Quantitative Analysis Area (9 credits):

Three courses from the following list:
BUS 611 Non-profit/Government Accounting
BUS 614 Decision-Making/Quantitative Analysis
BUS 716 Managerial Statistics
BUS 936 Budget Preparation: Grant-writing
CRJ/JAD 711 Statistical Analysis

Public and Non-profit Strategy Area (9 credits):

Three courses from the following list:
BUS 624 Management
BUS 629 Labor Management Relations
CRJ 825 Policy Development in Community Corrections
FRS 610 Fire Service Strategic Planning and Risk Analysis
OSH 712 Principles of Emergency Planning and Management
Undergraduate Public Policy Courses – cross-listed with graduate

Four courses in Specialization Area (12 credits):

Criminal Justice Administration
Educational Policy
Human Development and Human Services
Fire Science Management
Emergency Services Management
Environmental Policy Management
Arts and Cultural Affairs Management
Health Care Management

PPO 833 Field Project (3 credits)*

*Students must obtain permission from the Program Director before enrolling in the capstone project.

Mid-Career Track (30 credits)

The Direct Track requires students to complete two courses from each core skill area.
GRS 600 Ethical Theory (or equivalent)
One course from the following list:
PPO 632 Shakespeare and Leadership
PPO 740 Tradition and Reform
BUS 622 Leadership
BUS 712 Duties and Responsibilities of Trusteeship
CRJ 806 Ethics in Public Safety
EPR 610 Leadership in Emergency Response Programs
FRS 650 Leadership of Change within Fire Service Org
THE 614 Moral Theology, Christian Ethics & Society

Quantitative Analysis Area (6 credits):

Two courses from the following list:
BUS 611 Non-profit/Government Accounting
BUS 614 Decision-Making/Quantitative Analysis
BUS 716 Managerial Statistics
BUS 936 Budget Preparation and Analysis: Grant-writing
CRJ/JAD 711 Statistical Analysis

Public and Non-profit Strategy Area (6 credits):

Two courses from the following list:
BUS 624 Management
BUS 629 Labor Management Relations
CRJ 825 Policy Development in Community Corrections
FRS 610 Fire Service Strategic Planning and Risk Analysis
OSH 712 Principles of Emergency Planning and Management
Undergraduate Public Policy Courses – cross-listed with graduate

Four courses in Specialization Area (12 credits):

Criminal Justice Administration
Educational Policy
Human Development and Human Services
Fire Science Management
Emergency Services Management

Environmental Policy Management
 Arts and Cultural Affairs Management
 Health Care Management

COURSE DESCRIPTIONS

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 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 716 or equivalent.

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 624 Management

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

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). Prior managerial experience is desirable.

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 716 Business Statistics

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.

BUS 936 Budget Preparation and Analysis: Grant Writing

Deals with the preparation of organizational, fixed, and variable budgets, and reviews the relationship between

goals, priorities, activities, and the commitment of resources

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 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 825 Policy Development in Community Corrections

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

GRS 600 Ethical Theory

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

PPO 632 Shakespeare and Leadership

An examination of ethics and leadership in the plays *King Lear*, *Othello*, *Henry V* and *Richard III* and their application to current public area management.

PPO 720 Public and Private Management – A Team Approach

What does a for-profit practitioner/professor and a not-for-profit practitioner/professor have to say to each other about management and how can that exchange advance the management skills of MPA students.

PPO 740 Tradition and Reform

An examination of the ethical and leadership problems facing those who would manage and change organizations. Case studies of Pope John XIII, President John F. Kennedy, President Richard M. Nixon and General of the Army, Douglas MacArthur.

PPO 833 Field Project

Calls on students to apply their knowledge gained in the Program to an important problem in the community and to conduct that work in the student's area of expertise.

PPO 710 The Management of Scientific and Technological Efforts

This course in the Public and Non-Profit Area of the Masters in Public Administration Program examines the special relationship between managers and scientists/technicians in the operation of scientific and technological enterprises. Special emphasis will be placed on examining government and nonprofit managers work in the effort to manage scientific enterprises including the development of the Atomic Bomb and the discovery of the structure of D.N.A.

OSH 712 Principles of Emergency Planning and Management

Presents key elements of emergency response plans, with particular emphasis given to holistic planning in both industrial and municipal settings, the relevance of hazard and risk assessment techniques to emergency response operations, personnel training, and multi-level coordination in both planning and operational phases of emergency response.

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.

PASTORAL MINISTRY

Program

Master of Arts in Pastoral Ministry

Program Director

Michael Boover, D. Min.

508-849-3431

mboover@annamaria.edu

Master of Arts in Pastoral
Ministry

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.

Admission Requirements

A completed application form.

A non-refundable application fee of \$40.00.

Official transcripts of all undergraduate and graduate work.

Two letters of recommendation from people acquainted with the applicant's ability, aptitude for graduate study, and professional or ministerial experience.

An interview with the program director.

Graduation 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

Pastoral Ministry

I. 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

II. Spiritual and Ministerial Formation (six credit hours summer workshop/retreat format)

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, designed as a workshop/retreat, 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

III. 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

IV. 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

Pastoral Ministry Course Descriptions

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.

VISUAL ART PROGRAMS

Visual Art Programs

Master of Arts in Visual Art

Master of Education:

Preparation for Initial Teacher Licensure

Program Director

Alice M. Lambert, M.A.

508-849-3442

alambert@annamaria.edu

Transcript Evaluation

Competency Evaluation

Advising and Scheduling of Courses

Portfolio Reviews

Teacher Licensure Advisor

Christine Holmes, Ed.D.

Director of Programs & Teacher Licensure

508-849-3418

cholmes@annamaria.edu

Anna Maria College recognizes the needs of students who are seeking an advanced degree based on their undergraduate degree in art, or of those seeking a change in career toward teaching art. Courses are designed to prepare students for advanced degrees by providing them an opportunity to study for a Master of Arts in Visual Art. This program also meets the needs of students preparing for Professional Licensure (preK-8 and 5-12.) Anna Maria College is approved for the Initial Level of Licensure by the Massachusetts Department of Education.

Master of Art in Visual Art

This degree is for students who are seeking the 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 a portfolio review.

Master of Education in Art

Initial Teacher Licensure Preparation

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 prepracticum 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 also 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. All applicants must possess at least a bachelor's degree with a minimum overall grade point average of 2.7, and an undergraduate major in art.

Applicants must also present:

1. A completed application form.
2. A non-refundable application fee of \$40.00.
3. Official transcripts of all undergraduate and graduate course work.
4. Two letters of recommendation from people acquainted with the applicant's ability, aptitude for graduate study, and professional experience.
5. A portfolio for review (10-12 pieces in any medium) and proof of competency in art as demonstrated in documented course work.

Graduation Requirements

Master of Visual Art: Thirty-six graduate credits which include a solo art exhibit; Master of Education in Art: Thirty-nine graduate credits in art and art education. Successful completion of ART 698 with written thesis. An overall grade point average of 3.0 (B)

Curriculum

Master of Art in Visual Art

Required Core Courses (9 credits)

GRS 600 Ethical Theory (or equivalent)

ART 698 Research Methods in Art (3 credits)

ART 699 Graduate Solo Art Exhibit (3 credits)

Topic of student interest for research thesis must be approved by mentor and be accompanied by a Solo Art Exhibit (both may be developed as coursework progresses).

Required Art Courses (27 credits)

Minimum credits for degree completion: 36

Master of Education in Art

Initial Teacher License Preparation: Visual Art (PreK-8); (5-12)

Required Courses (18 credits)

GRS 600 Ethical Theory (or equivalent)

One Art History

Two Studio Art

ART 513 Teaching Non-Western Art (or)

ART 627 Multicultural Art

ART 698 Research Methods in Art (Research may focus on teaching)*

**Topic of student interest must be approved by mentor for Research Thesis and be accompanied by several pieces of related artwork (may be developed as course work progresses).*

Initial Licensure Requirements (21 credits)

ART 511 Art Education I*

ART 512 Art Education II*

ART 515 Methods and Materials for Educators and Therapists (or)

ART 518 Arts Across the Curriculum

EDU ___ One special needs course (EDU 633,657,659,626)*

EDU 609 Child Development* (or)

EDU 618 Psychology of Adolescence*

EDU 528 Initial License Teaching Practicum (PreK-8) (and/or)

EDU 529 Initial License Teaching Practicum (5-12)

EDU 620 Teaching Practicum Seminar

**Courses required before student teaching. Before student teaching, students must pass the Communication & Literacy portion of the Massachusetts Tests for Educators Licensure*

(MTEL). Upon completion of the Initial Licensure requirements listed above, the student may apply for teacher licensure. Before receiving a license from the State, students must also pass the MTEL Visual Art subject test. Minimum credits required for degree completion: 39

Visual Art Course Descriptions

(all courses are three credits unless otherwise noted)

ART 501 Fundamentals of Drawing

Drawing in various media in black and white and in color. Still life, landscape, perspective, anatomy figure and portrait drawing. Research paper required. Studio fee.

ART 601 Advanced Drawing

Prerequisite: ART501. Research paper required. Model 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 the master artists and techniques are incorporated into a research paper. Prerequisites: ART 501, 601. Studio fee.

ART 603 Advanced Oil Painting

A continuation of ART 503. Prerequisite: ART 503. Research paper required. Studio fee.

ART 504 Fundamentals of Sculpture

An introduction to 3-D techniques in sculpture and pottery in a variety of media. 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 sculpture. A study and analysis of master sculptors through research, slide presentations, field trips. A variety of hands-on studio activities. Prerequisite: ART 504. Research paper required. Studio fee.

ART 505, 605 Fundamentals of Photography I & II

A comprehensive exploration and understanding of the physical working of a camera and film for the achievement of artistic visual expression through practical application. The development of black and 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 simple prints with and without the use of a press. Develops a working vocabulary for the discussion of prints. Research paper required. Studio fee.

ART 507 Topics in Design

A basic requirement for all fine arts courses 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 511 Art Education I

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. 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 and 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.

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 will be explored. Prerequisite: ART 508. Research paper required. Studio fee.

ART 509 Fundamentals of Watercolor

A study of various techniques stressing personal experimentation and self-expression in the medium of watercolor. Prerequisite: ART 501, 601. Research paper required. Studio fee.

ART 609 Advanced Watercolor

A continuation of ART 509. Prerequisite: ART 509 unless proficiency in basic watercolor techniques can be demonstrated. Research paper required. Studio fee.

ART 514 The Art of Bookmaking

The basics of hand papermaking and handmade books using simple techniques and readily available tools and materials. Experimentation with decorative elements, lettering, printmaking techniques as well as with creative writing to add text and imagery to the bookmaking process. Methods to assemble, bind and cover various styles of both simple and complex book designs. Research paper required. Studio fee.

ART 521 Collage, Montage & Assemblage

Explores the art making process and develops visual ideas through combining paper, paint, found objects and personal artifacts. Classes include discussion, journal writing, critiques and demonstration. Students will be 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 three dimensional 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. Approaches are designed to see and feel the materials, their limits as well as qualities, and to explore hybrid applications. Materials from oil pastels to art sticks, colored pencils to watercolor

crayon, and from tempera to grisaille are some of the creative possibilities. Course content will be explored through narrative sources and the natural elements. It is designed for those who love to explore and experiment with new materials and creative combinations. Research paper required. Studio fee.

ART 520 Stained Glass

Offers a brief history of the development and architectural use of stained glass. Students will learn the mechanics of stained glass: glass cutting, copper foiling and soldering, focusing on the Tiffany method of assembly. Each student will design and complete a stained glass panel. Possible field trip to study Tiffany windows at a local church. Research Paper required. Studio fee.

ART 527 The Art of Sacred Windows

This course will be 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 in this style. The Tiffany copper foil method will be used in the design and fabrication of a stained glass window. 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 20th century. Through lecture, discussion and museum visits, students become acquainted with the purposes of art and art making throughout the ages. Semester one completes the medieval era; semester two picks up with the Renaissance. Research paper required.

ART 553 American Art History

An introduction to the development of painting, sculpture and architecture from Colonial times to the end of the 20th 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 will

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 an 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 will 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 will accompany the learning process. Research paper required. Studio fee.

ART 698 Research Methods (3 credits)

Serves as a final evaluation and capstone experience for 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. The student works closely with a faculty/mentor as the paper develops. The end product is a bound thesis presented to a faculty panel. The M.Ed. student should also be prepared to present a body of accompanying art work that is reflective of course work and which supports the research thesis.

ART 699 Graduate Solo Exhibit (3 credits)

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 Anna Maria College. The student works closely with a faculty mentor/advisor in meeting the multi-faceted details that accompany the preparation a professional art exhibit. The body of work should be completed in connection with courses completed through the MVA graduate program. The student is responsible for expenses incurred by the preparation of the solo exhibit.

ART 606 Printmaking

Develops further the fundamentals and basic techniques of printmaking: Monotypes, Relief Printmaking, and Woodcuts. Non-toxic methods including sun-exposed photo etching will be part of the creative process. Includes visit 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 base and breadth in color application and preparation of surfaces. Research paper required. Studio fee.

ART 627 Multicultural Art Education

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 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: ART 501, 601. Studio fee.

3

GRADUATE FACULTY

BUSINESS**Carl Bindoo**

B.S., Atlantic Union College
M.B.A., Clark University

Susan Begley

B.S., M.B.A., Anna Maria College

Gregory d'Arbonne

B.S., Fordham University
M.B.A., Franklin Pierce College

John Clark

B.S., M.B.A., Anna Maria College

John J. Dorsey

B.A., College of the Holy Cross
M.A., Assumption College
M.Ed., Worcester State College
J.D., New England School of Law

Alan Feltham

B.S., Wentworth College of Technology
M.B.A., Anna Maria College

Cheryl Flynn

B.A., Framingham State College
M.S., Regis College

Michael A. Holbrook

B.A., M.A., Fairfield University
M.B.A., Anna Maria College

Gerald Garrity

B.S., Salem State College
M.B.A., Babson College

Judith Kenary

B.S.N., Pace University
M.B.A., Anna Maria College
Ed.D., University of Hartford

Elzbieta Manos

B.S., M.B.A., Anna Maria College

William O'Brien (2008)

B.A., George Washington University
J.D., Ludwig-Maximilians Universität
J.D., State University of New York at Buffalo
L.L.A., Ludwig-Maximilians Universität

Linda St. John

B.S., Utica College
M.B.A., Anna Maria College

Alicia Sobocinski

B.A., Worcester State College
M.B.A., Nichols College

Charles H. Wellens

B.S., San Diego State College
M.B.A., Bryant College

Richard Wheeler

M.B.A., Anna Maria College

Bernard Wood

Associate Professor, Business Administration
B.S.M.E., M.S.M.E., M.B.A., Worcester
Polytechnic Institute

COUNSELING PSYCHOLOGY**Maryann Breault**

A.B., Emmanuel College
M.M.T., Lowell Technology Institute
M.A., C.A.G.S., Anna Maria College
Ph.D., University of Connecticut

Hollis Burkhardt

B.A., Southern Illinois University
M.A., Rhode Island College

Richard Connors

A.B., St. Mary's Seminary College (Baltimore)
M.A., C.A.G.S., Assumption College

A. Wallace Deckel

B.S., Boston College
M.S., Boston University
Ph.D., Uniformed Services University of the Health
Sciences

Patrice Gallagher-Romanick

B.S., Pennsylvania State University
M.A., University of Northern Colorado
Ph.D., University of New Mexico

John Hancock

B.S., Ohio Northern University
M.A., C.A.G.S., Assumption College
Ph.D., Professional School of Psychological
Studies

Leo Polizoti

B.S., University of Massachusetts
M.A., Ph.D., United States International
University

Donna Talman

B.A., M.Ed., Clark University

Evans Tsoules

B.A., Ed.D., Clark University

Robert Wiedeman

B.A., College of the Holy Cross
M.A., Assumption College

CRIMINAL JUSTICE**Full Time Faculty****Marcel Beausoleil**

B.S., Bryant College
M.S., C.A.G.S., Ph.D., Salve Regina University

Michael Donnelly

B.A., Wesleyan University
J.D., Suffolk University Law School
M.P.A., Harvard University

Patricia Gavin

B.A., University of California at Santa Barbara
M.S., Northeastern University
Ph.D. (cand.), Rutgers University

L. Michael McCartney

B.A., Fordham University
M.A., American International College
Ph.D., University of Massachusetts—Amherst

Ann Marie Mires

A.B., University of New Hampshire
M.A. University of Arkansas
Ph.D., University of Massachusetts—Amherst

Gary M. O'Bireck

B.A., M.A., Ph.D., York University

Edward J O'Brien

B.A. University of Massachusetts, Amherst
M.Ed. Bridgewater State College
M.S.W. Rhode Island College

Seth Racusen

S.B., Massachusetts Institute of Technology

Ed.M., Harvard University
Ph.D., Massachusetts Institute of Technology

Richard Talbot

B.A., University of Maine
M.A., University of New Hampshire
Ph.D., University of New Hampshire

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B.S., Suffolk University
M.A., Boston College
M.A., Brandeis
J.D., New England School of Law
Ph.D., Brandeis University

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B.S., Anna Maria College
J.D., New England School of Law

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B.S., M.S., Northeastern University

Keith Bourdon

B.A., Southwestern Massachusetts University
M.A., Bridgewater State College

Francis Brennan

B.S., Norwich University
M.Ed., University of Hawaii
M.S., Northeastern University

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B.A., Southeastern Massachusetts University
J.D., Suffolk University Law School

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B.A., University of Rhode Island
M.P.A., University of Massachusetts—Amherst
J.D., Suffolk University Law School

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J.D., Western New England College School of
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M.A., Anna Maria College

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M.A., Agra University (India)
M.A., Ph.D., Clark University

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B.A., Providence College
B.S., Northeastern University
M.A., Anna Maria College

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B.S., Worcester State College
J.D., University of Tulsa

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B.S.W., Salem State College
M.Ed., Boston University
Ed.D., University of Massachusetts–Amherst

Francyne F. LeFemine

B.A., Clark University
M.A., Anna Maria College

Donald T. Moran

B.A., Assumption College
M.A., Clark University

James Markowski

B.A., St. Francis College
M.A., Anna Maria College

William T. McAndrew

B.A., Stonehill College
M.A., Assumption College

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M.A., University of Massachusetts–Lowell

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M.A., Boston University

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M.A., West Virginia University
Ph.D., University of Connecticut

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M.Ed., Northeastern University
J.D., Southern New England School of Law

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M.Ed., Worcester State College

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B.S., M.Ed., Westfield State College
C.A.G.S. American International College

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Ph.D., University of California

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B.S., Worcester State College

Patricia Duszlak

B.S., Worcester State College
M.Ed., Anna Maria College

Janet Ginkus-Allen

B.S., M.Ed., Worcester State College
C.A.G.S., University of Mass–Amherst

Nadine Henderson

B.A., Our Lady of the Elms
M.Ed., Clark University

Virginia Heslinga

B.A., Gordon College
M.Ed., Widener University
Ph.D. (cand.), University of Phoenix

Honee A. Hess

B.A., Coe College
M.A.T., Tulane University

Christine Holmes

B.S., Fitchburg State College
M.S., Wheelock College
Ed.D., University of Massachusetts–Amherst

Joanne Jenal

B.A., M.Ed., University of Massachusetts–
Amherst

Lisa LeBlanc

A.B., Regis College
M.A., Boston College
Ph.D., The Catholic University of America

Darlene Louchart

B.S., Fitchburg State College
M.Ed., Fitchburg State College

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B.A., Assumption College
M.Ed., Anna Maria College

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B.A., College of the Holy Cross
M.Ed., Anna Maria College

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B.S., Worcester State College
M.S., Worcester State College

Gerard Proulx

B.S., Worcester State College
M.A., Anna Maria College

Doryl Rourke

B.A., University of Connecticut
I.P.C.G., Southern Connecticut State University

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M.Ed., Cambridge College

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M.Ed., Fitchburg State College

EMERGENCY MANAGEMENT AND OCCUPATIONAL AND ENVIRONMENTAL HEALTH & SAFETY

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B.S., Villanova University
M.S., Anna Maria College

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B.A., Framingham State College
M.B.A., Nichols College

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B.A., Boston University
M.S., University of Lowell

David G. Glazebrook

B.S., Colorado State University
M.B.A., University of Phoenix

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M.S., Anna Maria College

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A.B., M.A., Ph.D., Harvard University

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B.S., Worcester State College
M. Ed., Anna Maria College
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D.V.M., Auburn University
M.P.H., University of Massachusetts

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B.S., Florida State University
M.S. University of Washington

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B.A., M.S., Anna Maria College
J.D., University of Vermont

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B.S., M.S., Empire State College

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M.A., Anna Maria College

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B.S., Harvard University
M.S., National University

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B.S., Anna Maria College
M.P.A. Clark University

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B.S., Anna Maria College
M.B.A., Cambridge College

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B.A., Holy Family University
M.S., Villanova University

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B.S., University of Massachusetts—Amherst
M.Ed., University of Massachusetts—Boston

Hayden Duggan

A.B., Ed.D., Harvard University

Gregory Habgood

B.S. West Chester University
M.S., University of New Hampshire

David Mager

B.S. Suffolk University
M.A., Anna Maria College

Gary McCarraher

B.S., University System of New Hampshire
M.P.A., Framingham State College

John M. Moschella

A.B., St. Anselm College
M.A., Salem State College
M.A., Anna Maria College
M. Phil., University of Kansas
Ed.D., Cambridge College

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B.S., Assumption College
M.S., Worcester Polytechnic Institute

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B.S., Salem State College
M.S., Anna Maria College

John Parow

B.S., University of Cincinnati
M.A., State University of New York—Empire State

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B.S., Assumption College
M.S., Anna Maria College

Timothy J. Rabbitt

B.A., Fairfield University
M.B.A., Western New England College

John F. Sullivan

B.S., Anna Maria College
M.P.A., Clark University

Michael Wlaker

B.S., Southern Illinois University
M.P.A., Devry University

Stephen F. Walsh

B.S., University of Massachusetts—Boston
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B.A., Worcester State College
M.A., Assumption College
D.Min., Andover Newton Theological School

Rose Clarisse Gadoury, S.S.A.

B.M., Anna Maria College
 M.A., Duquesne University
 D.Min., Boston University

Ellen Guerin, R.S. M.

A.B., Anna Maria College
 M.A.T., Loyola University
 M.A., Duquesne University

Bede Kierney, OSB

M.A. University of Glasgow
 Lectorship, Sant' Ambrogio, Rome

Christine Milner

B.A., Annapolis College
 M.A., Assumption College

Frederick Murphy

A.B., Harvard College
 B.D., University of London
 A.M., Ph.D., Harvard University

John J. O'Brien, C.P.

B.A., Passionist Monastic Seminary
 M.A., St. Michael's Seminary
 M.A., St. John's University
 S.T.L., S.T.D., Weston Jesuit School of
 Theology

Michael Tumeinski

B.S. Westfield State College
 M.A. Holy Apostles College and Seminary

VISUAL ART**Maureen Caouette**

M.A., University of Massachusetts

Ralph Caouette

B.F.A., University of Massachusetts
 M.A., C.A.G.S., Anna Maria College

Joseph DiGregorio

B.A., Anna Maria College
 M.Ed., Fitchburg State College
 CAGS, Clark University

Janet Dupuis

B.F.A., Framingham State College
 M.A., Fitchburg State College

Thomas Kellner

A.B., College of the Holy Cross
 M.F.A., University of Massachusetts

Alice M. Lambert

Director of Art Programs
 B.F.A., Anna Maria College
 M.A., Rhode Island College

Rosemary LeBeau

Worcester Art Museum

Donalyn Schofield

B.F.A., Marygrove College
 M.F.A., Wayne State University

Sumiyo Toribe

B.A., Phillips University
 M.F.A., Savannah College of Art & Design

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Continuing Education

DIVISION OF CONTINUING EDUCATION

Continuing Education Bachelor's Degree Programs

Accelerated Business Administration
Catholic Studies
Criminal Justice
Fire Science
Human Growth and Development
Liberal Studies
Nursing (RN-to BSN)
Paralegal Studies

Associate Degree Programs

Accelerated Business Administration Paralegal Studies

Certificate Program:

Paralegal Studies
(for those who already have a degree)
SHRM Certificate Program in cooperation with the Society for Human Resource Management

The Division of Continuing Education at Anna Maria College provides adult learners with opportunities for educational and career enrichment in a variety of professional fields. The Division offers an array of courses which can be taken on an individual basis or as part of a degree or certificate program. Continuing Education programs are designed and scheduled for adult learners with work experience who are seeking to study in a small, interactive, and student-centered learning environment. Under the direction of a highly qualified faculty of scholars and practitioners, these programs provide students with a unique combination of access, flexibility, academic excellence, and professional expertise.

The Division of Continuing Education, as part of Anna Maria College, is accredited by the New England Association of Schools and Colleges, Police Career Incentive Pay Program (PCIPP) through the Massachusetts Board of Higher Education, and the National League for Nursing Accrediting Commission.

Academic Divisions

The degree programs in the Division of Continuing Education are centered in the five academic divisions of Anna Maria College's undergraduate programs. These five divisions are:

Division I: Humanities and International Studies
Division II: Business, Law, and Public Policy

Division III: Human Development and Human Services
Division IV: Environmental, Natural, and Technological Sciences
Division V: Fine Arts

Division I

Division I: Humanities and International Studies links the traditional liberal arts areas that collectively form the body of knowledge and methods of inquiry associated with the humanities to contemporary interest in global and international education. The humanities are viewed as the study of human thought, expression and culture. Division I course work includes the following disciplines

Catholic Studies
English Literature
English Education (5-8; 8-12)
History
History Education (5-8; 8-12)
Humanities
Liberal Studies
Media Communication
Modern Languages
Philosophy
Theology and Religious Studies

Division II

Division II: Business, Law, and Public Policy integrates the traditional areas of the social sciences with existing and emerging interdisciplinary and pre-professional programs. Division II course work includes the following disciplines:

Business Administration
Criminal Justice
Economics
Legal Studies/Paralegal Studies
Management Information Systems
Political Science,
Public Policy
Sport Management

Division III

Division III: Human Development and Human Services integrates scholarly research with professional practice in areas that explore human behavior, social systems and institutions, and individual and community development. Division III course work includes the following disciplines:

Human Development and Human Services Psychology
Educator Licensure Preparation
Initial Teacher License preparation in Early Childhood (Pre-K-2); Elementary (1-6); Music (all); Visual Art (Pre-K-8; 5-12); English (5-8; 8-12), and History (5-8; 8-12)
Social Work, Sociology

Division IV

Division IV: Environmental, Natural, and Technological Sciences integrates the traditional disciplines of natural sciences and mathematics with the fields of environmental studies, technology, and computer information systems.

Division IV course work includes the following disciplines:

Biology
Chemistry
Computer Information Systems
Emergency Medical Services
Environmental Science
Fire Science
Mathematics
Nursing
Physics

Division V

Division V: Visual and Performing Arts integrates the traditional disciplines of studio and performing arts with the liberal arts and fields of business, education, and human services. Division V course work includes the following:

Studio Art
Art Education (with Div. III)
Art Therapy
Graphic Design
Music
Music Education (with div. III)
Music Performance (piano or voice)
Music Therapy
Theater

Continuing Education Admission Policies**Office of Admission**

Phone: 800-344-4586 x 234

508-849-3234

Fax: 508-849-3795

E-mail: cegradadmissions@annamaria.edu

Application Requirements

Applicants must submit:

1. A completed application
2. A non-refundable application fee of \$40.00
3. Official high school transcript or GED certificate.

Applicants who have an associate's degree from an accredited institution are not required to submit a copy of their high school transcript, but instead, must submit official transcripts of all college and university work.

4. One letter of recommendation from someone acquainted with the applicant's ability and aptitude in college course work. In cases where an applicant has been away from an

academic setting for several years, letters of recommendation from employers and supervisors are acceptable.

Optional

- Any additional materials, certificates, and proof of course work, as may be required by a specific program.
- An optional 250-500 word essay stating your educational goals and how Anna Maria College can help you achieve them.
- Although a campus visit to meet an admissions representative is not required, it is recommended. Applicants are encouraged to come meet our staff or register for an information session. Please call the Graduate and Continuing Education Admissions Office.

Transfer Admission

Transfer students constitute a large and valuable component of the college community.

General Requirements

Any high school student who has completed one or more courses at another college or university after high school is considered a transfer student.

Application Process

Students interested in transferring to Anna Maria College should submit the following:

1. Completed application form and a \$40 nonrefundable application fee (check or money order made payable to Anna Maria College).
2. Official copies of high school and all college or university transcripts. Applicants who have an associate's degree from an accredited institution are not required to submit a copy of their high school transcript, but instead must submit their official transcripts of all college and university work.
3. Official results of SAT I or ACT tests of students who have been out of high school for less than three years are required. Students who have been out of high school for three or more years or who have already earned at least an associate's degree do not need to submit SAT I or ACT scores.
4. Two references.

Optional

1. A 250- to 500-word personal statement of educational objectives is optional or may be requested based on transcripts.
2. Although a campus visit to meet an admissions representative is not required, it is recommended.

Applicants are encouraged to come meet our staff or register for an information session. Please call the Graduate and Continuing Education Admissions Office.

Transferring Credits

Credits accepted from other accredited colleges or universities normally represent courses that are comparable with those offered at Anna Maria College. Applicants to associate's degree programs must complete a minimum of 30 credit hours at Anna Maria College; applicants to bachelor's degree programs must complete 45 credits at Anna Maria College.

The appropriate academic division chair makes the final decision regarding transfer of credit to Anna Maria College.

International Applicants

Anna Maria College is authorized under Federal law to enroll non-immigrant students. International students who wish to study at Anna Maria College should have a minimum TOEFL (Test of English as a Foreign Language) score of 470 on the paper-based examination. Applicants who are not citizens of the United States and whose permanent mailing addresses are beyond its borders are considered international students. In addition to the regular application requirements, international applicants must submit the following:

1. Official English translation of secondary school transcripts, and if applicable, college transcripts with course descriptions included.
2. Official TOEFL scores. Applicants should request that the Educational Testing Service (Princeton, NJ 08541-6151, USA) send official TOEFL scores directly to the Office of Admission at Anna Maria College. Anna Maria College's code is 3005

Admission Policies

The minimum requirements at Anna Maria College are subject to approval by the directors of each program in the Division of Continuing Education. Please refer to sections of this catalog for a complete listing of departmental requirements. All applicants not meeting the minimum requirements of the College must be interviewed as part of the application process. Please telephone the Program Director or Office of Admission for further information.

Transfer Credit Policy and Degree Requirements*

Students pursuing bachelor's degrees through Anna Maria College's Division of Continuing Education generally fall into one of two categories: individuals who hold associate's degrees in their intended area of concentration and individuals who do not.

Anna Maria College has developed its transfer policies and degree requirements to accommodate both populations. Once a student has been accepted into either the Division of Graduate Studies or Continuing Education, the student must get prior approval to transfer credits from another college or university.

**The Criminal Justice program has a different transfer credit policy. Please refer to the "Criminal Justice" section for details.*

Students with Associate's Degrees in their Area of Concentration* Transfer Policy

Transferring Credits

Applicants must submit official records from all regionally accredited institutions attended. Credits accepted from other accredited colleges or universities normally represent courses that are comparable with those offered at Anna Maria College.

- Applicants to associate's degree programs must complete a minimum of 30 credit hours at Anna Maria College
- Applicants to bachelor's degree programs must complete 60 credits at Anna Maria College. A maximum of 60 credits will be accepted from one's Associate's degree program.
-

The appropriate academic division chair makes the final decision regarding transfer of credit to Anna Maria College.

Students without Associate's Degree in their Area of Concentration*

Transfer Policy

Transfer applicants without an associate's degree in their intended area of concentration are subject to transfer credit evaluation according to college and program policies.

Degree Requirements

In order to earn a bachelor's degree from Anna Maria College, a student must earn a minimum of 120 credits (40 courses), including the College Core Curriculum and program requirements*

**RN-BSN nursing program may have different requirements.*

Students Seeking the Associate Degree Transfer Credit

Students are subject to a transfer credit evaluation according to College and program policies.

Degree Requirements

In order to earn an associate's degree from Anna Maria College, a student must earn a minimum of 60 credits (20 courses). The 60 credits must include Core requirements as well as program requirements. See the specific programs for details.

Continuing Education Academic Policies & Procedures

Academic Programs Office

Phone 508-849-3234

Fax 508-849-3343

Registrar's office

Phone 508-849-3401

Fax 508-849-3229

Registration Policies

Registration

Students register on-line through On-line Student Services. Students must officially register prior to the first class for a course to receive a grade or credit for that specific course. Attending class does not constitute an official registration. Students cannot register for classes that have met two or more times.

The College reserves the right to modify semester course offerings and cancel under enrolled courses or programs. Course schedules are available on-line at www.annamaria.edu.

Non-Matriculating and Special Students

Non-matriculating and special students are encouraged to take courses at Anna Maria College. Non-matriculated students may complete up to two courses. Students who complete more than two courses but do not apply for admission to the College will be officially classified as "special students." The College is not obligated to allow more than two courses (6 credits) completed as a non-matriculated student to be accepted toward a degree. A student who enrolls in courses as a special student, (i.e., a non-matriculated student with no interest in pursuing a degree) must, after earning six credits, obtain permission from the appropriate Program Director before registering for a third course. Special students may register for an unlimited number of courses; however, these courses may not count toward a degree.

Class Attendance

Students are expected to attend class, fulfill laboratory requirements, and take examinations regularly. It is the responsibility of the instructor to explain the attendance policy for his or her class to students at the beginning of the semester. A student who has excessive absences accepts the risk of forfeiting the portion of the grade that derives from class attendance and participation.

Course Withdrawal and Refund

Students wishing to withdraw from a course after the drop/add deadline, published in the academic calendar, must contact their advisor. The advisor will submit a Course Withdrawal form using in-house forms program. Once the change is processed, the student, the instructor and advisor will receive an email confirmation through their Anna Maria College email account. Students are not considered officially withdrawn until they receive a confirmation email from the Registrar's Office. A grade of "W" will be recorded once the student is withdrawn from a course. The Withdrawal period is stipulated in the academic calendar for each semester. Ceasing to attend classes or notifying the Instructor does not constitute an official withdrawal. A student who fails to properly withdraw from a class will receive a grade of "F" for the course. The date the withdrawal form is submitted to the Registrar's Office is the official date of the student's withdrawal. This date will be used to calculate any tuition and financial aid refunds that might be due.

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 prior to second class meeting 100%

Withdrawal prior to third class meeting 30%

Withdrawal prior to fourth class meeting 20%

Withdrawal after the fourth class meeting No Refund

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

Class Cancellation Announcements

Announcements for the cancellation of late afternoon and evening classes on the Paxton campus will be made between 1 and 5 p.m. on radio stations WBZ 1030 AM, WTAG 580AM, and WSRS 96.1FM. Cancellation of

classes will also be posted on the website at www.annamaria.edu.

Academic Advising

The student's academic advisor will provide advising to the student. All students may seek additional guidance for any academic concern from the Vice President of Academic Affairs.

Academic Integrity and Honesty

As an academic community centered in the Catholic tradition, Anna Maria College expects all members of the College community to act in a responsible and ethical manner and to uphold the values, rules, and regulations of the College.

The principles of individual honor, integrity, responsibility, and respect for the rights of others are essential to student conduct. Anna Maria College expects all students to demonstrate honesty and integrity in the execution of their academic responsibilities. If a faculty member or fellow student suspects that a student has violated the standards for honesty and integrity in academic work, he or she must report the matter to the Dean for Academic Affairs. If the Dean determines a violation has occurred, sanctions may include, but are not limited to, a letter of reprimand, failure on the assignment, failure in the course, suspension, or dismissal from the College.

Grading Policies

Grading

A (4.0) Excellent achievement

A- (3.7)

B+ (3.3)

B (3.0) Above average achievement

B- (2.7)

C+ (2.3)

C (2.0) Average achievement

C- (1.7)

D+ (1.3)

D (1.0) Minimal achievement

P Pass No quality points

F Failure No quality points

I Incomplete*

W Withdrew Not computed in QPA

**The grade "I" is permitted when unavoidable circumstances prevent the completion of a course. An "I" grade will become an "F" if it is not removed within the first four weeks of the following semester. Requests for an incomplete must be in writing and submitted to the Vice President of Academic Affairs for prior approval.*

Appealing Grades

A student who believes that he or she has been unfairly graded in a course or deserves an adjustment in his or her academic status may appeal. This appeal must occur within four weeks of assignment of the grade. A student must confer with the instructor about the grade prior to the appeal. If the student still feels that he or she has been graded unfairly, the student should appeal in writing first to the Program Director, then to the Vice President of Academic Affairs, who may ask the Academic Review Committee for a recommendation. The decision of the Vice President of Academic Affairs is final. Only decisions resulting in academic dismissal may be appealed to the President.

Graduation Requirements

All candidates for degrees in the Division of Continuing Education must complete 120 credit hours, a minimum of which 45 credit hours, must be earned at Anna Maria College. To be eligible for a degree, a student must have earned a minimum cumulative quality point average of 2.00 and a minimum 2.00 quality point average in his or her major. Within these 120 credit hours, a student must fulfill the program requirements for his or her major or concentration, as well as the required liberal arts and/or core courses. The specific liberal arts courses required are determined by the student's area of concentration as described in the following Academic Programs section of this catalog.

Honors at graduation (restricted to undergraduates only) are based on the quality point system (cumulative QPA of 3.9 for summa cum laude, 3.7 for magna cum laude, and 3.5 for cum laude). Only grades earned at Anna Maria College are considered when computing honors.

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. These forms are available from the Registrar's Office and online at the Anna Maria College homepage. The form, which must be accompanied by the required fee, should be submitted to the Registrar's Office no later than January 20 for graduation the following May. If a student does not meet the January 20 deadline, the College cannot be held responsible for conferring a degree the following May.

Conferring Degrees

Anna Maria College confers degrees three times a year in August, December and May. Commencement exercises are held once a year in May.

Transcripts

Transcripts of courses taken at Anna Maria College can be obtained by students from the Registrar's Office upon receipt of a written request, with signature, except when mandated by law. A fee of \$5 is charged for each transcript requested. Transcripts cannot be released if the student has outstanding financial obligations to the College. For walk-in or rush transcripts, the fee is \$7.

Confidentiality of Records

Anna Maria College complies with the requirements 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 Office of Academic Programs, the Office of the Registrar, and on-line at the College's web site.

Religious Observances

Section 2B of Chapter 151C of the General Laws of Massachusetts, as amended, is 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 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 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 availing himself 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 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 Dean 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 Dean 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 Dean 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 Dean, the student and the instructors of each of the student's classes will be notified of the decision by the Dean'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 Dean's office within five working days after the receipt of the request.

FINANCIAL AID

Financial aid is available to students in the Division of Continuing Education who have been accepted into a program and who are enrolled at least half-time. (six 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/admissions/applying. The FAFSA is also available online at www.fafsa.ed.gov.

Financial aid is available in the form of federal loans and work-study. Anna Maria College offers the following financial aid programs to Continuing Education Students:

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (SEOG)
- Massachusetts Part Time Grand
- MASSGrant
- Federal Perkins Loan
- Federal Subsidized Stafford Loan
- Federal Unsubsidized Stafford Loan
- Gilbert Grant
- Early Childhood Educators Scholarship
- Paraprofessional Teacher Preparation grant

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 be placed on Financial Aid Suspension again. Sometimes students need more than one semester to recover academically after being put on Financial Aid Suspension. If a student has not made the required cumulative GPA or has not earned the required number of credits and goes on suspension again, then the student may appeal again. Appeals will be

considered only if there has been significant academic progress made during the probationary semester. Subsequent appeals will only be considered if there has been significant academic progress made during the probationary semester.

Other Academic Elements

Certain elements affect the academic progress evaluation: Withdrawals are not factored into the cumulative GPA, but ARE counted toward the number of credits attempted. Incompletes do not affect the qualitative or quantitative measurements until the student either completes the coursework and earns a grade or does not complete the coursework and thereby receives an F. Incompletes stand until the fourth week of the following semester, at which point a student with Incompletes will be reevaluated for SAP. Repeated courses stay on the student's record. If a student fails a course and then repeats it, the grades for both are factored into the GPA and all of the credits are counted as well. 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 that would apply to the new program 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 SAP 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 differs from 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, are dismissed or take a leave of absence 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.

**The official order of return is as follows: Unsubsidized
Stafford Loan, Subsidized Stafford Loan, Perkins Loan,
other Title IV funds.*

5

CONTINUING EDUCATION PROGRAMS & COURSES

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Business Programs

Bachelor of Science in Business Administration
Associate of Science in Business Administration

Program Director

Judith Kenary, EdD.

508-849-3223

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This degree program develops effective managers who will help shape their companies' futures. Introductory courses in accounting, management, marketing, and finance are supplemented by advanced courses in strategic management, operations management, managing and marketing new products, and others. Liberal arts offerings in ethics, philosophy, religion, literature, and other areas ensure that graduates have a well-rounded education. This program is especially designed to meet the needs of students with previous college course work. Students with Associate's Degrees often complete the program in two years.

Curriculum

General Requirements

Students must complete the general undergraduate degree requirements detailed in the Academic Programs section of this undergraduate continuing education catalog as well as the specific courses required by this program.

Business Administration Core:

BLP 110 Leadership

BLP 210 Researching the Social World

BLP 250 Applied Statistics and Quantitative Analysis

BUS 151, 152 Principles of Accounting I and II

ECO 200 Principles of Microeconomics

ECO 201 Principles of Macroeconomics

BUS 260 Principles of Management

BUS 268, 269 Principles of Financial Management I and II

BUS 270 Marketing Principles

BUS 281 Business Law

Three upper-level business electives (300- or 400- level).

ASSOCIATE OF SCIENCE IN BUSINESS ADMINISTRATION

This program is designed for adults who want to improve their career options but who are not ready to commit to a bachelor's degree program. Courses in accounting,

management, marketing and finance provide students with a broad understanding of business; liberal arts offerings help provide new insights into how people and the world work. Upon completing the 20-course curriculum, students will be prepared to take advantage of better opportunities and, when the time comes, to pursue their Bachelor's Degree.

General Requirements: 30 credits

Students must complete the general degree requirements of the Core Curriculum as detailed below (30 credits or ten courses) as well as the specific courses required by this program.

BLP 250 Applied Statistics and Quantitative Analysis

COR 103, 104 Critical Thinking and Writing I and II

COR 105, 106 World Cultures: Seeking Community I and II

COR 205, 206 Discovering Humanities: Seeking Truth I and II

COR 204 Technological Literacy

Two Divisional Area courses from Division I, III, IV or V

Business Requirements: 24 credits

BUS 151, 152 Principles of Accounting I and II

ECO 200 Principles of Microeconomics

ECO 201 Principles of Macroeconomics

BUS 260 Principles of Management

BUS 268, 269 Principles of Financial Management I and II

BUS 270 Marketing Principles

Electives: 6 credits

Total: 60

Business Course Descriptions

BUS 151 Principles of Accounting I (3)

A study of the fundamental concepts and methodology of accounting. Topics include the procedures of accounting for assets, liabilities, owner's equity, revenues and expenses. Analysis and preparation of financial statements will also be stressed. Emphasis will be placed on problem-solving using a computerized general ledger system.

BUS 152 Principles of Accounting II (3)

A continuation of the study of the fundamental concepts and methodology of accounting. Additional topics include the procedures of accounting for plant assets, payroll, partnerships, corporations, stocks, and the statement of cash flows. Prerequisite: BUS151.

BUS 223 Sport Marketing (3)

A study of all those activities designed to meet the needs and wants of sport consumers through exchange processes.

Focuses on the marketing of sport products and services directly to consumers of sport, and marketing of other consumer and industrial products/services through the use of sport promotions. Will also examine the wider world of sport, as a single industry with many segments, professional, intercollegiate, interscholastic, intramural, amateur, commercial and public sport, and recreational facilities, clubs, resorts, camps, and service organizations.

BUS 250 Managerial Accounting (3)

Fundamental accounting concepts that will be useful to managers in such functions as planning and controlling operations. Topics such as process cost systems, budgeting, cost-volume-profit analysis, taxes, decision-making, and nonprofit organizations will be presented and integrated with financial analysis for management use. Prerequisite: BUS152

BUS 260 Principles of Management (3)

A treatment of the fundamental functions of management including such topics as formulation of policy, executive leadership, decision making, formulation of objectives, and staff relationships.

BUS 262 Sport Management (3)

An introduction to the many aspects of sport management. Topics include management styles, philosophies, personnel and program evaluation, rules and regulations, equipment inventory, scheduling, budgeting, competition, sport law and liability, coaching, current issues in sport management.

BUS 268 Principles of Financial Management I (3)

An introduction to the basic concepts and practices that confront the financial manager in the business firm. Topics include an overview of the goals and functions of financial management, financial analysis and planning, and working capital management. Initial discussions on the capital budgeting process will also be included. Prerequisite: BUS 152.

BUS 269 Principles of Financial Management II (3)

A continuation of the basic concepts and practices that confront the financial manager in the business firm. Topics include an overview of the capital budgeting process, long-term financing, and expanding the perspective of corporate finance. Prerequisite: BUS 152, BUS 268.

BUS 270 Marketing Principles (3)

A study of the problems and opportunities marketers experience while engaging in the exchange process—exchanging something of value, including goods, services, ideas, people, or places in return for money, time, votes, or

desired behavior. The major decision-making elements of product, price, place, and promotion as components of a sound marketing strategy will be studied in detail.

BUS 271 Consumer Behavior (3)

A study of consumer motivation and buying behavior in order to control adjustments in marketing technique. Prerequisite: BUS 270 or instructor permission

BUS 275 European Union

Explores the economic, political, trade and business policies impacted by the integration of the European economy.

BUS 281 Business Law (3)

Surveys basic law of crimes, torts, contracts and real property. Students draft contracts and develop understanding of laws commonly affecting business transactions such as agency, forms of business organization, and sales.

BUS 282 Sport Law (3)

An introductory course in the legal concepts and issues in sport management

BUS 300 Governance in Sport (3)

An in-depth examination of the rules, regulations, and other institutional considerations of sport management. Prerequisite: BUS 262.

BUS 301 Sport Ethics (3)

An introduction to ethical decision-making in sport management. Examines individual, organizational, and macro level issues in sport ethics.

BUS 302 Coaching Strategies (3)

Examines various coaching theories and strategies with emphasis on critical thinking and ethical decision-making. Prerequisite: BUS262

BUS 307 Philosophy of Sport (3)

A study of the traditional philosophical theories and their application to the areas of sport and recreation.

BUS 308 Entrepreneurship (3)

Examines the principles of entrepreneurship, the relation between innovation and entrepreneurship, and how large and small companies have implemented entrepreneurial practice and culture. Also provides practical guidance for aspiring student entrepreneurs who are considering starting their own businesses.

BUS 310 Principles of Retailing (3)

A study of business principles and practices associated with the sale of goods and services to consumers. A strategic approach to retail management including planning, customer service, and relationship retailing will be a major focus of this course.

BUS 311 Principles of Advertising (3)

A study of various features of advertising theory and practice with special emphasis on the most contemporary advertising concepts and practices. Prerequisite: BUS 270 or permission of instructor.

BUS 316 Human Resource Management (3)

A study of the many functions performed in dealing with employees from a personnel management viewpoint. Special emphasis will be placed on the role of the personnel office. Prerequisite: BUS 260.

BUS 318 Facilities Administration (3)

Examines facility marketing and management issues including facility type, design, location, scheduling, and maintenance.

BUS 324 Operations Management I (3)

Focuses on the management of systems or processes that create goods and/or provide services. Topics will include forecasting, capacity planning, scheduling, inventory management, quality assurance, employee motivation and training, and location of facilities. Prerequisite: BUS 260.

BUS 325 Operations Management II(3)

Continuation of focus on the management of systems or processes that create goods and/or provide services. Topics will include design of production systems, quality, operating and controlling the system. Prerequisite: BUS 324.

BUS 355 Individual Income Taxes (3)

An introduction to United States Federal tax structures as they pertain to individuals. Topics include gross income, itemized deductions, education tax credits, and capital gains and losses.

BUS 361 Investment Analysis (3)

The primary emphasis of this course is the study of equity investments. Topics include security markets, economic and industry analysis, financial statement analysis, valuation of equity securities, and technical analysis.

BUS 365 Individual Financial Planning(3)

An introduction to all areas of personal finance as taken from the point of view of the financial planner. Topics such as insurance, investments, taxes, trusts, and estates will be discussed in detail.

BU 381 Advanced Business Law (3)

Continues to develop understanding of laws commonly affecting business transactions with particular emphasis on the Uniform Commercial Code. Through case analysis and critical thinking exercises students will learn to recognize business-related legal issues and apply legal concepts to solve problems. Prerequisite: BUS 281.

BUS 383 Immigration Law (3)

A study of the immigration and naturalization laws of the U.S. The topics discussed include immigration administrative procedures, appeals, and the courts; citizenship by naturalization and employer penalties for hiring illegal aliens.

BUS 402 Principles of Selling (3)

Focuses on person-to-person communication techniques between buyer and seller and the dynamics of this interaction. Develops awareness of the need to be well-versed in diverse international markets and to understand the uses of technology in selling. Through study and practice, students learn to identify customer needs, to make sales presentations, to handle closings and to develop long-term customer partnerships. Prerequisite: BUS 270.

BUS 403 Business Ethics (3)

An introduction to ethical decision-making in business. Examines individual, organizational, and macro level issues in business ethics. Designed to assist potential business persons to make more informed ethical decisions on a daily basis. Both descriptive and normative models of unethical and ethical decision making in business are analyzed. Dilemmas, real life situations, and cases provide an opportunity to use concepts to resolve ethical issues. Critical thinking and informed decision making are emphasized. Prerequisite: BUS270 or instructor permission

BUS 410 Managing and Marketing New Products (3)

A study of the strategic methods and applications of developing new products or services. An approach using the techniques and concepts as they relate to the planning, development, and controlling processes of innovations will be highlighted. Prerequisite: BUS 270.

BUS 430 Strategic Management (3)

A course designed to provide students with an integrative learning experience that will allow the student to develop strategic management knowledge and skills. The course will draw upon many areas of study, and several qualitative and quantitative techniques will be used to enable the student to understand theoretical concepts and to practice applications. Case studies, field work and outside research will be some of the methodologies used in the study of this course. Prerequisite: BUS260

BUS 444 International Business (3)

A study of the global effects on business and industry and the interaction of differing cultures within economic systems. Prerequisite: ECO 201.

BUS 445 International Marketing

A course that analyzes the unique aspects of activities of marketing – the 4 P's – undertaken in different countries and cultures. Prerequisite: BUS 270.

BUS 490 Business Capstone Seminar(3)

This seminar is a capstone experience for senior-level students offering the opportunity to demonstrate that they can integrate the Catholic Tradition with liberal studies education and professional studies. Students must demonstrate understanding of the concepts of truth, ethics, justice, and community and then must apply these abstract concepts to real-world business case studies. The emphasis is on ethical decision- making and practice in business.

BUS 496 Directed Research Study (3)

A custom-designed academic experience that provides curricular enrichment and flexibility. Directed studies are considered for the expansion of an existing course and/or to complete a major research project which cannot be undertaken in the context of an existing course. The proposal must be approved by the supervising professor, the academic advisor and the division chair.

BUS 499 Internship (variable)

An opportunity for students in their senior year to gain practical first-hand knowledge and experience in the business world. The students will apply the concepts and theories derived from the classroom to real-life situations in the business world.

Economics Course Descriptions

ECO 200 Principles of Microeconomics (3)

A study of economic principles and ideas in the light of social economic theory as they apply within our society

and every-day lives. Special attention is given to the influence of economic policy on business policy. Topics include: supply & demand, elasticity, costs, and various market structures.

ECO 201 Principles of Macroeconomics (3)

Special emphasis is placed on the implications of economic principles for modeling and policy making at the national level. Topics include: unemployment, inflation and economic growth, fiscal policy, and monetary policy.

ECO 250 Environmental Economics(3)

This course examines public policies for environmental protection from an economic perspective. After developing foundational economic concepts relevant to environmental economics, the course examines the following topics: 1) the theory of environmental policy, focusing on legal and market-based solutions to correct environmental externalities; 2) the application of theory to the design and implementation of environmental policy; and 3) the measurement/valuation of environmental resources.

ECO 265 Economics of Sport (3)

A study of economic principles and ideas as they apply to the areas of sport and recreation. Topics include: market analysis, pricing policies, wage determination, the role of asymmetrical information, and valuation methods of sports and recreational resources.

ECO 445 International Economics (3)

An intermediate level course in economics that applies the principles of micro- and macroeconomics to examine the economy at a global scale. More specifically, the course consists of four main components: 1) international trade theory; 2) international trade policy; 3) international business; and 4) international finance. Prerequisite: ECO 200. Management Information Systems Course Offerings

CIS 203 Programming Languages I (3)

A first course in principles and theories of programming using the Visual Basic language. This course provides a study of elementary problem analysis, logic design, coding and program execution.

CIS 204 Programming Languages II (3)

A second course in programming techniques using the Visual Basic programming language. This course provides a more extensive study of problem analysis, program design, coding and program execution. Prerequisite: CIS 203 or equivalent.

CIS 320 Computer Technologies (3)

Designed as an investigation of computer technologies with an emphasis on computer hardware, this course starts with the fundamental functions and components of personal computers and progresses through installation of hardware and software, trouble-shooting and maintenance, upgrades, networking basics, cabling, simple programming, batch files, and operating systems. A “hands-on” approach will be used as much as possible with actual equipment and components.

MIS 362 Advanced Spreadsheets Applications(3)

A course leading to the mastery of professional business problem-solving and decision-making techniques. Project files and case studies require critical thinking and provide a great variety of interesting and relevant business applications for skills. Macros will be utilized as a tool for automating spreadsheet features.

MIS 363 Advanced Database Applications (3)

An in-depth study of database application programs. Topics covered include database field definitions, creating data entry screens, generating reports and mailing labels, sorts and queries.

MIS 380 Web Design and Research (3)

Students learn web design skills using the latest design software. In addition, students also develop Internet research skills using file transfer protocol, search engines, web directories, portals, and other various Internet resources and protocols.

MIS 381 Web Site Management (3)

An advanced course in exploring emerging Internet/Web technologies and how they impact a web site. Students will learn how to make interactive and dynamic web documents, and advanced web design techniques. Issues related to planning and organizing an Internet/Intranet web site such as e-commerce and digital cash, web hosting and ISPs, security, and domain name acquisition will be discussed. Prerequisite: MIS 380 or equivalent.

MIS 385 Web Programming Languages (3)

A student of the languages used in creating web applications such as Visual Basic, Java Script, Java and PERL/CGI scripts.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

Criminal Justice Program

Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice program offered through the Division of Continuing Education at Anna Maria College develops the professionalism and provides the knowledge required for successful careers in the field of criminal justice. Students will study theories of criminology and criminal behavior, and will examine the courts, police, and correctional systems both individually and as they relate to each other. The Bachelor of Science in Criminal Justice program follows the traditional semester schedule. All classes are offered in the evening. Highlights of the Criminal Justice program include:

- Faculty who are experts in their fields
- Small classes
- Acceptance of up to 75 transfer credits.

Students transferring a minimum of 60 credits in the appropriate academic areas enter the upper-division program

Curriculum

The Criminal Justice program is designed to integrate knowledge and skills from both the liberal arts and sciences and the field of criminal justice. All students are required to complete a core curriculum in the liberal arts and sciences drawn from courses offered in Division I: Humanities and International Studies; Division III: Human Development and Human Services; Division IV: Environmental, natural, and Technological Sciences; and Division V: Visual and Performing Arts. Major field requirements are offered in Division II: Business, Law, and Public Policy.

Criminal Justice Degree Requirements

Students accepted into the program are required to complete a minimum of 40 courses (120 credit hours), with a minimum of 15 courses (45 credits) taken at Anna Maria College. Up to 25 courses (75 credits) may be accepted as transfer credits from an NEASC approved college or university that has also been approved by the Massachusetts Board of Higher Education for participation under the Police Career Incentive Pay (Quinn Bill) Program.

The degree requirements include the Core Curriculum (17 courses, 51 credits), the Criminal Justice major core requirements (14 courses, 42 credits), and nine general electives (27 credits).

Students are encouraged to consult their academic advisor before registering for courses.

Victimology and Victim Studies Minor/Certificate

The victimology program is interdisciplinary and draws on courses in Criminal Justice, Education, Human Development Nursing, Pastoral Ministry, Psychology and Social Work. It is designed to prepare graduates for entry into a wide variety of positions in law enforcement, criminal justice, the courts, corrections, and victim services programs as well in other professional settings involving work with victims of crime, their families, and the community at large. Students in any field of concentration may elect a minor in Victimology and Victim Studies.

Requirements: six courses, 18 credits

CRJ 362 Victimology
 CRJ 370 Legal Issues in Victim's Services
 PSY 342 Counseling for Victims and Families
 SWK 242 Introduction to Social Welfare
 Two electives from one of four tracks
 (Generalist, Domestic Violence, Juvenile Victims, Elder Victims)

The Generalist Track Electives listed below or from other tracks:

CRJ 423 Race and Crime
 CRJ 380 Disaster Victims
 PSY422 Social Psychology
 SWK307 Racial and Cultural Minorities
 SWK322 Contemporary Social Issues
 SWK323 Writing for the Courts

Domestic Violence Track Electives:

CRJ421 Gender Crime and Justice
 CRJ422 Domestic Violence
 CRJ 381 Victims' Advocacy
 CRJ 382 Sexual Assault
 HDS 490 Fostering Mental Health: Supporting the Human Spirit
 SWK408 Marriage and the Family

Juvenile Victims Track Electives:

CRJ410 Juvenile Justice
 CRJ 383 Child Abuse
 CRJ 382 Sexual Assault
 PSY207 Child Development
 PSY215 Psychology of Adolescence
 SWK348 Growth and Behavior and the Social Environment I

SWK350 Child Abuse, Family Preservation, and Permanency

Elder Victims Track Electives:

CRJ 384 Elder Abuse

CRJ 385 Fraud Against the Elderly

HDS101 The Individual and the Social Response to Stigma

NUS202 Human Dilemma: Positive Outcomes of Grief and Loss

NUS204 Joys of Working with Older Adults

SWK349 Growth and Behavior and the Social Environment II

Students may pursue a Certificate in Victimology and Victim Studies. In addition to the four required courses, students need to complete four electives from one of the tracks. With both the Minor and the Certificate, no more than two courses may double count toward the student's field of concentration.

Computer Forensics and Investigations Minor

This minor/certificate is designed to provide students with the basic understanding of the hardware and software applications that are utilized in computer forensics, the procedures for investigating computer crimes, and the methodology of forensic data collection, evidence preservation and documentation.

Requirements: six courses, 18 credits

CRJ 340 Cybercrime I: Legal Issues and Investigative Procedures

CRJ 341 Cybercrime II Internet Vulnerabilities and Criminal Investigation

CRJ 342 Computer Forensics I: Data Storage and Recovery

CRJ 343 Computer Forensics II: Linux/Macintosh and Lab-based Acquisitions

Two electives in the areas of computer forensics and law. Students may pursue a certificate in Computer Forensics and Investigation. In addition to the four required courses, students need to complete four electives in the areas of computer forensics and law. With both the Minor and the Certificate, no more than two courses may double count towards the student's area of concentration.

Private Security Minor

The security program is interdisciplinary and draws upon courses from Criminal Justice, Business, paralegal studies, and fire science. This minor is designed to offer more options for career decisions of students. Security is a rapidly growing field and the private security field is out-numbering the public sector security field.

Requirements: six courses, 18 credits

CRJ275 Introduction to Security

CRJ370 Physical Security and Asset Protection

CRJ372 Principles of Security Investigation

CRJ340 Cybercrime I: Legal Issues and Investigative Procedures

Two electives from the following:

CRJ374 Crime Prevention

CRJ435 Crisis Management and Emergency Planning

CRJ470 Special Topics: Security Special Issues

CRJ341 Cybercrime II: Internet Vulnerabilities and Criminal Investigation

CRJ342 Computer Forensics I: Data Storage and Recovery

BUS151 Principles of Accounting I

BUS250 Managerial Accounting

BUS281 Business Law

BUS316 Human Resources Management

PLS104 Contracts and Business Organizations

PLS332 Personal Injury Law

FRS103 Fire Behavior and Combustion

FRS107 Fundamentals of Fire Prevention

FRS450 Hazardous Materials in the Emergency Services

With the minor, no more than two courses may double count toward the student's field of concentration.

Criminal Justice Course Descriptions

BLP 120 American Justice Systems (3)

The development of an integrated understanding of law, crime, and the organization and function of various components of the American justice system including: law enforcement, private law practice, judicial system, juvenile justice system, corrections system and human services system, including victim services. Students explore justice-related career options; examine the ethical and moral implications of working in the justice system; and explore how the justice professional can help to construct a more just and peaceful society.

CRJ212 Criminal Law (3)

An examination of the substantive law of crimes, constitutional protections and criminal processes. Using a variety of methods and techniques, students will explore the sources of common law crimes and statutory criminal codes, the elements of crimes, and individual constitutional rights afforded from arrest through sentencing.

CRJ 210 Constitutional Law (3)

A survey of the U.S. Constitution. Through an analysis of interpretative cases, students will become acquainted with fundamental principles including judicial review, federalism, due process of law, equal protection, freedom of expression and religion, state action, and broader principles associated with constitutional civil rights.

CRJ 220 Criminology (3)

An exploration of various theoretical explanations of crime and criminality. The study includes patterns of criminal offending, crime typologies, and implications for the practice and prevention of crime at local, national and global levels.

CRJ 250 Policing in America (3)

A survey of the history, development, environment, organization, and sociology of law enforcement in America. Emphasis will be placed on the evolution of state and local agencies, the use of police as an agency of social control, the police as a division of government, and an examination of the role of police within the larger criminal justice system.

CRJ 260 Corrections (3)

An examination of the evolution of prisoner management from Pennsylvania's Walnut Street Jail to the present day correctional system, with a particular emphasis on the Massachusetts prison system. Students will explore the various philosophies of prisoner treatment, allocation of resources, and prison design.

CRJ275Introduction to Security (3)

An examination of the objectives of general and specific security programs and their implementation. Consideration is given to administrative and physical aspects of security planning, loss prevention, and other areas of interest to the security field.

CRJ 304 Drugs and Society (3)

An exploration of the social issues associated with the use of legal and illicit drugs in America, this course will deal with a history of drugs, drug discoveries, commercial development, pharmacological and forensic classifications,

the extent of drug use, and testing and treatment of drug abusers in the United States.

CRJ 310 Criminal Evidence (3)

A survey of the law of evidence as it applies to the criminal justice practitioner. The course examines direct and circumstantial evidence, hearsay, chain of custody, real and documentary evidence, and interrogation, including confessions and admissions. Students explore scene preservation and illegally obtained evidence.

CRJ 311 Criminalistics I (3)

An introduction to fundamental principles of the scientific approach to criminal investigation. Special attention is given to theory and application of investigative strategies for physical evidence collection and crime scene preservation and construction.

CRJ 312 Criminalistics II (3)

A continuation of the study of fundamental principles of the scientific approach taken in solving crimes. Based solidly in the study of forensics, students will become familiar with tools, methods and techniques available to local, state, and federal investigators.

CRJ 330 Probation and Parole (3)

A study of the relationships between probation officers and their clients, the role of probation, the rules governing conduct, social agencies connected to probation, the role of probation departments in rehabilitative activities plus an examination of the effectiveness of parole versus incarceration.

CRJ 340 Cybercrime I: Legal Issues and Investigative Procedures (3)

An exploration of the theory and techniques for tracking attackers across the Internet and gaining forensic information from computer systems. The course includes case studies of Internet-based crimes.

CRJ 341 Cybercrime II: Internet Vulnerabilities and Criminal Investigation (3)

A study of the appropriate strategies for the proper documentation, preparation and presentation of investigation involving the Internet. The student will be familiarized with the networking protocols and applications a professional may encounter during the course of an investigation.

CRJ 342 Computer Forensics I: Data Storage and Recovery (3)

An intermediate level computer course on the fundamentals of computer functions and hardware, and how to preserve and image digital evidence.

CRJ 343 Computer Forensics II: Linux/Macintosh and Lab-Based Acquisitions (3)

An intermediate level computer course using the Linux/Macintosh platforms to teach the fundamentals of computer functions, hardware, and how to preserve and image digital evidence. The course includes hands-on instruction and discussion about hardware and software required for acquiring and identifying evidence, as well as different computer file systems and boot processes.

CRJ 344 Computer Forensics III: Acquisitions and Analysis (3)

An advanced level computer course on the acquisition and analysis of computer hard drives and other storage media. The course is solely hands-on exercises with limited instructor interaction. Although not required, the use of a personal laptop is helpful. Prerequisite: CRJ 343.

CRJ370 Physical Security and Asset Protection (3)

Physical security includes a combination of security-related equipment, devices, and technologies, designated and arranged to signal personnel to adverse events or circumstances. Topics to be covered in this course include controlling and monitoring the access of persons and vehicles, prevention and detection of unauthorized intrusions and surveillance, safeguarding negotiable documents, proprietary information, merchandise, and buildings. As part of this course students will learn about the principles of risk analysis and risk management, including how to identify and mitigate risks using the security survey. This course will also offer the opportunity for students to develop an asset protection plan and, by using selected cases, analyze various asset protection programs

CRJ372 Principles of Security Investigations

Private security investigations are a critical element of an organization's asset protection strategy. This course examines private sector investigative capabilities including background investigations, investigations of internal thefts, undercover drug investigations, securing of evidence to be used before investigative committees, boards, or in civil or criminal trials. The course also includes the basic methodologies and principles of private investigative activities including working with public sector investigative agencies. Students will examine the legal and ethical duties and issues of investigations, and will use

case study analysis to better understand the investigative process.

CRJ374 Crime Prevention

Provides students with an overview of issues related to crime prevention, both from criminological and criminal justice points of view. Examines crime prevention programs that encompass both the individual and community levels, as well as the integration of such levels. Topics such as situational crime prevention, crime prevention through environmental design, and others are also discussed. Students also study literature that documents case studies of crime prevention programs.

CRJ 410 Juvenile Justice (3)

An examination of the development of the individual from childhood through adolescence as it relates to crime and delinquency. The course will track the philosophies, practices and principles of control and prevention from the Illinois Juvenile Act of 1899 to current issues concerning juvenile waivers and abolishment. National and international policy and trends will also be discussed.

CRJ 418 Comparative Criminal Justice Systems (3)

A survey course designed as a macro-comparison of the criminal justice systems in several countries. The examination will focus on six particular areas within each country: government, police, judiciary, law, corrections, and juvenile justice. Students will explore various methods to compare differences and similarities in criminal justice systems, crime, and criminal justice policies across nations.

CRJ 420 Social Issues in Criminal Justice (3)

An interdisciplinary course that focuses on definitions of social problems, social control, and power. In addition to exploring major theoretical approaches in social problems, this course will also focus on specific areas of theory and research including race, gender and class in urban and rural America. Sub-themes within the course will include victimization and oppression within social groups and culture generally.

CRJ 421 Gender, Crime and Justice (3)

Gender issues as they relate to criminal justice policy, practice and programs are examined. The course will present an historical and contemporary analysis of the position of women as offender, victim and criminal justice professional.

CRJ 422 Domestic Violence (3)

An in-depth introduction to domestic violence as it pertains to family issues, law enforcement and society. The

course will examine the dynamics of domestic abuse, including an analysis of the laws, investigations, procedures and research in domestic violence issues and how these have evolved in recent decades.

CRJ 423 Race and Crime (3)

An examination of the relationship between race, crime, and the criminal justice system. Students will also explore the treatment of other ethnic groups, not just African Americans. Topics such as hate crimes, racial profiling, and death penalty will be discussed.

CRJ 425 Human Diversity (3)

A cross-cultural comparison of social factors that have contributed to the development of criminal law in the United States. This course will explore the anthropological basis for social and moral order using case studies, including novels and film.

CRJ 430 Criminal Justice Professional Responsibility (3)

An examination of the dilemmas encountered by criminal justice practitioners in the performance of their duties, with an emphasis on ethical decision-making. The course will consider the potential for abuse of discretionary authority through a consideration of actual cases of misconduct by judges, police, prison officers, and other members of the criminal justice community.

CRJ435 Crisis Management and Emergency Planning (3)

This course is designed to provide students with an overview of the importance of crisis management and emergency planning in order to safeguard personnel and a company's assets. This course incorporates case studies, research and simulation exercises in an effort to develop the student's basic understanding of crisis management. Scenarios include but are not limited to terrorism, strikes, product tampering, workplace violence, fires, chemical and biological incidents, and natural disasters. The course analyzes and illustrates the anatomy of a crisis and details how managers can forecast their next crisis and develop contingency plans. Students are required to develop a crisis management plan for a client organization.

CRJ 441 Criminal Profiling II (3)

A continuation of the study of techniques and methods used to create criminal profiles to assist in criminal investigations.

CRJ 451 Special Topics in Policing (3)

A course that explores contemporary issues confronting the police profession. Topics include community policing,

aberrant behavior, police sub-culture, staff development programs, etc. Students will also have the opportunity to analyze issues and problems in a comparative context through a consideration of policing in other countries. Prerequisite: CRJ 250.

CRJ 460 Colloquium in Criminal Justice Literature (3)

An in-depth study of contemporary topics in criminal justice and law enforcement through a review of literature and critical texts.

CRJ 480 Forensic Anthropology (4)

This course is designed to familiarize the student with the field of Forensic Anthropology. Forensic Anthropology is the application of the methods of physical anthropology, specifically the field of human skeletal anatomy and archeology to medical-legal death investigations. The student will learn the anatomy of the human skeleton and how to apply this knowledge to the medico-legal forum in which a forensic anthropologist operates and conducts their forensic investigations. Lab time will include profiling of human remains, distinguishing animal from human remains, and trauma reconstruction.

CRJ 490 Capstone Seminar in Criminal Justice (3)

A seminar that will serve as the exit evaluation for all Criminal Justice majors. Class discussions will focus on current issues in criminal justice. Students will demonstrate oral and written competence through an individual research project on a current legal or policy issue in criminal justice. The project will integrate the student's knowledge and experience in the field of criminal justice, including the application of ethical principles to the issue. The completed project will be presented in an open session. (Seniors only)

CRJ 496 Directed Study (3)

A custom-designed academic experience in criminal justice that provides curricular enrichment and flexibility. Directed studies are considered for the expansion of an existing course and/or to complete a major research project which cannot be undertaken in the context of an existing course. The proposal must be approved by the supervising professor, the academic advisor and the division chair.

CRJ 497 Special Topics (3)

A course that explores contemporary issues confronting the criminal justice system. Students will have an opportunity to explore and analyze some of the existing research on the special focus of the course.

CRJ 499 Internship (Variable)

An opportunity for students in their senior year to gain intensive, first-hand knowledge and greater understanding of the network of criminal justice or public sector services/agencies in the community. Students will integrate and apply knowledge, theory and understanding derived from foundation courses and content areas included in the criminal justice program.

BACHELOR OF SCIENCE IN FIRE SCIENCE (ON-LINE PROGRAM)

Fire Science Program

Bachelor of Science in Fire Science

Program Director

Everett G. Pierce, M.S.

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The fire science program at Anna Maria College is designed for individuals who are employed or seeking employment in fields related to emergency services. This comprehensive program integrates liberal arts education and strong career preparation. The curriculum is operationally focused and reflects the knowledge, skills, and abilities outlined within National Fire Academy and the Fire and Emergency Services Higher Education (FESHE) Model Curriculum along with the Officer Development Handbook from the International Association of Fire Chiefs. Strong emphasis is placed on the dynamic aspects of public sector emergency services leadership and administration. The fire science program is taught by experienced emergency services professionals who are distinguished leaders and educators in emergency services.

The goal of the program is to produce a well-rounded emergency services professional who has the necessary knowledge, training, and certifications to have a competitive edge in obtaining professional emergency service employment.

Curriculum**General requirements**

Continuing education students in Fire Science may enter this on-line program with the transfer of 60 credits earned in a relevant program at an accredited college or university. Once accepted, students will take the required 18 courses and 2 electives as outlined in the course catalog. Majors in Fire Science also take courses in Leadership, Applications for Fire Research, and Analytical Approaches for Public Fire Protection in order to develop skills that will enhance their understanding of the major. A Bachelor degree requires 120 credits, completion of the College Core curriculum, and the program requirements.

Fire Science	
Requirements (transfer)	60 (credits)
Required Curriculum	54
Electives	<u>6</u>
Total	120

Fire Science Course Offerings

FRS 207 Applications for Fire Research (3)

This course presents the basic principles of research and methodology for analyzing current fire-related research. The course also provides a framework for conducting and evaluating independent research in the following areas: fire dynamics, fire test standards and codes, fire safety, fire modeling, structural fire safety, life safety, firefighter health and safety, automatic detection and suppression, transportation fire hazards, risk analysis and loss control, fire service applied research and new trends in fire research.

FRS 209 Analytical Approaches to Public Fire Protection (3)

This course examines the tools and techniques of rational decision making in Fire and Emergency Services agencies including data collection, statistics, probability, decision analysis, utility modeling, resource allocation, and cost-benefit analysis.

FRS 302 Fire and Emergency Services Administration (3)

This course is designed to be a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills necessary to manage and lead a fire and emergency services department through the changes and challenges of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of a fire and emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission.

FRS 304 Fire Investigation (3)

This course is intended to provide the student with the fundamentals and technical knowledge needed for proper fire scene interpretations including recognizing and conducting investigations of origin and cause, scene

security, motives of the fire setter, and types of fire causes. In addition the student will be provided with advanced technical knowledge of the rule of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, and case preparation and testifying.

Prerequisite: FRS 205

FRS 317 Legal Aspects of Emergency Services (3)

This course introduces the federal, state, and local laws that regulate emergency services, the national standards influencing lessons learned to enhance the student's experience. Case studies and exercises are utilized.

FRS 321 Incident Command for Emergency Services (3)

This course provides the student with the information necessary to operate effectively in an incident command system at any type of incident. It will cover ICS, NIMS and lessons learned to enhance the student's experience. Case studies and exercises will be utilized.

FRS 326 Personnel Management for Fire & Emergency Services (3)

This course examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline and collective bargaining.

FRS 341 Fire Prevention Organization & Management (3)

This course examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans reviews, fire investigation, research, master planning, and various types of influences and strategies.

FRS 351 Disaster Planning & Control (3)

This course examines concepts and principles of community risk assessment, planning, and response to fires and natural and man-made disasters, including civil disturbances, terrorists threats/incidents, hazardous materials incidents, mass casualty events, and earthquakes. Standard strategies and organizational frameworks are reviewed, including NIMS/ICS, mutual aid and automatic response, training and preparedness, communications and disaster mitigation and recovery. Prerequisite: FRS 321

FRS 355 Hazardous Materials Awareness & Operations (3)

This course involves basic fire chemistry relating to the main categories of hazardous materials. Topics include

recognizing hazardous materials and their characteristics, including those related to health issues encountered by emergency responders.

FRS 360 Principles of Fire & Emergency Services Safety & Survival (3)

This course introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout emergency services.

FRS 365 Fire Related Human Behavior (3)

Students learn about how humans respond to fire and how that knowledge has been integrated into life safety systems design and development. Students examine research on human behavior, systems models, life safety education and building design to determine interactions among these factors in emergency situations. Students develop an understanding that best practices in building life safety systems combine knowledge of psychology and sociology joined with engineering and education to produce the best possible outcomes in terms of human survivability in the event of an emergency.

FRS 404 Fire Investigation & Analysis (3)

This course examines the technical, investigative, legal, and social aspects of arson, including principles of incendiary fire analysis and detection, environmental and psychological factors of arson, legal considerations, and intervention and mitigation strategies. Prerequisite: FRS 304.

FRS 415 Political & Legal Foundations for Fire Protection (3)

This course examines the legal aspects of the fire service and the political and social impacts of legal issues. This course contains a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters, administrative and operational matters, planning and code enforcement, and legislative and political processes with regard to the fire service. Prerequisite: FRS 317

FRS 420 Management of Emergency Medical Services (3)

Introduces students to the distinct aspects of Emergency Medical Services management. Topics include liability, medical control, revenue development, quality of patient care, and communicable disease management.

FRS 436 Critical Incident Stress Management for Emergency Services (3)

Introduces the student to the multi-faceted area of interpersonal relations. Topics include crisis intervention, critical incident stress, post traumatic stress disorder, conflict resolution and professional relationships.

FRS 455 Managerial Issues in Hazardous Materials (3)

This course presents issues in the management of a department-wide hazardous materials program. Issues that are pertinent to officers and managers in public safety departments are the focus, including regulations and requirements for hazardous materials preparedness, response, storage, transportation, handling and use, and the emergency response to a terrorism threat/incident involving hazardous materials. Subjects include federal, state, and local emergency response planning; personnel and training; and operational considerations such as determining strategic goals and tactical objectives. Prerequisite: FRS 355.

FRS 460 Advanced Principles of Fire & Emergency Services Safety & Survival (3)

This course begins with the national firefighter life safety initiatives and broadens the scope to address the issues important at the supervisory and managerial levels. Use of NIOSH reports, firefighter near miss reporting, best practices, and lessons learned enhance the student experience.

FRS 465 Community Risk Reduction for Fire & Emergency Services (3)

This course provides a theoretical framework for the understanding of the ethical, sociological, organizational, political, and legal components of community risk reduction. Students apply the knowledge and methodologies to the development of a comprehensive community risk reduction plan. Prerequisite: FRS 365

Fourth year seminars

The fourth year Core seminars are structured as a capstone experience under the theme "Seeking Integration". They provide an opportunity for all students to participate in an interdisciplinary seminar that integrates background in their major field of study with the skills and knowledge acquired throughout the Core Curriculum.

FRS 490 Measuring Community Services (3)

FRS 490, the first of two seminars, involves group work to analyze aspects of fire department service delivery. The seminar structure allows students, working in groups, to select a set of issues to examine. Students learn to identify and research pertinent laws, regulations, and codes that provide a framework for evaluating results.

FRS 491 Fire Department Role in Disasters (3)

FRS 491 is the second fourth-year seminar .

It involves group work to analyze aspects of fire department service delivery before, during, and after natural and man-made disasters. The seminar considers components of emergency planning and how the fire service can play an active role in each phase. Group work may involve tasks such as research of current service delivery models, analysis of potential service delivery systems, and recommendations for a fire based service delivery system to meet federal and state requirements.

FRS 496 Directed Study (3)**FRS 499 Internship (variable)****BACHELOR OF ART IN HUMAN GROWTH AND DEVELOPMENT****Program Director**

Christine L. Holmes, Ed.D.

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Human Growth and Development, a liberal arts interdisciplinary major, is designed to explore and understand the nature, forms, and characteristics of the human journey. The program of study is especially valuable for students seeking a holistic approach to careers in education, human services, community organizations, and related areas. Courses from diverse fields, such as education, psychology, sociology, social work, and philosophy, provide a rich variety of perspectives, and basic understanding of the fundamental beliefs, principles, and experiences which guide the human journey and give meaning to human existence. Twelve specific courses in the major concentration are planned in conjunction with a faculty advisor. Field experiences are integral to all Division III programs and placement in the community is designed to reflect student interest and provide a comprehensive, hands-on, team approach to learning. The College's programs are built on solid relationships with public and private schools, hospitals, and community treatment centers for children, adults, and the elderly in Central Massachusetts.

Admission to the program includes transcript review and interview with the Chair of the Division of Human Development and Human Services. All students are required to complete a core curriculum in the liberal arts and sciences drawn from courses offered in Division I: Humanities and International Studies; Division II: Business, Law, and Public Policy; Division III: Human Development and Human Services; Division IV: Environmental, natural, and Technological Sciences; and Division V: Fine Arts. Major field requirements are offered in Division III: Human Development and Human Services.

Human Growth and Development Major Requirements (36 credits)

EDU Special Needs Course (EDU 212, 330, 331, 332, or 336)

HDS 310 Observation, Documentation, & Assessment

HDS 315 Family & Community (or) SWK 408 Marriage & Family

HDS 450 Principles of Supervision

HDS 490 Fostering Mental Health: Supporting the Human Spirit

PSY 201 Intro to Psych (or) SOC 201 Intro to Sociology

PSY 207 Child Development (or) PSY 215 Psych of Adolescence

PSY 217 Human Lifespan Development

PSY 300 or 400 level course

SWK 242 Social Welfare as a Social Institution

SWK 307 Racial & Cultural Minorities (or) SOC

207 Sociology in a Multicultural World

SOC 300 or 400 level course

Human Growth and Development Course Descriptions

EDU 212 Developmental Disabilities

Introduces the concepts of learning disabilities, developmental delay, retardation, and emotional disturbance. Focuses on one major area per course module. Requires no prior formal training or experience.

EDU 330 Strategies for Inclusion

Focuses on competencies which enable teacher candidates to teach successfully in an environment which includes students with special needs. Includes theories of learning and development, typical and atypical patterns of child development, and assessing activities to enhance and measure developmental learning. Emphasizes activities which will develop the student's understanding of individual differences in development and learning as well as examining a full range of inclusive strategies. Prerequisite: PSY 207 or equivalent.

EDU 331 Learning Disabilities I

Studies the identification and remediation of specific learning problems caused by visual, auditory, and language disorders. Prerequisite: PSY 207 or equivalent.

EDU 332 Learning Disabilities II

Studies a group of disorders manifested by significant difficulties in the acquisition of listening, speaking, reading, writing, reasoning, or mathematical abilities. Administration of an individual achievement test will enable students to recognize learning differences and the need for IEP goals and objectives. Prerequisite: PSY 207 or equivalent.

EDU 336 Psychology of the Exceptional Child

Studies the etiology, diagnosis, characteristics, prognosis, and treatment of children with social, emotional, and intellectual special needs.

HDS 310 Observation, Documentation, and Assessment

Emphasizes the goals, benefits, and uses of assessment. Students will use systematic observations, documentation, and reflection to develop a plan to positively influence a child's development and learning (field placement required). Prerequisite(one of the following): PSY 207, PSY 215, SWK 348, or SWK 349.

HDS 315 Family and Community Relationships

Examines how the relationship between schools, families, and communities impacts the adjustment of children. Focuses on the roles of educators, parents, and community agents, and explores models and methods for facilitating positive relationships. Resources for the education of children within families and communities are investigated. Topics include communication, parental involvement, parental styles, diverse family structures, family influence on developmental periods and cooperative techniques for families of children with special needs. Prerequisite(one of the following): PSY 207, PSY 215, SWK 348, or SWK 349.

HDS 450 Principles of Supervision

Provides students with the opportunity to focus on core supervisory skills such as 1) supervisory communication and successful meetings, 2) goal-setting and expectations, 3) generational issues, 4) supervising diverse staff, 5) performance appraisals, and 6) staff motivation. Topics and simulations include supervisory theories and models, group processes, verbal and non-verbal communication, leadership styles, team building, interpersonal relations, conflict management, and ethical practices.

HDS 490 Fostering Mental Health: Supporting the Human Spirit

Examines and evaluates strategies for developing positive mental health and well-being in children. Course work emphasizes theory, research, and practical skills for building relationships with children. Focuses on the roles of adults in developing positive environments that promote optimal mental health.

PSY 201 Introduction to Psychology

A study of the basic concepts, theories and findings in learning, perception, motivation, thinking, and personality.

PSY 207 Child Development

A study of the child from prenatal development to the age of 12. Emphasis will be placed on understanding the influence of maturation and social environment on the child's cognition, motivation and personality.

PSY 215 Psychology of Adolescence

A course designed to expose the student to 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, violence, and substance abuse.

PSY 217 Human Lifespan Development

A study of lifespan development through an examination of the biological, cognitive, and social domains and their interdependency. Examines developmental changes from conception to late adulthood. Explores how current research theories of human development translate into practice.

SOC 201 Introduction to Sociology

An introduction to the discipline of sociology and the key concepts it uses to understand the social nature of man. Emphasis is placed on culture, socialization, group behavior and social inequality.

SOC 207 Sociology in a Multicultural World

Introduces sociology from a multicultural and global perspective. Explores fundamental sociological topics such as culture, socialization, social identities, social institutions, and social interaction. Examines aspects of human diversity such as race, ethnicity, gender, sexuality, socio-economic class, and religion within the context of global communities

SWK 242 Social Welfare as a Social Institution

An introduction to the historical, philosophical, and value background of social welfare, the definition of social work, its issues, problems and opportunities. Prerequisite: SOC 201

SWK 307 Racial & Cultural Minorities

Examines the social, psychological, and institutional implications of race and culture as dynamic forces influencing social work and human service delivery. Familiarizes students with theoretical overview of race and racism, historical and current manifestations of racism, racial identity formation, fundamentals of cultural competence, and effective strategies for promoting anti-racist and anti-oppressive social work practice.

BACHELOR OF ARTS IN LIBERAL STUDIES**Program Director**

Lisa LeBlanc, Ph.D.

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Anna Maria College supports a liberal arts education in the Catholic tradition along with strong career preparation. The Core Curriculum and distribution requirements ensure that each student builds a basic foundation on this model, and then adds an area of focused study by choosing a major within a particular discipline. Some students, however, seek to develop an even broader appreciation for liberal studies across disciplines. To accommodate this goal without the demands imposed by other majors, Anna Maria College offers a Major in Liberal Studies. Specific requirements involve a plan for the distribution of courses, the selection of a minor, and the choice of the final Core course.

The Division Chair (or designee) from the student's minor area of study will serve as the faculty advisor and work closely with the student to ensure that all program requirements for the Major in Liberal Studies are met. Adding elective courses drawn from the offerings of the Worcester Consortium may be particularly attractive to these students.

BACHELOR OF SCIENCE IN NURSING (ON-LINE PROGRAM)

Nursing (RN-to-BSN)

The Bachelor of Science in Nursing at Anna Maria College is an RN-to-BSN program designed for busy professionals. It provides an opportunity for registered nurses to expand their professional options for nursing practice in the 21st century. Whether a seasoned professional RN or a newly minted Associate of Science in Nursing graduate, students in the program will find here a contemporary nursing curriculum and concern for ethical and moral values—all built on a strong foundation in the liberal arts to prepare our graduates to provide compassionate care for diverse populations. Our curriculum includes courses in pathopharmacology, nursing research & informatics, leadership & management, community health nursing and transcultural nursing. Throughout the program we stress evidence-based practice, nursing informatics, critical thinking and scholarly writing. One attractive feature of our program is the development of an individual educational plan for each student that allows him/her to choose nursing courses of particular interest and to progress through the program quickly.

Starting January 2010 the RN-BSN program is entirely online for all students entering the program.

The RN-BSN Program has full approval by the Commonwealth of Massachusetts Board of Registration in Nursing and is fully accredited by the National League for Nursing Accreditation Commission, Inc.

Board of Registration in Nursing
239 Causeway Street, Suite 200
Boston, MA 02114
Telephone: (617) 973-0922
www.mass.gov/dph/boards/RN

National League for Nursing Accreditation Commission, Inc.
3343 Peachtree Road NE, Suite 500
Atlanta, GA 30326
Telephone: (404) 975-5000 Fax: (404) 975-5020
www.nlnac.org

Nursing Program

At Anna Maria College we are a caring learning community, where adults share knowledge as colleagues. Busy professionals will find here the online nursing

courses are well suited to their busy lifestyles. This program is truly an online program as there are no clinical components to any of the nursing courses. Depending on the student's work experiences and certifications, college credits may be awarded. For example, if a student has successfully passed a national certification exam, 3 certification credits may be earned, or up to 6 experiential credits for prior work experience, based on a portfolio review.

Organization of the Nursing Program

The RN-to-BSN program is organized around the Neuman Systems Model which guides nurses in providing holistic care in the physiological, psychological, socio-cultural, and spiritual dimensions of life. Students are generally required to complete the 300-level courses before going on to the 400-level courses. The first nursing course, NUS 301 Professional Nursing, provides the foundational knowledge and skills to assure success in the program. NUS 302 – Physical Assessment & Health Promotion focuses on health assessment, health promotion and health education. In NUS 304 – Nursing Research & Informatics students develop research skills and formulate a plan to utilize nursing research in their own practice, and examine health and nursing information and its utilization in the public domain.

Admission Requirements—RN to BSN Program

1. A completed application form found on the Anna Maria College Online webpage with a non-refundable application fee of \$40.00. This application is submitted online.
2. A current unencumbered RN License from any state in the United States.
3. Official transcripts from the pre-licensure school of nursing and from previous college course work, if any.
4. Two letters of recommendation
5. If the applicant is a graduate of a diploma school of nursing, a telephone interview with the Director of Nursing Programs may be required to review the student's transcripts.

Anna Maria College welcomes registered nurses who have graduated from associate's degree programs or hospital diploma programs.

Program Requirements

BSN students must have 120 credits to graduate. Of these credits, a minimum of 45 must be taken at Anna Maria College. The College accepts 60 credits in transfer for an associate's degree and may accept up to 75 credits for prior college course work. It is possible for students with an associate's degree in nursing to complete the program part-time in two academic years including the four summer sessions.

College Core requirements drive the selection of some required and elective courses, including nursing and non-nursing options. Most RN-to-BSN students enter with junior-year standing, which means they are required to complete the third year Core curriculum comprised of COR 304 Catholic Social Teaching (Justice type I course) and NUS 407 – Community Health Nursing (Justice type II course). The fourth year Core curriculum requirements are met by NUS 415 (Core IV seminar). College distribution requirements also must be met. Students also must satisfactorily complete a course in statistics, generally BLP 250, Applied Statistics. The statistics course is a prerequisite for NUS 304 – Nursing Research & Informatics.

In addition, RN-to-BSN students must demonstrate their technological literacy either by passing the College's competency test or by passing COR 204 Technological Literacy.

Required Nursing Courses

In general, all of the following courses must be taken at AMC. The Director of Nursing Programs must be consulted for approval of transfer of credit for nursing courses beyond the basic RN course work.

- NUS 301 Professional Nursing (3 credits)
- NUS 302 Physical Assessment and Health Promotion (6 credits)
- NUS 304 Nursing Research & Informatics (6 credits)
- NUS 400 Pathopharmacology (3 credits)
- NUS 405 Leadership & Management (3 credits)
- NUS 407 Community Health Nursing (6 credits)
- NUS 415 Transcultural Nursing (3 credits)
- NUS *** One nursing elective (3 credits)

RN-BSN Nursing Course Offerings

NUS 301

Professional Nursing (3)

This foundational course is designed to introduce students to concepts in professional nursing practice and to the Anna Maria College BSN nursing program. The course explores the components of professionalism, social responsibility and service in nursing practice, ethical issues in nursing, spirituality in nursing, current health issues, legislative issues in health care, nursing theorists, with emphasis on Betty Neuman's Systems Model, and career planning, including the development of the professional portfolio. Using nursing informatics, written communication skills and critical thinking are stressed. No prerequisites.

NUS 302

Physical Assessment and Health Promotion (6)

The Neuman Systems model is utilized as the organizing framework in completing comprehensive wellness assessments, health promotion activities, health education, and illness prevention. Competencies in physical assessment, patient education, and written communication are stressed.

Prerequisite: NUS 301 or permission of Program Director.

NUS 304

Nursing Research & Informatics (6)

This is an introductory nursing research course designed to prepare registered nurses to become critical consumers of nursing research, to utilize nursing research in practice and to develop an understanding of the research process in preparation for graduate study. The course also integrates nursing science with computer technology and information science to identify, gather, process, and manage information with an emphasis on technology based health applications which support clinical, administrative, research, and educational decision making. Prerequisites: NUS 301, NUS 302 and Statistics.

NUS 310

Managing Chronic Illness (3)

This course explores ways of mediating the impact of chronic illness on the chronically ill person, the family/caregiver, the health care provider and the health system. Concepts of chronicity, wellness and illness roles, stigma, body image, powerlessness and empowerment are examined. Coping with pain, social isolation, altered mobility, fatigue and sexuality are discussed.

Prerequisite: NUS 301 or permission of instructor

NUS 311**The Human Dilemma: Dealing with Grief and Loss (3)**

This course explores the concepts of grief and suffering, across the spectrum from every day crises to dealing with death and dying.

Prerequisite: NUS 301 or permission of instructor

NUS 312**Complementary Health Care (3)**

This elective course provides an overview of non-traditional therapies. Alternative therapies such as manual healing methods, pharmacological and biological treatments, herbal medicine, and diet and nutrition, Chinese medicine and Ayurvedic medicine are presented.

Prerequisite: NUS 301 or permission of instructor

NUS 313**History of Nursing in the United States (3)**

This course traces the development of nursing practice and education in the United States from the Civil War to the present. Set in the context of the times it focuses on the political, social and economic events which shaped nursing practice and education. Topics include Nightingale's influence, early hospital nursing schools, nursing experiences in the American Civil War, the Spanish-American War, and the wars of the twentieth century; Red Cross nursing, segregation in American nursing; the Great Depression; the development of public health nursing, the impact of scientific medicine on nursing, nursing's struggle for professionalism, the development of managed care and the changing images of nursing. Students participate in original historical research.

Prerequisite: NUS 301 or permission of instructor.

NUS 314**Working with Older Adults (3)**

This course emphasizes the unique strengths and abilities of older persons. It provides an overview of gerontology, using a multidisciplinary approach.

Prerequisite: NUS 301 or permission of instructor

NUS 400**Pathopharmacology (3)**

This course addresses pathophysiological and pharmacologic concepts used in nursing practice. Pathophysiological concepts required for understanding major health issues occurring across the lifespan are discussed. Emphasis is placed on understanding the etiology, pathogenesis, clinical presentation, implications for treatment, and pharmacologic management of various pathophysiological signs and symptoms. Pharmacologic modes of treatment of selected major health problems are discussed using a prototype model.

Prerequisite: Completion of 300 level nursing courses or permission of the instructor.

NUS 405**Leadership and Management in Nursing (3)**

This course focuses on leadership and management styles and models, mentorship, media relations, the nurse's role in the development of health care policy, and the professional nurse's responsibility to advocate for a healthy environment. Students continue the development of their professional portfolio and explore their professional growth through narrative and self-analysis.

Prerequisite: NUS 301

NUS 407**Community Health Nursing (6)**

Using the Neuman Systems Model as the organizing framework, this course focuses on care of the community as client. Theories and concepts related to nursing and public health sciences are presented within the framework of critical thinking and caring. Emphasis is on health promotion, risk reduction and disease management across the life-span in home and community settings. Students explore values, beliefs, standards and practices as they relate to health care in the community setting. Current public health problems, epidemiology, trends in health care delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence community and global health, with emphasis on issues facing residents local to the student.

Prerequisite: NUS 301, NUS 302, NUS 304.

NUS 412**Nursing Case Management (3)**

This course is designed to broaden students' skills and open career possibilities as case managers. Course content includes the historical development of case management, state and federal policies that impact service delivery; the range of case management settings/interventions, ethics and principles that guide the provision of case management services and empowerment and social justice in case management.

Prerequisite: NUS 301 or permission of instructor

NUS 414**Cardiac Care (3)**

This course focuses on the physiological factors and pathogenesis of cardiovascular disease, comprehensive assessment of the adult cardiac patient, contemporary diagnostic procedures and primary and secondary

interventions. It prepares the student to take the American Nurses' Association Credentialing Center Certification Examination in Cardiac/Vascular Nursing.
Prerequisites: NUS 301, NUS 302, NUS 304.

NUS 415

Transcultural Nursing (3)

This capstone course prepares students to deliver culturally competent care to diverse populations. Students are expected to utilize health assessment, environmental assessment, care planning and research skills to develop a health care plan for members of an ethnic population present in the greater Worcester area, or the area surrounding the student's hometown. In developing this plan, students are expected to utilize and integrate Catholic Social Teaching, historic and cultural knowledge, and the Neuman Systems Model.

Prerequisites: All other RN-BSN nursing courses toward the degree or permission of the instructor

PARALEGAL STUDIES

Paralegal Studies Programs

Bachelor of Arts in Paralegal Studies

Associate of Arts in Paralegal Studies

Certificate in Paralegal Studies

Chair, Division of Business, Law, and Public Policy

Judith Kenary, EdD.

508-849-3223

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The Paralegal Studies program at Anna Maria College offers students the choice of a bachelor's degree and associate's degree, or a certificate in paralegal studies. Both degrees and the certificate are designed to develop the competence and professionalism required for successful paralegal careers in public and private law firms, corporate law departments, bank trust departments, and government agencies. Though paralegals assist attorneys in virtually all areas of legal practice, they are not licensed to practice law and must work under the supervision of a licensed attorney.

Paralegal Program Goals

1. To provide a high quality education that balances legal theory and practical application.
2. To promote understanding of the paralegal profession both in terms of its potential for increasing access to the legal system and the limitations placed on the profession by unauthorized practice of law statutes.
3. To explore the ethical dimensions of paralegal practice.
4. To participate in the development of the paralegal profession by training individuals who are actively concerned about issues confronting the profession and by supporting the efforts of paralegal associations.
5. To serve lawyers and, ultimately, the public by training paralegals who will contribute to the effort to provide high quality, affordable legal services to all members of society.
6. To offer flexible education programs to meet the needs of both traditional, full-time undergraduates and non-traditional and part-time students.

General Information

A candidate for the paralegal program must file an application and all supportive materials with the Admission Office at Anna Maria College. Upon favorable action on the part of the Program Director and the

Admission Director, a candidate is invited to matriculate. For the bachelor's degree program, paralegal courses may be accepted in transfer. However, a minimum of 24 credits in paralegal studies must be taken at Anna Maria College. Only 1 paralegal course may be accepted for transfer into the associate degree or certificate program.

Bachelor of Arts in Paralegal Studies

The Bachelor of Arts in Paralegal Studies curriculum combines a general liberal arts education with an extensive sequence of paralegal courses. The sequence incorporates the six basic paralegal courses required of associate's degree and certificate students. It includes courses in accounting, real estate conveyance, and professional practice. The choice of four paralegal electives allows students to develop an area of specialization.

Anna Maria College encourages its students to undertake a paralegal internship. The bachelor's degree in paralegal studies prepares students to engage in complex and specialized areas of paralegal practice as well as to assume high levels of job responsibility and administrative duties. Since the program builds on a broad liberal education foundation, the paralegal graduate not only develops the skills required by the profession but grows in humanly important ways.

Our hope is that after completing the program, the student will leave the College as a better human being, having experienced moral growth and a broadening of attitudes and perspectives that will enable him or her to pursue a worthy life both personally and professionally.

Requirements Credits

Core Curriculum including 51

BLP 100 Leadership
BLP 210 Researching the Social World
BLP 250 Applied Statistics and Quantitative Analysis

Paralegal Core 42

BUS 151 Principles of Accounting
PLS 103 Law and Litigation
PLS 104 Contracts and Business Organizations
PLS 105 Will, Trusts and Estates
PLS 106 Real Property Law
PLS 107 Legal Research and Writing
PLS 108 Professional Practice
PLS 211 Real Estate Conveyancing
PLS 490 Senior Seminar
PLS 499 Internship
Four 300-level elective Paralegal courses

Minor Electives 27

Total 120

Associate of Arts in Paralegal Studies

The Associate of Arts in Paralegal Studies curriculum is designed for the student who wishes to combine liberal arts and paralegal studies into a 60-credit program of study.

Students take six required paralegal courses that develop strong fundamental skills and knowledge, two elective paralegal courses, and 12 Core Curriculum general education courses. The associate degree prepares students for entry-level paralegal positions and provides a foundation for continuing their education.

Paralegal Core 24

PLS 103 Law and Litigation
PLS 104 Contracts and Business Organization
PLS 105 Wills, Trusts and Estates
PLS 106 Real Property Law
PLS 107 Legal Research and Writing
PLS 108 Professional Practice
Plus 2 paralegal electives, 1 of which may be an internship

Total 60

Curriculum

Requirements Credits

Core Curriculum, including: 6

BLP 110 Leadership
BLP 210 Researching the Social World
BLP 250 Applied Statistics and Quantitative Analysis
COR 103, 104 Critical Thinking and Writing I, II
COR 105, 106 World Cultures: Seeking Community I, II
COR 204 Technological Literacy
COR 205, 206 Discovering Humanities: Seeking Truth I, II
Plus two Division Area Courses

Certificate in Paralegal Studies

The Certificate in Paralegal Studies is designed for students who already have a degree. Students must complete the six required paralegal courses and two elective paralegal courses. The paralegal skills and knowledge developed through the certificate program, coupled with the student's other degree program and work experience, prepare students for many law-related career opportunities. Students who apply for the certificate program with an associate's degree must have a minimum of 18 credit hours in general education courses.

Admission Requirements

In addition to the requirements listed earlier in this continuing education catalog, the applicant for the Certificate Program in Paralegal Studies must submit official college transcripts of degrees earned.

Curriculum

See above under Associate Degree Program Paralegal Core.

Paralegal Course Descriptions**PLS 103 Law and Litigation (3)**

Introduces students to law, the legal system, and the fundamentals of civil litigation. Students follow a hypothetical negligence suit from initial client interview through settlement or trial. Topics include the structure of the court system, jurisdiction, the rules of civil procedure, discovery, and the anatomy of a civil trial. Students learn to draft simple pleadings.

PLS 104 Contracts and Business Organization (3)

Introduces students to the law of contracts and agency, forms of business organizations, and issues in the government regulation of business. This course also provides a brief overview of the uniform commercial code. Students learn to draft simple contracts and partnership agreements.

PLS 105 Wills, Trusts and Estates (3)

Concentrates on the law of intestate succession and wills and trusts with a brief introduction to estate taxation and an overview of estate administration. Students learn to draft simple will provisions and to complete selected probate forms.

PLS 106 Real Property Law (3)

Addresses legal issues arising out of the ownership of both personal and real property with emphasis on types of interests in property, forms of ownership of real property, deeds, zoning, mortgages, and landlord/tenant relations. Students learn the basics of real estate conveyancing.

PLS 107 Legal Research and Writing (3)

Teaches the legal research and writing skills fundamental to successful paralegal practice. Students learn how to research statutes, case law, and secondary sources. Students use digests and other finding aids and Shepard's Citations. Students learn the basics of Westlaw. Research instruction is accompanied by legal writing instruction. Students learn to prepare memos of law. Prerequisite: PLS 103.

PLS 108 Professional Practice (3)

Develops professional knowledge and skills essential to successful paralegal practice. Topics addressed include confidentiality and legal ethics, client relations and interviewing, licensure and certification issues, information gathering, legal correspondence, professional conduct and demeanor, continuing legal education, professional organizations, and community service. Prerequisite: PLS103.

PLS 210 Advanced Legal Research & Writing (3)

This course focuses on more specialized legal research techniques and the use of Westlaw. Prerequisite: PLS 107.

PLS 211 Real Estate Conveyancing (3)

This course prepares the student to assist a lawyer in all phases of residential and commercial real estate conveyancing. Students learn to draft purchase and sale agreements, prepare deeds, assemble information on closing, and to read an abstract of title. Students also learn residential and commercial real estate closing procedures as well as the basic steps in the preparation of an abstract and the function of title insurance. Prerequisite: PL 103 and PLS 106.

PLS 322 Family Law (3)

This course prepares students to assist the family law practitioner. Students learn both substantive law and procedure governing divorce, separation, child custody, annulment, change of name, adoption, and guardianships and conservatorships. Students learn to prepare a divorce complaint as well as the basic principles of drafting separation agreements. Prerequisite: PLS 103 and PLS 106.

PLS 325 Estate Administration (3)

This course prepares the student to assist an attorney or bank trust officer in all phases of the administration of an estate. Students learn preparation of the petition for probate, notice requirements, types of probate bonds, duties of the fiduciary, collection and management of the estate assets, issues involved in the sale of real estate of a decedent, payment of debts and claims, payment of legacies, distribution of property, preparation of probate accounts, and preparation of Massachusetts and federal estate tax returns with an overview of the preparation of fiduciary income and gift tax returns. Prerequisite: PLS 103 and PLS 105.

PLS 331 Public Benefits/Law (3)

This course prepares the student to assist an attorney serving the elderly and disabled and other clients entitled to public benefits. Students become familiar with a wide

range of public benefits programs such as Medicare, Medicaid, Supplemental Security Income and Unemployment Compensation. Students also learn about administrative agencies and their regulations, administrative procedure and how to prepare and argue an administrative law case. Prerequisite: PLS 103.

PLS 332 Personal Injury Law (3)

This course prepares students to assist a trial attorney in personal injury litigation. Students review basic tort law concepts and then examine issues involved in the preparation of a personal injury case both the plaintiff's and defendant's perspectives. Students learn both substantive law and procedure of worker's compensation and Social Security disability claims. Prerequisite: PLS 103.

PLS 333 Environmental Law (3)

This course examines statutory, administrative and case law in the areas of contaminated sites, hazardous waste, wetland and flood plain protection, clean water, clean air, and solid waste disposal. Emphasis will be placed on the practical application of these laws and the role of the paralegal in dealing with environmental issues. Prerequisite: PLS 103 and PLS 106.

PLS 334 Elder Law (3)

The fastest growing segment of the United States population is the elderly. Because there are many legal issues unique to this segment of the population, elder law is one of the newest areas of specialization for attorneys. This course will teach the student to provide a holistic approach to the needs of elder clients and acquaint the student with the substantive legal knowledge necessary to work in an elder law practice. A wide range of subjects will be covered including Medicare, Medicaid, nursing home care, living wills, the Older Americans Act, the Americans with Disabilities Act, financial abuse of Elders, Physical abuse of elders, and related ethical issues. Prerequisite: PLS 105.

PLS 335 Intellectual Property Law (3)

This course examines the basic principles of copyright, trademark, patent and trade secret laws in the United States. Students will learn the role of the paralegal in securing federal copyright and trademark registration and federal patent grants, in protecting intellectual property, and in defending against infringements suits. Prerequisite: PL 107.

PLS 341 Product Liability Law (3)

This course is the comprehensive study of the inherently dangerous quality of defective products throughout the manufacturing and distribution process as related to defective design, negligent manufacturing, inadequate warnings and/or faulty directions.

PLS 383 Immigration Law

A study of the immigration, nationality and naturalization laws of the U.S. The topics discussed include immigration administrative procedures, appeals, and the courts; citizenship by naturalization and employer penalties for hiring illegal aliens.

PLS 490 Senior Seminar (3)

Designed to help senior students integrate knowledge from across the paralegal curriculum in preparation for their transition to working paralegals. Particular emphasis is placed on analysis of legal issues, written and oral communication skills and professional conduct. Students prepare a portfolio of their work.

PLS 499 Internship (Variable)

An opportunity for students in their senior year to gain valuable practical experience in a field related to their major. The students will integrate and apply knowledge, theory and understanding derived from foundation courses and content areas included in their field of study.

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Resources and Directories

**ANNA MARIA COLLEGE
TRUSTEE ROSTER 2010-2011**

Joseph J. Bafaro

President, J.J. Bafaro, Inc.
Mechanical Contractors
Worcester, Massachusetts

Yvette E. Bellerose, SSA '72, Chair

Province Leader
Sisters of Saint Anne
Marlborough, Massachusetts

Annette Bibeau, SSA '57

Chaplain
Home & Hospice Care of RI
Providence, Rhode Island

David C. Brough, '00, '01G

Accountant, NBT Bancorp, Inc.
Norwich, New York

Jack P. Calareso, Ph.D.

President, Anna Maria College
Paxton, Massachusetts

Maureen L. Coghlin '57

Alumna Class of '57
Shrewsbury, Massachusetts

Rita M. DeRoy, SSA '68

Provincial Treasurer
Sisters of Saint Anne
St. Marie Province
Marlborough, Massachusetts

Paul A. DiPierro, Vice Chair

Retired
Millbury, Massachusetts

Barbara A. Flynn, SSA '55

Spiritual Director
Sisters of Saint Anne
Worcester, Massachusetts

Lloyd L. Hamm, Jr. '81 '83G

Chief Administrative Officer/CIO
Eastern Bank Corporation
Lynn, Massachusetts

Michèle Jacques, SSA '69
Director, Marie Anne Center
Worcester, Massachusetts

Rev. Paul D. Kennedy, DD

Retired
Holden, Massachusetts

Marion E. Krug, '67

Owner, MetriTech, Inc.
Champaign, Illinois

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Chairman & Founder
Congress Asset Management Co.
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Old Rochester Regional School District
Mattapoisett, Massachusetts

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Province Leader
Sisters of Saint Anne
Marlborough, Massachusetts

John J. Spillane, Esq.
Partner
Spillane & Spillane, LLP
Worcester, Massachusetts

COLLEGE ADMINISTRATION

Paula Marie Buley, IHM (2010)
Executive Vice President

Elisabeth A. Driscoll, PHR (2003)
Director, Human Resources

Paula L. Green (2007)
Vice President of Enrollment Management and Marketing

Eric Gustafson (2007)
Director of Advancement

Andrew O. Klein (2007)
Vice President of Student Affairs and Dean of Retention

Mike Miers (2005)
Director of Information Technology

Cheryl St.Pierre-Sleboda (2009)
Vice President of Administration and Finance

CONTINUING EDUCATION

Faculty

Marcel Beausoleil (2003)

Assistant Professor, Criminal Justice
B.S., Bryant College
M.S., C.A.G.S., Ph.D., Salve Regina University

James K. Bidwell (2005)

Assistant Professor, Humanities
B.A., University of Maine, Orono
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Michael A. Boover (2005)

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B.A., Worcester State College
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D. Min., Andover Newton Theological School

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Director of Nursing Programs
Assistant Professor, Nursing
B.S. (Nursing), Binghamton University
M.S., Boston University
Ph.D., Boston College

Maureen M. Connors (1975)

Associate Professor, Music
B.M., Anna Maria College
M.Mus., University of Hartford

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Associate Professor, Psychology
A.B., St. Mary's Seminary College (Baltimore)
M.A., C.A.G.S., Assumption College

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Director of Masters in Public Administration
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B.A., Houghton College
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Ph.D., Boston College

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Ph.D., University of Phoenix

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Ph.D., University of Massachusetts-Amherst

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M.A., University of Washington

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M.A., Ph.D., Boston College

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Ph.D., University of Notre Dame

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 J.D., Chapman University School of Law

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 J.D., New England School of Law

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 J.D., University of Tulsa

Amanda Katz (2008)

Lecturer, Core Curriculum
 B.A. Worcester State College
 M.Ed. Eastern Connecticut State University

Paul E. Kirby, Jr. (2005)

Lecturer, Core Curriculum
 B.A., Assumption College
 B. Ph., Laval University
 M.A., University of Massachusetts

Holly Lafrance

B.S.N., Russell Sage College
 M.S.N., Anna Maria College

Carol Lambert (2008)

Lecturer, Core Curriculum
 B.A., Worcester State College
 M. Ed., Worcester State College

Francis Leahy (2002)

Lecturer, Criminal Justice
 B.A., Fitchburg State College
 M.A., Anna Maria College

Robert LeBlanc (2006)

Lecturer, Core Curriculum
 B.A., College of the Holy Cross
 M.A., Fitchburg State College
 Ph.D. (cand.) University of Rhode Island

Francyne Lefemine (1999)

Lecturer, Criminal Justice
 B.A., Clark University
 M.A., Anna Maria College

James Lindsey (2006)

Lecturer, Core Curriculum
 B.A. Houghton College
 M.A. SUNY-Brockport

Jack Lizewski, (2007)

Lecturer, Core Curriculum
 B.A Worcester State
 M.A. Worcester State
 M. Div. Pope John XXIII Seminary

Racheal Lochner (2007)

Lecturer, Sculpture, Ceramics
 B.F.A., Alfred University, School of Art & Design
 Master of Science in Art Education, Rochester
 Institute of Technology

Darlene Louchart (2008)**Lecturer, Special Education**

B.S., Fitchburg State College
 M.Ed., Fitchburg State College

Patricia Markley (2008)

Lecturer, Core Curriculum
 B. A. College of Our Lady of the Elms
 M.Ed. Worcester State College

David Mager (2003)

Lecturer, Fire Science
 B.S., Suffolk University
 M.A., Anna Maria College

Gary McCarraher (2006)

Lecturer, Fire Science
 B.S. University System of New Hampshire
 M.P.A., Framingham State College

James Markowski (2006)

Lecturer, Criminal Justice
 B.A., St. Francis College
 M.A., Anna Maria College

John F. Marzilli (1979)

Lecturer, Business
 A.S., Becker Junior College
 B.B.A., Nichols College
 M.B.A., Anna Maria College

Lucille A. Marcigliano (1997)

Lecturer, Education
 B.A., Assumption College
 M.Ed., Anna Maria College

Victoria McCarthy (2001)

Lecturer, Education
 B.A., College of the Holy Cross
 M.Ed., Anna Maria College

John McIntyre (1999)

Lecturer, Division II
 B.A., College of the Holy Cross
 M.P.A., Harvard University
 J.D., New England School of Law

William McClune (1990)

B.A., Worcester State College
 M.A., Clark University

Elizabeth McGregor (2008)

Lecturer, Core Curriculum and History
 B.A. Boston College
 M.A., Ph.D. SUNY-Stony Brook

John W. Medbury (1989)

Lecturer, Paralegal Studies
 B.S., University of Denver
 M.S., Rensselaer Polytechnic Institute

Julia Micks (2008)

Lecturer, Core Curriculum
 A.S. Springfield Technical Community College
 B.S. Ithaca College
 M.S. Rhode Island College

Jeanne Moore (2008)

Lecturer, Core Curriculum, Italian
 B.A. Millersville University
 M.A., Ph.D. Tufts University

Martha L. Morris (2005)

Lecturer, Core Curriculum
 B.A., University of Washington-Seattle
 M. Phil., M.Sc., London School of Economics

John M. Moschella (2004)

Lecturer, Fire Science
 A.B., St. Anselm College
 M.A., Salem State College
 M.S., Anna Maria College
 M. Phil., University of Kansas
 Ed.D., Cambridge College

Jacob Nunnemacher (1999)

Lecturer, Fire Science
 B.S., Assumption College
 M.S., Worcester Polytechnic Institute

William O'Brien (2008)

Lecturer, Business
 B.A., George Washington University
 J.D., Ludwig-Maximilians Universität
 J.D., State University of New York at Buffalo
 L.L.A., Ludwig-Maximilians Universität

Andrew Obuchowski (2003)

Lecturer, Computer Science
 B.S., Anna Maria College
 M.S., University of New Haven

Meghan O'Connell (2009)

Lecturer, Social Work
 B.S., Worcester State College
 M.A., Bridgewater State

Thomas F. O'Connell (2005)

Lecturer, Fire Science
 B.S., University of Massachusetts–Amherst
 M.S., University of Massachusetts–Lowell

Patrick C. O'Sullivan (2003)

Lecturer, Fire Science
 B.S., Salem State College
 M.A., Anna Maria College

Wendy Parker (2009)

Lecturer, Psychology
 B.S., Boston College
 M.A., Boston University

John E. Parow (2003)

Lecturer, Fire Science
 B.S., University of Cincinnati
 M.A., SUNY Empire State College

Kathleen Pastore (2003)

Lecturer, Education
 B.S., Worcester State College
 M.S., Worcester State College

Andrew Peck

Lecturer, Criminal Justice
 B.S., Springfield College
 M.A., University of Massachusetts-Lowell

Anthony Pellegrini (2009)

Lecturer, Criminal Justice
 B.A., College of the Holy Cross
 M.A., Boston University

Everett G. Pierce (2002)

Lecturer, Fire Science
 B.S., Assumption College
 M.S., Anna Maria College

Claudia Plasse (2007)

Lecturer, Core Curriculum, Media
 M.A. University of Cologne, Germany
 Diploma, University of Munich, Germany

Gerard Proulx (2005)

Lecturer, Special Education
 B.S., Worcester State College
 M.A., Anna Maria College

Timothy J. Rabbitt (1995)

Lecturer, Fire Science
 B.A., Fairfield University
 M.B.A., Western New England College

David Rawson (2004)

B.A., Ph.D. The College of William and Mary

Timothy S. Rogers (1996)

Lecturer, Fire Science
 B.A., Western New England College
 J.D., Western New England College of Law

David Shea (2003)

Lecturer, Business
 B.S., M.Ed., Anna Maria College

Donalyn Schofield (2003)

Lecturer, Art History
 B.A., Fine Arts, Marygrove College, Michigan
 M.F.A., Drawing & Printmaking, Wayne State University

Andrew Sluckis (2008)

Lecturer, Criminal Justice
 B.S., M.S., Western New England College

Linda St. John (2009)

Lecturer, Business
 B.S., Utica College
 M.B.A., Anna Maria College

Alicia Sobocinski

Lecturer, Business
 B.A., Worcester State College
 M.B.A., Nichols College

Jennifer Safford-Farquharson (2008)

Lecturer, Education
 B.S., Worcester State College
 M.Ed., Cambridge College

Francis E. Sullivan (1999)

Lecturer, Fire Science
 B.S., M.Ed., Eastern Nazarene College

John F. Sullivan (2000)

Lecturer, Fire Science
 B.S., Anna Maria College
 M.P.A., Clark University

Matthew Tarallo (2006)

Lecturer, Business
 B.A., Assumption College
 M.A., Worcester Polytechnic Institute

Jack Tobin (1994)

Lecturer, Division II
 A.B., St. Anslem College
 M.P.A., Northeastern University

David A. Taylor (2009)

Lecturer, Fire Science
 B.S., M.P.A., Anna Maria College

Sumiyo Toribe (2001)

Lecturer, Art
 B.A., Phillips University
 M.F.A., Savannah College of Art and Design

Gail Turner (2000)

Lecturer, Legal Studies/Paralegal
 B.A., Anna Maria College
 J.D., Western New England College School of Law

Keith A. Ventimiglia (2006)

Lecturer, Emergency Medical Services
 B.A., College of the Holy Cross
 M.Ed., Cambridge College

Michael Walker (2008)

Lecturer, Fire Science
 B.S., Southern Illinois University
 M.P.A., Devry University

Stephen F. Walsh (2000)

Lecturer, Fire Science
 B.S., University of Massachusetts—Boston
 M.A., Framingham State College

Elinor Waskevich (2006)

Lecturer, Core Curriculum, Sociology
 B.A., Clark University
 M.Ed., University of Massachusetts-Amherst

Stacey Weego (2007)

Lecturer, Legal Studies/Paralegal
 B.A., Atlantic Union College
 J.D., Suffolk University

Charles Wellens

Lecturer, Business
 B.S., San Diego State College
 M.B.A., Bryant College

Richard Wheeler

Lecturer, Business
 M.B.A., Anna Maria College

Charles V. White (2009)

Lecturer, Fire Science
 B.S., University of Massachusetts-Amherst
 B.S., Empire State College
 M.A., Anna Maria College

Marsha Williams (1993)

Lecturer, Nursing Programs
 B.A., Western Michigan University
 B.S., Case Western Reserve University
 M.S., Boston University

TELEPHONE DIRECTORY

Main Telephone
(508) 849-3300 or
800-344-4586

Academic Programs Office

Telephone: (508) 849-3371
 Fax: (508) 849-3343

Admission

Telephone: (508) 849-3234
 Fax: (508) 849-3795

Alumni and College Relations

Telephone: (508) 849-3342
 Fax: (508) 849-3339

Athletics

Telephone: (508) 849-3446
 Fax: (508) 849-3449

Bookstore

Telephone: (508) 849-3461
 Fax: (508) 755-4696

Business Office

Telephone: (508) 849-3425
 Fax: (508) 849-3278

Campus Security

Telephone: (508) 849-3456
 Fax: (508) 849-3484

Career Development Center

Telephone: (508) 849-3345
 Fax: (508) 849-3362

Financial Aid

Telephone: (508) 849-3366
 Fax: (508) 849-3229

Health Services

Telephone: (508) 849-3458
 Fax: (508) 849-3471

Information Technology

Telephone: (508) 849-3327

Library

Telephone: (508) 849-3405
 Fax: (508) 849-3408

Registrar

Telephone: (508) 849-3400
 Fax: (508) 849-3430

Residence Life Office

Telephone: (508) 849-3459

ADA Coordinator

Dennis Vanasse, M.Ed.
 (508) 849-3372
dvanasse@annamaria.edu

Affirmative Action Coordinator

Lisa Driscoll

(508) 849-3398

ldriscoll@annamaria.edu

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Student Services

STUDENT SERVICES & RESOURCES

Student Services

Identification Cards

Identification cards are required for use of Anna Maria College and consortium college libraries and for attendance at various functions sponsored by the Anna Maria College community. Identification Cards may be obtained from the Student Affairs Office is located in the Bishop Flanagan Campus Center on the Paxton Campus, or by emailing nmann@annamaria.edu with your name, address and student ID number included in the message and your card will be printed and mailed to your address. Student identification cards are valid for the entire time the student is enrolled but it must be validated each year.

Student Parking

A college parking permit is required for all automobiles parked on campus. The license plate number of the vehicle to be parked must be registered with the Campus Security Office. The following areas are available for student parking:

1. The parking lot behind Foundress Hall. A rear door leads directly from the parking lot, through Foundress Hall, to Cardinal Cushing Hall.
2. The Campus Center parking lot located next to Trinity Hall. Parking is not permitted anywhere on Sunset Lane. Violations of these and other published regulations for parking are subject to fines.

Food Service

When classes are in session, food service is available in the Bishop Flanagan Campus Center, either in the snack bar or in the dining room. Prices and hours of service are posted. Snack and beverage machines are also located in Cardinal Cushing Hall and Foundress Hall.

Mail Service

The mail room is located on the lower level of the Campus Center. Mailboxes are available to graduate students upon request. A stamp machine is located in the foyer near the mail room.

Banking

There is an automatic teller machine at the west entrance of the Campus Center.

Religious Services

The College chapel, located on the lower level of Cardinal Cushing Hall, is open daily for reflection and prayer. All

students are welcome to attend regularly scheduled liturgical celebrations. For more information, contact Campus Ministry, at (508) 849-3205.

Career Services

Although most students in the Division of Graduate Studies or Division of Continuing Education are employed while pursuing their graduate degrees, career counseling services are available upon request to them as well as to students in the division of Continuing Education.

Students may schedule appointments with the Director of Career Services to discuss career options and to obtain resume-writing assistance. A number of resources are available in the Office of Career Services and in the library. The Office of Career Services is located on the second floor of Trinity Hall. For additional information, contact Judi Sparanges at (508)849-3345 or jsparanges@annamaria.edu.

Learning Center

The center administers placement testing and offers workshops on writing and study skills. In addition, academic counseling and individualized help in study skills are available for those with specific learning needs.

Alumni Association

Anna Maria College alumni, from both the undergraduate and graduate divisions of the College, are members of the Alumni Association of Anna Maria College and are a vital resource for the future of the College. The purpose of the Alumni Office is to develop and maintain communication and good will between the College and its alumni. An alumni directory is published every five years and is made available to alumni for purchase. The Alumni Office works closely with the Alumni Association, coordinating and assisting with activities and implementing programs for alumni. The Alumni Association is an organization that provides a ready source of alumni volunteers and assistance to the Director of Alumni Relations. For more information, send an e-mail to alumni@annamaria.edu or call 508-849-3342.

The Annual Alumni Fund and all fundraising efforts are under the direction of the Institutional Advancement Office of the College. For more information, send an e-mail to egustafson@annamaria.edu or call 508-849-3298.

Campus Facilities

College Office Hours

Monday–Friday, 8:30 a.m.–4:30 p.m.
(unless otherwise noted)

Campus Buildings

Alumni Hall & Coghlin Hall are student residence halls for men and women, and are reserved for juniors and seniors.

Bishop Flanagan Campus Center houses the dining room, the College bookstore, the snack bar, game area, The Hub, mail room, the commuter lounge, the security office, and the Offices of Student Affairs and Student Activities.

Cardinal Cushing Hall, a classroom building houses the chapel, the offices of the chaplain, campus ministry and several faculty as well as the business office and the financial aid office.

Esther House is a student residence hall, as well as the location of the Health Center and Office of Counseling Services.

Foundress Hall is the site of the Zecco Performing Arts Center, conference rooms, the Registrar's Office, as well as the Office of Admission and classrooms for computer science and nursing.

Fuller Activities Center houses the gymnasium, basketball court, training and fitness rooms, and the athletics offices.

Madonna Hall is the residence hall for men and women.

Miriam Hall is the center of facilities for the study of music. It contains the Payer Concert Room, practice facilities, faculty offices, and classrooms. Adjoining Miriam Hall is the recently constructed Art Center with its studios and classrooms.

Mondor-Eagen Library, with a capacity of 120,000 volumes, is the academic center of the campus. This facility also houses the audiovisual center, a computer lab, resource centers, and the Karas Art Collection.

St. Joseph's Hall is a classroom, computer, and laboratory facility for the sciences. Faculty offices are near classrooms and laboratories.

Socquet House, the original Colonial structure on campus, is the site of the offices of the

President, Institutional Development, Alumni, Human Resources and Marketing & Community Relations.

South Hall is a residence hall for first year students only.

Trinity Hall houses classrooms, faculty offices, and various administrative offices including that of the Vice President of Academic Affairs and Computer Information Services. The Learning Center and the Career Services Center are also located here.

Program Locations

In addition to Division of Graduate Studies programs offered on the main campus in Paxton, some graduate programs are offered at a number of off-campus locations

throughout the Massachusetts. The 180-acre main campus in Paxton is located just 9 miles from the center of Worcester, New England's third largest city. The Business, Criminal Justice, and Fire Science programs are offered in several locations throughout Massachusetts, as well as on the Paxton campus.

The instructional site in Worcester is conveniently located at 88 Prescott Street only 15 minutes from Route 495, close to the intersection of I-290 and Route 9 and convenient to the Massachusetts Turnpike.

Campus Offices

Office of Admission

The Office of Admission is at the AMC Instructional Site at 88 Prescott Street, Worcester. Appointments may be scheduled Monday through Friday, by telephone at (508) 849-3234, by fax at (508) 849-3362, or by e-mail at cegradadmissions@annamaria.edu.

Office of Business Affairs

The Office of Business Affairs, located in Cardinal Cushing Hall, is open Monday through Friday from 8:30 a.m. to 4:00 p.m. The telephone number is (508) 849-3425.

Office of Financial Aid

The Office of Financial Aid is located in Foundress Hall. Appointments may be scheduled Monday through Friday by telephone (508) 849-3366, by fax (508) 849-3229 or by email at finaid@annamaria.edu.

Mondor-Eagen Library

During the academic year (late August to early May) when classes are in session, library hours are:

Monday–Thursday 8 a.m.–11 p.m.

Friday 8 a.m.–5 p.m.

Saturday Noon–5 p.m.

Sunday 1–11 p.m.

During the Summer I and Summer II sessions, library hours are:

Monday–Thursday 8:30 a.m.–10 p.m.

Friday Closed

Saturday Closed

Sunday Closed

Library hours are extended during exam periods. When classes are not in session, the library is open from 8:30 a.m. to 4:30 p.m., Monday through Friday. The library is a fully automated facility. The telephone number is (508) 849-3405.

The Online Public Access Catalog (OPAC) and other databases are available for faculty and student use in the library and through the library's web page at

<http://www.annamaria.edu/library>

Office of Academic Programs

The Office of Academic Programs is located in Trinity Hall. The telephone number is (508) 849-3371. Messages can be left and received at this office. The office serves as the link between faculty and students. Another Academic Programs Office is located in Room 218 of Cardinal Cushing Hall. It is open 9 a.m. to 5 p.m. Monday through Friday. The telephone number is (508) 849-3433.

Office of the Registrar

The Office of the Registrar, located in Room 123 in Foundress Hall, is open Monday through Friday 8:30 a.m. to 4:30 p.m. The telephone number is (508) 849-3400 and the fax number is (508) 849-3229.