



Undergraduate 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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**MISSION**

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

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

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

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

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

In fulfilling its role as an institution of higher education, Anna Maria College does not discriminate on the basis of race, sex, age, religion, disability, ethnic background, or socio-economic status in the administration of its educational policies, admissions policies, scholarships, loan programs, and other College administered programs.

**PRESIDENT'S MESSAGE**

Dear Anna Maria College Student:

Welcome to Anna Maria College! AMC is a pre-eminent institution of higher education. Our reputation is based on over 60 years of history of providing the highest quality education in a personal environment steeped in our Sisters of Saint Anne tradition and values. Our students experience a strong academic program with dedicated and talented faculty and individualized attention. Learning also takes place outside the classroom through internships, performances and service learning projects.

We are committed to providing you with a complete educational experience including recreation, leadership development, service and volunteer opportunities, social activities, varsity and intramural athletics, clubs and student organizations. This Catalogue provides important information to enhance the learning and living experience for every student. Please be sure to become familiar with the policies, procedures, programs and activities of the College.

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

AMC graduates are tomorrow's leaders. Whether you are interested in business or teaching, nursing or community protection, the sciences or the humanities, psychology or social work — or you are still thinking about your place in the world, AMC will give you the caring, challenging, student-centered environment you need to meet your goals.

Welcome to Anna Maria College. I hope you have a great experience.

Sincerely,

Dr. Jack P. Calareso

President  
Anna Maria College

## ACCREDITATION AND MEMBERSHIPS

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

The New England Association of Schools and Colleges, Inc. (NEASC), one of six nationally recognized accrediting associations in the United States and 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.

The American Music Therapy Association  
 The Council on Social Work Education  
 The National Association of Schools of Music  
 The National League for Nursing Accrediting Commission

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

The Board of Regents of Higher Education—programs for veterans

The Massachusetts Department of Higher Education for participation in the Police Career Incentive Pay Program established by the Quinn Bill; Criminal Justice Programs

The Massachusetts Board of Registration in Nursing—Approval

The Massachusetts Department of Elementary and Secondary Education—teacher licensure in visual art, music, history, English, early childhood, and elementary education

The Massachusetts Office of Emergency Medical Services

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

The Academy of Criminal Justice Sciences  
 The American Art Therapy Association  
 The American Assembly of Collegiate Schools of Business  
 The American Association for Paralegal Education  
 The American Library 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 the 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 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 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

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General Information

## THE COLLEGE

### History

The Sisters of Saint Anne founded Anna Maria College in 1946 on a temporary campus located at Saint Anne's Academy in Marlboro, Massachusetts. In 1952, the College relocated to a 190-acre estate in Paxton, Massachusetts. Today, Anna Maria College remains committed to its founding principle of quality education for men and women within the Catholic tradition. Throughout its history, the College has been dedicated to its goals of fostering intellectual involvement, religious sensitivity, and social awareness in an atmosphere characterized by personal service to the individual.

### Location

The main campus is situated in the town of Paxton, an hour's drive from Boston, Hartford, or Providence, the New England style campus is located just eight miles from downtown Worcester, New England's third-largest city, home to 12 institutions of higher education and a community of some 170,000 residents. Anna Maria College also has an instructional site in Worcester where graduate classes meet. The Worcester site also houses the Anna Maria College Molly Bish Center for the Protection of Children and the Elderly.

Worcester is home to a world-class art museum, a beautifully refurbished 19th Century concert hall, a newly renovated theater, a 270- acre wildlife sanctuary, and one of the world's best collections of early Americana.. The DCU Center offers a wide range of events, from professional sports to concerts by world renowned artists and pop musicians.

Worcester County includes bountiful areas for boating, swimming, and skiing. Two hours away are the beaches of Cape Ann, Cape Cod, Maine, and New Hampshire. Also within driving distance are the mountains of New Hampshire and Vermont.

### Buildings

The Anna Maria College grounds were once the private country estate of a family whose 18th century home is now Socquet House, site of the offices of the President, Institutional Development, Alumni, Human Resources, and Office of Mission Effectiveness. All the other buildings have been erected since the College moved from Marlboro to Paxton in 1952.

*Trinity Hall*, the oldest building, houses classrooms and faculty and administrative offices, including the offices of

Vice President of Academic Affairs and Computer Information Services. The Learning Center and the Career Services Center are also located here. *Esther House*, an extension of this facility, houses students and Health and Counseling Services.

*St. Joseph Hall* is a classroom, computer, and laboratory facility for the sciences.

*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 gallery, studios, and classrooms.

*Foundress Hall*, with its annex, *Cardinal Cushing Hall*, contains the admissions, financial aid, marketing/community relations and business offices. It also houses classrooms, faculty offices, conference rooms, the Madore chapel, The Mondor-Eagan Library, the Campus Ministry office, and the *Zecco Performing Arts Center*.

The Zecco Performing Arts Center features state-of-the-art technology in acoustics, sound, and lighting. The Center seats 350 people and contains full dressing facilities, cable television, a projection screen, adjacent meeting rooms, a concert grand piano, and a removable projecting stage.

*The Mondor-Eagen Library*, with a shelving capacity of 120,000 volumes, is the academic center of the campus. Named in honor of Sister M. Anne Eva Mondor, first President of the College, and Sister M. Rose Isabel Eagen, first Registrar, this facility also houses the audiovisual center, the computer learning center, small meeting rooms, and the Karas Art Collection.

*Madonna Hall*, a multi-level four-wing building, houses resident students and the Residence Life offices.

*Alumni Hall* houses resident students and is reserved for juniors and seniors. A new hall located adjacent to Alumni Hall is, *Coghlin Hall*, and *South Hall*, for freshmen, opened in August 2008.

The *Bishop Bernard J. Flanagan Campus Center* provides a uniquely designed dining hall with private dining areas.

The spiral staircase in the foyer leads to the campus mailroom, snack bar, bookstore, commuter lounge, game area and College pub. The offices of the Vice President of Student Affairs and Campus Security are also located in the campus center.

The *Fuller Activities Center* houses the College's athletic facilities and physical fitness equipment, and was recently expanded and enhanced to accommodate new sports teams and fitness enthusiasts.

## Computer Center

Computer support for students and staff is available throughout the campus by means of the College network. The main computer facility is located in the Mondor-Eagen Library, and is available during library hours of operation. This air-conditioned lab, as well as the others on campus, provide word processing, spreadsheet, database, presentation, and graphics software, all with printing capabilities.

Adjacent to the library, but with a separate entrance, is the training lab. This state-of-the art facility is used for academic course work and presentations, as well as course offerings to the public. This teaching resource is a restricted environment and is scheduled heavily with classes.

All residence halls have computer labs that are available to resident students 24 hours a day. Although varying in size, computer labs are provided in every academic building on campus. All students and staff automatically receive network login accounts, Internet access, and individual e-mail accounts. Resident students may connect their personal computers in their rooms to the College network.

## The Learning Center

The Learning Center in Trinity Hall offers learning assistance to all students on campus. The center administers placement testing, offers workshops on writing and study skills, and directs a peer-tutoring program supporting courses in mathematics, business, English, languages, and science, among others.

In addition, academic counseling and individualized help in study skills are available for those with specific learning needs.

## Alumni Association

As of August 2010, Anna Maria College has graduated over 14,000 men and women. These alumni are members of the Alumni Association of Anna Maria College and constitute a permanent, established resource and foundation for the future of the College.

Anna Maria College alumni gather regularly at events in both Paxton and around the country. Annually, alumni from across the generations return to campus for Alumni Weekend, which not only celebrates the reunion classes but provides an opportunity for alumni from every class

year to socialize and remember their years at Anna Maria College.

Action Coordinator: Lisa Driscoll, Anna Maria College, Paxton, MA 01612-1198; 508-849-3398.

The purpose of the Anna Maria College Alumni Association is to:

- preserve and promote the influence and prestige of Anna Maria College as a Catholic liberal arts institution;
- foster acquaintance, fellowship and understanding among alumni of different generations;
- serve as a medium for the exchange of ideas, advance the interests, and cooperate toward the further development of college programs and activities.

## **The Faculty**

Students at Anna Maria College perceive the faculty both individually and collectively as the link between their present status and their goals for the future. The faculty at Anna Maria College is a teaching faculty whose primary focus and aim is the development and success of the student. Scholars themselves, they enjoy awakening the scholarship latent within their students, and recognize their obligation to stimulate and stretch the aspirations of students.

There are many opportunities for frequent and close faculty and student interaction. After-class exchanges between faculty and students contribute to the social, as well as to the intellectual growth of students. Small classes provide the opportunity for individual participation in the creation of a stimulating atmosphere for learning. Full-time faculty members within the College hold academic rank. Adjunct or part-time faculty members hold the rank of Lecturer. Lecturers are professional educators and practitioners who bring a special expertise to the classroom.

## **Campus Security**

Anna Maria College offers 24-hour security throughout the academic year. All public safety officers are fully trained security personnel.

## **Non-Discrimination Policy**

Anna Maria College does not discriminate on the basis of race, creed, sex, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, and other school administered programs. ADA Coordinator: Dennis Vanasse, Trinity Hall, Room 209, Anna Maria College, Paxton, MA 01612-1198, 508-849-3372. Affirmative



## ADMISSION

### **Admission to the First-Year Class**

The Admissions Department considers each candidate individually for admission. The College seeks candidates who are capable of benefiting from the Anna Maria College approach to the study of the liberal arts as a foundation for future careers. Each applicant is evaluated for his or her potential for success, past academic performance, and standardized test results.

### **General Requirements**

High School applicants must submit the following credentials:

1. Completed application form and a \$40 nonrefundable application fee in the form of a check or money order made payable to Anna Maria College. The application fee is waived for applications submitted online at [www.annamaria.edu](http://www.annamaria.edu).
2. An official copy of the high school transcript or GED.
3. Official results of SAT or ACT tests.

High School applicants are encouraged to submit the following credentials:

1. A letter of recommendation from a teacher, a guidance counselor, or a clergy member.
2. An optional 250 to 500 word essay stating educational goals and how Anna Maria College can assist in achieving them.
3. Campus visit - please call the Office of Admissions to schedule a campus visit.

#### **Mail materials to:**

Anna Maria College  
Office of Admission Box O  
50 Sunset Lane  
Paxton, MA 01612-1198

### **High School Preparation**

The high school transcript is the most important credential in evaluating an applicant. Students with above-average grades in a solid college preparatory program are given preference. Anna Maria College suggests the following as the most appropriate high school preparation for its programs:

- 4 units in English;
- 3 units in mathematics;
- 2 units in social science;
- 1 unit in laboratory science;

### **Entrance Tests**

High School applicants are required to take at least one of the following college entrance tests:

- Scholastic Aptitude Test (SAT) offered by the College Entrance Examination Board; or
- American College Test (ACT) offered by the American College Testing Program.

For test scores to be considered official, they must be sent by the test center directly to Anna Maria College or by the student's high school. We recommend that students notify the test center to have their test scores officially sent to AMC. The code number for Anna Maria College for the SAT and ACT tests is 3005.

### **Homeschooled Students**

Homeschooled students are considered on the same basis as our High School Applicants. In addition to receiving their official transcript, we also require documentation of the Home School Association/High School that the students are associated with along with any test scores.

### **Preparatory Schooling**

If a student attends a preparatory school after high school, they will be required to submit official transcripts from both their high school and their preparatory school before a decision can be made on admission.

### **Transfer Admission**

Transfer students constitute a large and valuable component of the college community. Their educational and work experience and wide range of geographic origins add a welcome diversity to the undergraduate population.

### **General Requirements**

Undergraduate students who have attended an accredited college beyond high school graduation may be accepted for admission to AMC provided they meet admission requirements. Falsification or omission of application information will void admission to AMC. Students with less than 12 transferable hours will be reviewed by their high school transcript and SAT or ACT scores. If a student has been out of high school for more than three years or has already earned an associate's degree, then the SAT/ACT will not be required.

### **Application Procedures**

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

1. Completed application form and a \$40 nonrefundable application fee in the form of a check or money order made payable to Anna Maria College. The \$40 application fee is waived for applications submitted online at [www.annamaria.edu](http://www.annamaria.edu).
2. Official copies of all college or university transcripts.

3. Copy of final high school transcript or GED with the date of graduation.
4. Students with fewer than 12 college credit hours completed must submit official results of SAT or ACT scores unless the student has been out of high school for more than three years.

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

1. A letter of recommendation from a teacher, Dean, former guidance counselor, or clergy member.
2. A 250- to 500-word personal statement of educational objectives.
3. Campus visit- please call the Office of Admissions to schedule a campus visit.

### **Transferring Credits**

Applicants must submit official records from all accredited institutions attended. Credits accepted from other accredited colleges or universities normally represent courses that are comparable with those offered at Anna Maria College. Students must have earned a grade of "C" or higher to be awarded transfer credit.

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

### **International Students**

International students may apply for admission to AMC at [www.annamaria.edu](http://www.annamaria.edu) or by requesting an application from the Office of Admissions. With the official application, international applicants must furnish original documents or official certified copy indicating the nature and scope of their educational program.

Applicants must submit the following:

1. Official English translation and evaluation of secondary school transcripts and, if applicable, all college transcripts. If submitting college transcripts, course descriptions must be included.
2. Students whose native language is not English must submit official Test of English as a Foreign Language (TOEFL) scores. Applicants should request that the Educational Testing Service (Princeton, New Jersey, 08541-6151, USA) send official TOEFL scores to the Office of Admission at Anna Maria College. The College's institutional code is 3005. These requirements

may be waived if the student has attended a U.S. high school or a college for at least two years or if the student is a citizen of a country where English is the native language.

Countries AMC considers to have English as the native language include Australia, Canada (except for the Province of Quebec), Commonwealth Caribbean Countries (Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Bermuda, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent, Trinidad and Tobago, and Turks and Caicos Islands), Ireland, Liberia, New Zealand, United Kingdom (England, Northern Ireland, Scotland, Wales), and the United States.

AMC is looking for a score of at least 550 (paper exam), 213 (computer exam or 79 (iBT) on the TOEFL.

3. Entering freshman students who have completed secondary school in the United States must take and submit scores from the SAT or ACT.

4. An original 250- to 500-word essay detailing educational objectives .

5. Official documentation from a financial institution certifying ability to meet all financial obligations for one academic year. The dollar amount is subject to change if tuition, fees or room and board charges are modified. Contact your admissions counselor to determine the amount required.

### Returning AMC Students

- Students who attended AMC within the past two academic years and have not taken any coursework elsewhere and would like to re-enroll as the same status in which they left should be in contact with the Vice President of Academic Affairs Office and their Division Chair.
- Students who attended AMC more than two academic years ago must reapply to the program through the Office of Admissions. They will be considered based off of the requirements listed above for either high school or transfer applicants depending on the number of credits earned. Any coursework completed after leaving AMC must also be submitted.

### Special Requirements

#### Art

In order to be admitted into any of the art programs (including graphic design), students must submit a portfolio of their work for review. The portfolio should consist of 10 to 15 pieces that reflect a cross-section of the applicant's artistic training, as well as the student's

creative ability and drawing skills. Portfolio reviews and interviews with the Art Program faculty are scheduled by appointment throughout the academic year.

#### Music

Students applying for admission into a music program must pass an entrance audition that may consist of the following:

- One prepared classical piece of their own choice, showing musicality and appropriate technical achievement (memorization is not required);
- A brief evaluation of tonal and rhythmic acuity.

Please contact the Division of Visual and Performing Arts for audition guidelines at 508-849-3450.

#### Honors Acceptance

Incoming freshmen students who meet the necessary requirements are invited to participate in the honors program at AMC. The honors program is directed by Dr. Paul Russell, professor of history. Students must meet the following requirements:

- 3.25 GPA
- 1100 (CR+M) SAT score

If students meet these requirements at the time of acceptance, a separate Honors Acceptance Letter will also be mailed out to the student.

#### Application Deadlines

Candidates for admission are reviewed on a "rolling admission" cycle. Applications are evaluated throughout the calendar year. It is recommended that students seeking financial aid complete the application process by March 1 in order to receive priority in financial aid. Notification regarding admission to the College will be sent to applicants within two weeks of completion of their application requirements.

#### Deposit

Once students have been admitted, a \$300 deposit is required to hold their place in the entering class as a commuter or resident student. Once the deposit has been paid, students will then be eligible to receive important documentation about enrolling at AMC. The \$300 will be credited to the student's tuition and fees balance.

International students are required to submit a \$500 deposit to hold their place in the entering class as a resident student. Once the deposit has been paid, students

will then be eligible to receive important documentation about enrolling at AMC. The \$500 will be credited to the student's tuition and fees balance.

## Housing

On-campus housing is assigned to students based on the date of their deposit. Students who want to insure that they have on-campus housing should plan to deposit early.

## Advanced Standing or Placement

Anna Maria College students having no formal coursework to present for transfer may accelerate their individual programs by receiving advanced standing. The College provides several means by which students can accomplish this.

- CLEP (College Level Examination Program)—CLEP is a national standardized system for providing students with college credit;
- Advanced Placement Tests—high school graduates with Advanced Placement Examination scores of three or higher may apply for college credit.

## Visiting the College

### Campus Tours

A campus visit, although not required, is strongly recommended. Students and parents who wish to schedule a tour of the campus and/or speak with an admission counselor should contact the Office of Admission at 508-849-3360 or [admissions@annamaria.edu](mailto:admissions@annamaria.edu).

### Tour Schedule

*Monday–Friday (Year-round)*

Campus Tours by appointment:  
10 a.m. and 2 p.m.

*Saturdays*

The office is open on selected Saturdays during the academic year. Please call for an appointment or visit [www.annamaria.edu/admissions](http://www.annamaria.edu/admissions).

### Admissions Events

Anna Maria College hosts Information Sessions on selected Saturdays during the academic year and also holds Red Carpet Days in the Spring. Information Sessions include a presentation about AMC and admission requirements followed by a campus tour. Red Carpet Days are designed to give prospective students and their families an opportunity to speak with faculty, staff, and administrators, and for students to receive firsthand

information about academic, social, and co-curricular life at AMC. Students who have completed an application with Anna Maria College will automatically receive invitations to attend Red Carpet Days.

## FINANCIAL INFORMATION

### Full-Time Undergraduate

Anna Maria College strives to provide a quality education that is accessible to a diverse student population. The Board of Trustees approves tuition, fees, and room and board charges on an annual basis. Tuition, fees, and room and board charges are published on an annual basis and are available from the Office of Business Affairs.

#### Undergraduate Expenses (2010–2011 Academic Year)

Tuition: \$25,632

Tuition (Music Major): \$ 29,230.00

Comprehensive Fee: \$2,150.00 3,598.00

Student Government Fee: \$200.00 220.00

Room & Board (10 or 15 meals): \$9,350.00 10,202.00

Room & Board (19 meals): \$9,450.00 10,307.00

#### Associate of Science in Nursing Program Tuition (RN)

The program is comprised of three terms beginning in June. Expenses per Year:

Tuition: \$32,250.00 38,448.00

Comprehensive Fee: \$3,225.00 3528.00

Student Government Fee: \$200.00 220.00

#### Additional Academic Program and Service Related Fees

Certain academic programs that have special courses and other services may have required fees (such as music fees for non-music majors). Please consult the Schedule of Payment and Fees published annually and available from the Office of Business Affairs.

#### Payment Due Dates

For the 2010-2011 academic year, all accounts must be paid in full for the fall academic semester by July 26 and for the spring academic semester December 15. The due dates change annually based on the academic calendar. Financial clearance is necessary for continued enrollment in the College. Grades, transcripts, or diplomas will not be released until satisfactory settlement on the student's account is made.

#### Payments

The college accepts checks and cash in the Student Accounts office. Credit card payments can be made online. We accept Visa, Discover, American Express and MasterCard. Additionally, the College utilizes a third party vendor that manages monthly payment plans for students and their families. Please contact the Office of Business Affairs at 508-849-3425 for details or check online at <http://www.annamaria.edu/admissions/tuitionfees/>

The college is not responsible for interest charges incurred on credit card accounts should the student withdraw from the College.

Returned checks will be assessed a returned check fee which must be paid along with any unpaid tuition. The college is not responsible for failure to notify a student of a returned check.

In order to release grades, transcripts and/or diplomas immediately, a certified bank check or credit card must be presented in settlement of a delinquent account. If other forms of payment are used to settle delinquent accounts, there will be a waiting period of seven business days before the release of grades, transcripts and/or diplomas.

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

### **Insurance Plan**

The Commonwealth of Massachusetts mandates that full-time students must have medical healthcare coverage. The College has arranged with an independent insurance company to provide a medical policy to students who do not have comparable coverage. All full-time students are automatically enrolled and billed for the annual policy. International students are required to take this insurance. Delete the following sentence. Upon proof of coverage, the health insurance charge will be removed from the student's account. Students must waive their health insurance online at [www.gallagherkoster.com/annamaria](http://www.gallagherkoster.com/annamaria) Proof of coverage must be submitted annually on-line with Insurance Provider September 15 30; no health insurance charges will be removed after this date.

### **Refunds**

Non-attendance does not relieve a student from the financial obligation to the College or entitle a student to a refund. To qualify for refunds, a student must formally withdraw from the college by completing a withdrawal form. This form is available from the Office of Student Affairs. The date of the written withdrawal will determine the charge. There is no refund in the case of withdrawal from individual courses. Please contact the Office of Business Affairs for information regarding the deadlines for refund levels at 508-849-3425.

Please see Financial Aid Refund section for information regarding refunds on Financial Aid funds.

## FINANCIAL AID

### **Financial Aid Office**

The Financial Aid Office is located on the first floor of Foundress Hall. The staff is available for consultation on a walk-in or appointment basis between 8:30 a.m. and 4:30 p.m., Monday through Friday. The financial aid staff is also accessible online at [finaid@annamaria.edu](mailto:finaid@annamaria.edu) or by phone at (508) 849-3366.

The primary purpose of the Anna Maria College Financial Aid Office is to provide financial assistance to students who would otherwise be unable to attend the College. We do everything possible to enable the student and his or her family to afford an Anna Maria College education. To that end, we offer a full range of scholarships, grants and loans; both need- and merit-based.

#### Application for Financial Aid

To be considered for financial aid, a student must have applied for admission and been accepted into a degree program at the College.

To be eligible for any form of federal and state financial aid and institutional need-based aid, a student must also complete the Free Application for Federal Student Aid (FAFSA) and be a U.S. citizen or eligible non-citizen. All male students under the age of 26 must be registered with the Selective Service.

The FAFSA should be filled out as early as possible in the calendar year. The FAFSA is available online at [www.fafsa.gov](http://www.fafsa.gov). Tax information from the previous year is required on the FAFSA. If taxes have not been filed, then estimated information may be used. The FAFSA takes about one to two weeks to process. Once it has been processed, a Student Aid Report is sent as a link to the student's e-mail address. An electronic copy of the Student Aid Report is sent to every school whose code was entered on the FAFSA. The Anna Maria College code is 002117.

Applicants are reviewed on a first-come, first served basis. Awards are granted throughout the year until all funds are exhausted. To qualify for the programs listed below, a student must be enrolled as a full-time undergraduate day student. To maintain financial aid eligibility, a student must complete the FAFSA annually and meet Satisfactory Academic Progress standards detailed on page 16.

### **Institutional Financial Aid**

#### Anna Maria College Merit Scholarships

Anna Maria College offers institutional merit-based grants and scholarships for full-time entering freshmen and transfer students. Merit grants and scholarships do not

require the FAFSA. Eligibility is determined by the Office of Admissions during the admissions process. Amounts vary and are based on academic achievement and residency status. They are renewable each year as long as the student maintains satisfactory academic progress and remains a full-time undergraduate day student.

#### Anna Maria Opportunity Grant

The Anna Maria Opportunity Grant is an institutional, need-based grant for full-time undergraduate day students. Amounts vary based on financial need. The FAFSA must be completed annually to maintain eligibility for these funds.

#### Endowed Scholarships

Anna Maria College is grateful to the number of donors whose generosity has made it possible to award a number of Endowed Scholarships from year to year. Most of these scholarships are available to current, full-time undergraduate day students who meet the criteria established by the donor. A student selected for an Endowed Scholarship will be notified in the financial aid award letter and will be required to write a thank you letter to the donor. These scholarships vary in amounts and may be renewable. Please contact the Financial Aid Office to learn more.

### **Title IV Federal Student Aid**

The following are the federal funds that are available at Anna Maria College:

#### Federal Pell Grant

Federal Pell Grants are awarded to students with demonstrated exceptional financial need. Any student eligible for this grant as determined by the federal needs analysis must be awarded this grant

#### Federal Supplemental Educational Opportunity Grant (SEOG)

The SEOG is awarded only to students with demonstrated exceptional financial need who are working on their first undergraduate degree. The College receives a sum of money from the federal government that the College must match and award to eligible students. The College determines the recipients and the amounts of the individual awards. SEOGs are awarded on a first-come, first-served basis and priority is given to Pell Grant recipients.

#### Academic Competitiveness Grant (ACG)

ACG grants are awarded to first and second year students who are Pell eligible and have completed a rigorous

program of high school study. Second year students must maintain a CQPA of 3.0 to be eligible.

#### National Science and Mathematics Access to Retain Talent Grant (SMART)

SMART grants are awarded to third and fourth year students who are enrolled in an eligible field of study and maintain a CQPA of 3.0 within their major. Students must also be Pell eligible.

#### Federal Perkins Loan

The Federal Perkins Loan is a low-interest loan that is awarded to students with financial need. As with the SEOG program, the federal government provides the College with a sum of money to award eligible students, which the College must match. The College determines the amounts and the recipients of the loans. Repayment of the Perkins Loan begins nine months after the student graduates, leaves school, or drops below half time.

Students may be allowed up to 10 years to repay the loan. During the repayment period the student is charged five percent interest on the unpaid balance of the loan principal. In order for the loan to be credited to the student's account, he or she must sign and return the award letter, fill out a Perkins Loan Master Promissory Note, and complete Entrance Counseling.

#### Federal Work-Study

Federal Work-Study is a self-help program where the student works a job and earns the Work-Study award. Work-Study money is not put toward tuition. It goes to the student in the form of a bi-weekly paycheck. Students are paid at a rate equal to or greater than the Massachusetts State Minimum Wage. The federal government gives the College a sum of money to award to eligible students. Work-Study is provided on a first come, first served basis. Anna Maria College has more students who qualify for Federal Work-Study than available Work-Study funds. As a result, not everyone who is eligible will receive an award. The award amount represents the maximum amount a student may earn, and not all students will earn the award maximum. Students may get a job on campus or perform off campus community service work. Community service jobs generally have a higher hourly wage than on campus jobs. Work-Study is an opportunity and it is not guaranteed. It is the responsibility of the student to find and keep a job. Work-Study contracts and a list of available positions may be obtained from the Financial Aid Office.



### Federal Subsidized Direct Loan

This is a need-based, low-interest, long-term educational loan. The government will pay the interest while the student is enrolled and during the six month grace period. Students receiving a Subsidized Direct Loan will need to complete a Master Promissory Note and first time borrowers will need to complete Entrance Counseling. Once the MPN and Counseling have been completed, the Financial Aid Office will process the loan through the federal government and funds are applied to the student's account. The Direct Loan is disbursed in two installments, one for each semester. Amounts students may receive are limited by grade level. Freshmen may receive \$3,500 per academic year, sophomores, \$4,500 and juniors and seniors, \$5,500. Repayment is deferred until a student graduates, withdraws or drops below half-time attendance. After that, a student has a six-month grace period, then repayment begins and the interest starts to accrue. Standard repayment is over a ten-year period; however the student has the option of choosing from various repayment options when entering into repayment

### Federal Unsubsidized Direct Loan

This is a non-need-based, low-interest, long-term educational loan. The Unsubsidized Direct loan is for dependent students, dependent students whose parents have been denied the Federal Direct PLUS loan, and students who are considered independent. Dependent students whose parents have applied for and been denied the Direct PLUS loan and independent students may receive the Unsubsidized Direct loan in addition to the Subsidized Direct loan. Unlike the subsidized loan, the student is responsible for the interest during school. The Unsubsidized Direct loan process is the same as for the Subsidized Direct Loan.

Amounts students receive are limited by grade level. Dependent students, who are eligible for the Subsidized loan may receive \$2,000 as undergraduates. Students who are ineligible for the Subsidized Direct loan, receive \$5,500 as freshmen, \$6,500 as sophomores and \$7,500 as juniors or seniors. Dependent students whose parents have been denied a Direct PLUS loan may receive an additional \$4,000 as Freshmen and Sophomores and an additional \$5,000 in the Junior and Senior years. Independent students may receive \$6,000 as a Freshman or a Sophomore and \$7,000 as a Junior or a Senior. Options for repayment are interest only payments while the student is in school, or deferral of principal and interest payments until enrollment cease. Repayment is over a ten-year period.

## Massachusetts Financial Aid

The following are the state funds available to students who are permanent legal residents of Massachusetts for at least one year. The student must also meet necessary criteria as determined by each state program. For more information, students may contact the Massachusetts Office of Student Financial Assistance at 617-727-9420 or online at [www.osfa.mass.edu](http://www.osfa.mass.edu).

### Massachusetts State Grant (MASSGrant)

The MASSGrant is a need-based grant. To be eligible for the MASSGrant, the student's FAFSA must have been processed before May 1. Only full-time, Pell eligible students working on their first undergraduate degree are eligible for the MASSGrant. A student may receive the MASSGrant for only eight semesters. A separate award letter is sent to a student from the Massachusetts Office of Student Financial Assistance. This award is not confirmed until the school has verified the award amount.

### Gilbert Grant

The College, as part of the Gilbert Grant program, receives a sum of money from the Commonwealth that the College may disburse to eligible students. The student must be a fulltime student working on his/her first undergraduate degree and have financial need as determined by the FAFSA. The Gilbert Grant is awarded until the funds are depleted.

### Massachusetts Part Time Grant

The Massachusetts Part Time Grant is offered to part-time students (a part-time student is defined as one who is taking six to eleven credits per 15-week semester) working on their first undergraduate degree. These students must be eligible for the Federal Pell Grant. This grant is awarded until the funds are depleted.

## Scholarships from Other States

The states of Connecticut, Maine, Maryland, New Hampshire, Pennsylvania, Rhode Island, and Vermont, and the District of Columbia offer state scholarships that may be transferred to Anna Maria College. Each state has different rules that apply to the scholarships. The student should consult with her/his guidance counselor or appropriate state agency for application information and deadline dates.

## Alternative Financing Options

Anna Maria College offers several financing options to help the student fit the cost of education into his or her budget. Listed below are some of the current financing options available. More information on each of these options may be obtained from the Financial Aid Office.

### MEFA Loan

This loan is for the parents of dependent full-time undergraduate students. The interest rate and fees vary with the option for immediate or deferred repayment. There is also a home equity option to allow the deduction of interest on taxes. A standard fifteen-year repayment schedule begins immediately after the loan is disbursed or after the student ceases enrollment depending on the loan type. Loan applicants must pass a credit check and debt-to-equity ratio.

### Federal Direct Parent PLUS Loan

This loan is for the parents of undergraduate students. The interest rate is a variable rate and is currently 7.9 percent (Academic year 2010 – 2011). There is also 2.5% origination fee charged by the federal government to process the loan. A standard 10-year repayment schedule begins immediately although deferment options may be available by contacting the servicer of the loan. Loan applicants must pass a credit check and complete a Master Promissory Note. The pre-application form for the Direct PLUS loan is available on the Anna Maria web site.

### Alternative Loans

Several financial institutions now offer loans to be used in addition to, or separate from, the federal loan programs. These are available to students generally with a creditworthy co-signer. When looking for an alternative loan (also known as private educational loan) a few things to think about are the credit check, the interest rate, fees, repayment options, and special incentives offered during repayment.

All alternative loans require a credit check. Some loans also require a debt-to-income check and income verification. Most alternative loans base their interest on the Prime Rate or the 3-month LIBOR (out of England). Credit plays a big part in the interest rate a student is offered. Many alternative loans have tiered scoring processes in which a borrower with excellent credit will be offered a lower interest rate.

Some loans may have a fee attached; however, the interest rate may be lower, thus making it a more attractive loan. There are several different kinds of repayment options. For

instance, some loans require immediate repayment of both principal and interest, some loans require immediate interest only repayment and some loans will allow for deferred repayment of both principal and interest until the student is out of school. It is important to check the kind of repayment options offered with each alternative loan.

### Tuition Management Systems (TMS)

TMS is a monthly, interest-free payment plan. It offers families the opportunity to spread all or part of the college expenses over a three-twelve month period. There is an enrollment/automatic insurance fee. Call TMS at 1-888-216-4258 or visit them online at [www.afford.com/annamaria](http://www.afford.com/annamaria) 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 benefits should consult the Registrar's Office for the specific details of application and enrollment certification. Any changes in course registration and/or full-time status must be promptly reported to the Registrar's Office.

## Satisfactory Academic Progress

To be eligible for federal, state, and institutional loans, grants, and work study at Anna Maria College, a student must maintain satisfactory academic progress. All students are evaluated for academic progress on an annual basis in June for financial aid purposes. The Federal Government requires that students be evaluated both quantitatively and qualitatively. The quantitative evaluation is determined by counting the number of credits earned versus those attempted. Students in a four-year Bachelor's Degree program must earn at least 67% of all the credits they have attempted by the end of their second year (see below for Associate Degree students). For example, if a student takes 12 credits (usually four classes) during a semester, then the students must earn at least eight of those credits. In other words, the student must get a passing grade in at least three out of the four classes he or she took.

The qualitative evaluation is determined by the cumulative Quality Point Average (QPA) which is calculated by the Quality Point Average or QPA (please see Academic Policies and Procedures for more information on the QPA). A student in a four-year Bachelor's Degree program must earn a 2.0 cumulative QPA by the end of the second year to retain his/her financial aid. In certain cases

there may be exceptions to that rule, please read below for more information.

#### Satisfactory Academic Progress (SAP)

Students who have completed fewer than two years and whose cumulative QPA is below a 2.0 or who have not earned at least 67 percent of the credits they have attempted will be placed on Financial Aid Warning. A student remains eligible for financial aid while in a Financial Aid Warning status. Students who have completed two years and whose cumulative QPA is above a 1.85 but below a 2.0 will be placed on *Financial Aid Probation* (as long as they have earned at least 67% of all credits attempted). A student remains eligible for financial aid while on probation. If, after one year on probation, the student has a QPA still below 2.0 or he or she has not earned 67 percent of the credits attempted, he or she will be placed on *Financial Aid Suspension* and will lose all financial aid. Please note that financial aid includes all federal, state and institutional loans, grants and work study. Students who have completed two years of study and whose cumulative QPA is below 1.85 or who have not earned 67 percent of the credits attempted will be placed on Financial Aid Suspension and will lose their financial aid. Students who have completed more than two years and whose cumulative QPA is less than 2.0 or who have not earned 67 percent of the credits attempted will be placed on Financial Aid Suspension and will lose their financial aid.

#### 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 students' cumulative QPA to fall below 2.0 or kept them from earning the credits they have attempted. Mitigating circumstances that will be considered include illness, injury, 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 QPA 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 QPA or has not earned 67 percent of his credits and goes on suspension again, then the student may appeal again. Appeals in this circumstance will be considered

only if there has been *significant* academic progress made during the probationary semester.

#### Other Academic Elements

Certain elements affect the academic progress evaluation, specifically, withdrawals, incompletes, repeated courses and transfer credits:

*Withdrawals* are not factored into the cumulative QPA, but ARE counted toward the number of credits attempted. *Incompletes* do not effect either the qualitative or quantitative measurements until the student either completes the coursework and earns a grade or does not complete the coursework and gets an F. Incompletes stand until the fourth week of the following semester, at which point the SAP of a student with Incompletes will be reevaluated. *Repeated courses* stay on the student's record. If a student fails a course and then repeats it The higher grade is factored into the QPA and all of the credits attempted are counted. Students may only repeat any individual course two times.

*Transfer credits* are NOT included in determining the cumulative QPA, 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 QPA and in number of credits earned. Classes that do not apply to the new program will not be counted.

*Withdrawal from Anna Maria* 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 and has made SAP at that other college then the student can appeal the Financial Aid Suspension.

*Students in an Associate Degree Program* will be checked for Satisfactory Academic Progress at the end of their first year. Students in an associate degree program are required to have a cumulative QPA of at least 2.0 at the end of their first year and to have earned at least 67% of all the credits they have attempted. If they have not, then they will be placed on Financial Aid Suspension. Financial Aid Warning and Financial Aid Probation do not apply to students in an associate degree program.

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

Students who withdraw and have institutional grant or loan aid may keep a percentage of that aid. The amount of the aid they may keep depends on the amount of tuition they

are being charged. If they are being charged 60 percent of their tuition, then they may keep 60 percent of their institutional financial aid. If the student has federal or state aid, however, the calculation is different.

The Financial Aid Office recalculates federal and state financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60 percent of a semester. The recalculation determines the amount of federal and/or state aid the student has “earned” by determining how many days the student has attended class 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% or more, the student is said to have earned 100% of his/her 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, which is different than the basis of the federal refund policy.

The student may be responsible for returning a portion of the unearned aid to the federal government. This usually occurs if the student received a refund of excess funds before he or she withdrew. Students would be responsible for returning only 50% of any grant funds owed.

\*The official order of return is Unsubsidized Direct Loan, Subsidized Direct Loan, Perkins Loan, Direct PLUS Loan, Pell Grant, SEOG and other Title IV funds.

## STUDENT AFFAIRS

The Division of Student Affairs provides a variety of services and programs for all students of Anna Maria College, adhering to a philosophy consistent with our Catholic mission. Our philosophy is built on the principles of respect responsibility, and social justice.

It is our pledge that all students will be treated with respect, and our expectation that our students will treat others with respect.

It is our philosophy that students are responsible for their own success, and that it is our responsibility to provide the support systems necessary for our students to attain that success. In order to assist our students in achieving their goals, Student Affairs provides:

- Orientations for all students
- A Residence Life system based on a value system that fosters intellectual and personal growth
- A vibrant Campus Ministry focusing on spiritual growth and social justice programs
- A student centered activities program designed to provide opportunities for involvement and leadership development
- A Career Center that helps students clarify vocational goals, identify internship possibilities and prepare themselves for their job search
- An Athletics program that is competitive and promotes leadership and sportsmanship consistent with our mission, including varsity sports, intramurals and a fitness center
- A Counseling Service backed by an extensive referral network
- Health Services staffed by a full time nurse practitioner focused as much on health education as assessment and treatment of students
- An Office of Multicultural Affairs that presents educational programs so that all students are prepared to live in our global society and understand the importance of respect for all people

### **Campus Ministry**

Campus Ministry at Anna Maria College represents a concerted effort to continue a strong religious presence in the Judeo-Christian tradition. The College is Roman Catholic by its traditions and spiritual roots, and welcomes men and women of diverse religious and cultural backgrounds.

Through its various programs, functions, and services, Campus Ministry endeavors to promote a spirit of unity and a celebration of life within the entire college community. Programs of worship and compassionate

service challenge both students and faculty to develop and deepen their spiritual commitments and affiliations.

Campus Ministry offers various opportunities to deepen spiritual growth and witness at Anna Maria, including:

- liturgical and sacramental celebrations (weekday Mass offered daily Monday through Friday and the Lord's Day Mass offered on Sunday night; Sacrament of Reconciliation offered by appointment with our Catholic Chaplain; Benediction offered during Advent and Lent.)
- monthly Bible Study and Prayer groups
- presentations and activities on community building and peace and justice
- 
- volunteer religious education teaching in local parishes
- weekend retreats in the fall and spring
- alternative winter and spring break trips to Habitat for Humanity sites and local agencies in Worcester
- Participation in the United Way Day of Caring program in the fall
- Spiritual Direction and Compassionate Listening

## Student Activities

The Office of Student Activities is committed to the education of the whole student. Through programming and leadership opportunities we are dedicated to provide the best student experience available. Anna Maria College students are encouraged to get involved in any capacity they can, whether through Student Government, Class Boards and one of our many clubs and organizations.

The Office of Student Activities fosters an environment where students learn to take responsibility for the decisions that they make. AMC students plan, implement and evaluate all student programs on campus. Student Leaders will gain the leadership skills required to be successful in their lives after Anna Maria. These transferable skills, learned by all students who are involved in activities on campus will assist in their transition into post graduate life.

## Athletics

The athletic program at Anna Maria College currently sponsors seventeen intercollegiate varsity teams. These include women's soccer, tennis, lacrosse, volleyball, basketball, field hockey, golf, cross-country and softball, as well as men's tennis, lacrosse, football cross-country, soccer, basketball, baseball, and golf. All teams compete at the Division III level of the National Collegiate Athletic Association (NCAA), the Eastern Collegiate Athletic Conference (ECAC), and The Commonwealth Coast Conference (TCCC) in 2010-2011 and will play in the Great Northeast Athletic Conference (GNAC) beginning in

Fall 2011. Participation on any varsity team requires adherence to all NCAA rules and regulations.

Athletic facilities include the Fuller Activities Center; Amcat Field, a multipurpose field for football, soccer, field hockey and lacrosse that is also used for intramurals; baseball and softball fields; and outdoor basketball and volleyball courts.

For students who do not wish to compete on the intercollegiate level the Athletic Department offers a newly enhanced fitness center, and a variety of intramural and recreation options. Physical fitness, conditioning, volleyball, open gym hours, and other options round out the program.

## Career Services

The Career Center assists individuals in creating a career plan and in finding satisfaction in the job market. Services are provided to all current students and alumni, free of charge. During the fall semester, the career counselor conducts orientation sessions for all freshmen.

Throughout the year, the undergraduate students receive emails on upcoming career related events. Every March, the Career Center participates in the Consortium Career Fair, offering opportunities for full-time, part-time, and summer jobs, as well as internships. Every April, the Career Center participates in a job fair for teachers with over one hundred employers from all over the country.

Job and internship listings are maintained in the Career Center and compiled into bulletins distributed to students, and also posted on the Career Services web page. The web page also provides links to national job listing services, posts information on job fairs, and offers career related advice.

Students who are undecided about a major, or who may need to research occupational information, may utilize the SIGI Plus Computer Program. Students can also take a computerized interest test.

Students are encouraged to gain professional experience while earning academic credit by participating in the Internship Program. Internships are also available in Washington D.C. through the Washington Internship Program, and with the Walt Disney College Program in Orlando, Florida.

Throughout the year, Career Services offers workshops on resume writing, interviewing, and job search strategies. Students are invited to set up individual meetings with the career counselor. Career Services is located in Trinity 203.

## Counseling Services

Counseling Services recognizes the variety of personal issues that confront students in college, and aims to provide emotional support through crisis intervention and individual counseling. Additionally, Counseling Services presents a variety of workshops throughout the year to encourage, enlighten and assist students with the many challenges and transitions they may encounter. Some topics addressed in these workshops are relationship difficulties, stress/anxiety management, and self esteem/personal identity issues.

Counseling Services is staffed by caring and qualified professionals who are available by appointment. The staff maintains contact with local agencies and private practitioners throughout Central Massachusetts so that students who seek off-campus services can obtain information and referral. All services provided are held in the strictest confidence. Counseling Services is located in the Health Services Center in the building adjacent to Esther House.

## Multicultural Affairs and Study Abroad

The Director of Multicultural Affairs works with a wide variety of campus constituencies to provide personal and programmatic support to the College's ongoing goal to provide a welcoming educational community that ensures the opportunity to succeed for all students. In conjunction with other offices and student leaders, the office provides unique educational programs that promote cultural diversity and sensitize the campus community to the needs of minority student populations. The director is also available to mentor and advise all minority students and serves as a resource to all students and offices on campus on related issues.

The Director is also the coordinator of the Study Abroad program and works with all students to identify the study abroad program that fits each student's academic requirements and financial abilities. The Director chairs the Study Abroad Committee which reviews all student applications to study abroad.

## Health Services

All students may utilize the Health Services Department for medical care including assessment, treatment, referrals, resources, or simply "just to talk." Emphasis is placed on the "wellness concept" which encourages students to have control over their own health. Based on the belief that "preventive health" equals "wellness," Health Services

provides on-going health education programming on topics such as nutrition, breast and testicular cancer detection, fitness and cardiac conditioning, alcohol/substance abuse, sexuality issues, STDs, HIV/AIDS, stress, anxiety, depression, and other issues facing the college student population. In accordance with the Catholic mission of the college, Health Services will not distribute condoms or any other birth control products. Health Services is a primary care, walk-in center staffed by a licensed nurse practitioner. When the office is closed, the Residence Life staff and a medical-on-call system are in place. When more extensive medical or emotional care is needed, referrals to specialists and other resources are made immediately. All visits to Health Services are free. The records kept by Health Services are completely confidential. No one outside of Health Services may have access to them and no one may be given information from them without the consent of the student involved. This includes friends, relatives, parents, college faculty and staff.

Health Services sponsors a Peer Education Training Program open to all students who are interested. The training occurs at the end of September and is enhanced by the participation of students from all of the consortium colleges in Worcester. Health Services is located in the building adjacent to Esther House.

## Residence Life

More than half of Anna Maria College's undergraduate population lives in the five co-ed residence halls, Madonna Hall, Alumni Hall, Coghlin Hall, South Hall and Esther House. Madonna Hall is a multilevel, four-wing building located in the center of the campus. The wings are named O'Leary, Mondor, Eagen, and Duggan. Madonna Hall has a variety of room types including suites, quads, triples, and doubles. Eagen Ground provides a substance-free atmosphere for women. Most first year students live in Madonna Hall. South Hall is a First-year student residence hall opened in Fall 2008. Esther House, adjacent to Trinity Hall, is a small hall with 29 single rooms for upperclassmen. Alumni and Coghlin Halls house 32 upperclassmen in double rooms on two floors. The first floor of Alumni Hall has accessible accommodations. Residents of Alumni and Coghlin Halls sign a pledge of civility and respect and must maintain an excellent discipline history.

There is a Resident Assistant (RA) living on each floor of Madonna Hall and in each house. The RAs are upperclass students who have been selected and trained to help residents build a positive living and learning environment

in the hall. RAs are there to answer any questions, report maintenance concerns, refer residents to campus resources, and keep their floors informed of campus news. RAs are on duty every night and all weekend to assist residents. The RA office is in Madonna Hall. Living in Madonna Hall and Alumni Hall are Resident Coordinators (RCs). RCs are live-in professionals who are on call evenings and weekends for emergencies. The RCs all have full-time jobs in addition to their RC responsibilities. The Director of Residence Life and Housing supervises the Residence Life staff. The Director's office is on the first floor of Madonna Hall. The Director is responsible for all aspects of the residential experience.

The Residence Life Office is committed to a philosophy of education based on a value system that fosters intellectual and personal growth of the student. The goal of Residence Life is not only to promote intellectual excellence but also to promote human excellence, which is a much more comprehensive and demanding ideal. To fulfill its commitment to this philosophy of education, Residence Life attempts to create a residence hall climate that encourages freedom of thought and provides the opportunity to live and participate in a community. The climate also provides space and time for privacy, for quiet reflection, and for serious and undisturbed study.

### **Student Government Association**

The Student Government Association (SGA) represents all undergraduate students at Anna Maria College. The SGA is a body of 31 students who have been elected to represent specific aspects of student life at Anna Maria College. The SGA is the official representative of the student body, the link between administration, faculty, and students. The SGA meets every week and any student is welcome to attend these meetings.

Many of the student activities are planned and sponsored by the Programming Board. Some of these are yearly traditional events such as Halloween trick-or-treating for the school children in Paxton, the semi-formal, Spring Weekend, and JFK Night. Other events sponsored by the Programming Board include dances with DJs or live bands, trips to off campus sporting events, bowling with the faculty, faculty-student jeopardy games, stress free nights, African drummers, international dinners, retreats, and educational talks.

Numerous student organizations on campus provide additional activities to enhance student life at Anna Maria College. A list of currently active organizations is available from the Student Activities Office.

## **Academic Policies and Procedures**

In keeping with the philosophy that the primary purpose of college is to provide an academic learning experience that will foster intellectual growth, Anna Maria College has designed its policies to assist students in achieving success and getting the most out of their college experience. Students are reminded of their responsibility to be fully aware of the policies and procedures as outlined in this catalog.

### **Matriculated/Non-Matriculated Students**

A matriculated student is a student who has applied for admission and has been formally accepted into a degree program. The student may be enrolled on a full-time or a part-time basis. A non-matriculated student is one who has not yet been formally accepted into a degree program. A non-matriculated student may not enroll in more than two courses (6 credits). Permission of the Vice President for Academic Affairs is required to enroll in more courses.

### **Special Student Category**

A student defined as a special student is one not seeking to earn a degree but simply taking courses for personal enrichment.

### **Class Standing**

Matriculated students are classified Freshman, Sophomore, Junior, Senior according to the number of credits earned.

Freshman 0–30 credits earned  
 Sophomore 31–60 credits earned  
 Junior 61–90 credits earned  
 Senior 91–120 credits earned

### **Course Load**

Full-time students carry a course load of 12 to 17 (19 for Music majors) credits in the fall and spring semesters. An undergraduate student with a minimum CQPA of 3.0 who wishes to register for more than 17 credit hours must obtain written approval from the Vice President for Academic Affairs.

### **Change of Major**

Students who, after matriculation, wish to change major should consult with and receive approval of the academic advisor or program director of the intended major before the change is effected. The new academic advisor will



submit a change of major request using in-house forms program. Once the change is processed, the student, previous advisor and new advisor will receive an email confirmation through their Anna Maria College email account.

## Grades and Quality Points

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 submitted by the instructor in writing to the Vice President for Academic Affairs for prior approval. Students with more than 15 hours of classroom absences will not be granted an Incomplete.*

The semester quality point average (QPA) is found by dividing the total number of quality points earned by the number of semester credits taken. Grades received for courses taken through the consortium are calculated in the semester quality point average. Grades received for courses taken at other colleges and transferred to Anna Maria College are not included.

A student may repeat a course for a better grade. The original grade will remain on the transcript and will be indicated as a repeated course. The higher grade will be calculated in the CQPA.

## Academic Advisement

The Vice President for Academic Affairs, assisted by Division Heads and faculty, provide program advising to each student. Each student, upon entrance, is assigned a faculty advisor to whom he/she may refer for guidance on any academic concern.

## Registration

All students must register at the times indicated in the College calendar. Advising for the fall and spring semesters takes place in the office of the student's academic advisor. With the guidance of the advisor, students select courses for the subsequent semester. Once the student is advised by their academic advisor they will receive an Advisor PIN which the student will use to register themselves through Online Student Services. Students should keep their PIN through the drop/add period. Students will receive a new PIN each semester.

## Drop and Add

Students wishing to make changes in their course schedule may do so during the first week of the semester called the Drop/Add period. Students may make changes to their course schedule using Online Student Services, the Advisor PIN will be required to make changes to course schedules.

## Satisfactory Progress Requirements

All students are required to meet the minimum academic progress standards which demonstrate progress toward the degree. Students are required to have a cumulative quality point average (CQPA) of 2.00 overall and a 2.00 in their major course of study in order to meet graduation requirements. The QPA is monitored each term by the Vice President for Academic Affairs. Students whose CQPA falls below 2.00 may be placed on academic warning or probation. Any student who incurs more than two grades of F in one semester or who receives a semester quality point average (SQPA) below 2.00 may also be placed on warning or probation.

## Academic Dismissal: Forced Withdrawal

The College reserves the right to exclude at any time any student whose academic conduct or standing renders them undesirable. A student may be forced to withdraw from the College for academic reasons when:

- the student has been on probation for more than two semesters;
- the student's SQPA is substantially below the 2.00 minimum requirement;
- the student has been found in violation of the College Policy on Academic Honesty.

(See Student Handbook)

### **Voluntary Withdrawal**

Students who wish to withdraw are required to file an official date of withdrawal with the Vice President for Student Affairs before leaving the campus definitively. Students participating in college or federally funded loan programs must schedule an exit interview with the fiscal officer.

Students withdrawing from college during any semester or before the final examinations receive no credit.

Students who voluntarily withdraw from the college while on probation will remain on probation if they are readmitted.

### **Readmission**

Students who leave the College whether by the formal withdrawal procedure or otherwise and who wish to return in subsequent semesters must apply to the Vice President for Academic Affairs and be accepted for readmission before attempting to register for classes.

### **Courses Taken at Other Colleges**

Once enrolled, matriculated students who wish to take a course at a college outside the Worcester Consortium must first seek permission from their academic advisor.

### **Course Attendance**

Required attendance at scheduled class meeting times is clearly defined by each instructor at the beginning of each term and is specified in the course outline.

### **Pass/Fail**

Full-time juniors and seniors are permitted to take one non-required (elective) course per semester on a pass/fail basis. The grade of P does not receive quality points and is not counted in determining the quality point average. The grade of F is included in the CQPA. Pass/Fail grades may not be changed to letter grades after the posted deadline.

### **Withdrawal from a Course**

Students wishing to withdraw from a course after the drop/add deadline, published in the academic calendar, must meet with their academic advisor. The academic 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.

### **Grade Reports**

**Midterm grades** – After the 7th week of classes student midterm grades are accessible on the Anna Maria College web page.

**Final Grades** - At the end of each semester, the student's grade report is accessible on the Anna Maria College web page ([www.annamaria.edu](http://www.annamaria.edu)). An official printed grade report will be sent to the permanent home address only upon written request of the student.

### **SQPA**

The semester quality point average (SQPA) is found by dividing the number of quality points earned by the number of semester hours (credits). In computing the QPA, the policy of the College is to consider only the credits earned at Anna Maria College.

### **Dean's List**

A full-time student in good standing who has attained in the previous semester an SQPA of 3.5 with no grade lower than "B" for a minimum of four courses is placed on the Dean's List.

### **Honors List**

A full-time student in good standing who has attained in the previous semester and SQPA of 3.0 with no grade lower than "B" for a minimum of four courses is placed on the Honors List.

### **Confidentiality of Records**

Anna Maria College complies with the requirements and guidelines of the Family Educational Rights and Privacy Act of 1975 as amended. Copies of the policy at Anna Maria College may be obtained at the Office of the Registrar and also at the Office of Academic Affairs.

## Directory Information

Anna Maria College designates the following student information as public or Directory Information and may release it without the student's prior consent:

Name

School Address (P.O. Box)

Class Year

Major

If the student is a member of an athletic team, the following information is added to the above:

Height and/or weight

Home City/Town

Under the provisions of the Privacy Act, however, students have the right to withhold the disclosure of any or all of the categories listed in the Directory.

## Transcript

Transcripts of courses taken at Anna Maria College can be obtained from the Registrar's Office only upon receipt of a written request with signature of the student, except when mandated by law. All financial obligations to the college must be met before a transcript is released.

## Academic Integrity

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 students. See the Student Code of Conduct in the Student Handbook for details.

## Student Rights and Freedoms

Anna Maria College was one of the first colleges in the area to adopt the Joint Statement on Rights and Freedoms of Students. With specific modifications applicable to the Anna Maria College situation, the statement ensures certain fundamental rights of students, such as freedom of expression, inquiry, and association, recourse in disciplinary and academic matters and protection against improper academic evaluation and against improper disclosure. Anna Maria College students realize that each right is paralleled by corresponding responsibilities.

## Academic Grievances/Appeals

Students who believe that they have been unfairly graded in a course or that they deserve an adjustment in their academic status may appeal to persons in authority, providing they follow proper procedure. This appeal must occur within four (4) weeks upon issuance of the grade. The student's first step in such an appeal must always be to confer with the instructor. If further steps are necessary, the student should see the person next in authority, e.g., the Division Chair in which the course is taken, then the Vice President for Academic Affairs who may ask the Academic Review Committee for a recommendation. The decision of the Vice President for Academic Affairs is final. Only those decisions resulting in academic dismissal may be appealed to the President of the College.

## Graduation Requirements - Bachelor Degree

The requirement for graduation is a minimum of 120 credits. The CQPA (cumulative quality point average) required for graduation is 2.00 or an average of C. To obtain a degree from Anna Maria College, a student must:

- fulfill the division requirements for a field of concentration;
- complete the requirements of the Core Curriculum;
- complete Intent to Graduate form one semester before the planned date of graduation

Failure to comply with this last requirement will mean a delay in graduation. Details of college requirements and major course requirements may be found in section 2 of this catalog, Programs and Majors.

## Graduation Requirements - Associate Degree

The requirement for graduation for an associate degree is at least 60 credits. The CQPA (cumulative quality point average) required for graduation is 2.00 or an average of C. To obtain a degree from Anna Maria College, a student must:

- fulfill the division requirements from a field of concentration;
- complete Intent to Graduate form one semester before the planned date of graduation

Failure to comply with this last requirement will mean a delay in graduation. Details of college requirements and major course requirements may be found in section 2 of this catalog, Programs and Majors.

## Honors at Graduation

Honors at graduation are based on the cumulative quality point average for all semesters. Only grades earned at Anna Maria College are considered when computing honors. Honors at graduation are awarded based on the CQPA as follows:

Cumulative QPA of 3.9

Summa Cum Laude (with highest honors)

Cumulative QPA of 3.7

Magna Cum Laude (with high honors)

Cumulative QPA of 3.5

Cum Laude (with honors)

## Graduation Awards

### Sister Bernadette Madore Award for Academic Excellence

Established by the faculty and staff of Anna Maria College to commemorate Sr. Madore's 25 years of distinguished service as Dean of the College the Sr. Bernadette Madore Award for Academic Excellence is bestowed upon the graduating senior who, as a full-time student at Anna Maria College, has earned the highest cumulative grade point average in a minimum of 90 semester hours. Sr. Madore holds a Ph.D. from the Catholic University of America and is President Emerita of the College and a Sister of Saint Anne—the founding community of Anna Maria College.

### Bishop Timothy J. Harrington Award

The Bishop Timothy J. Harrington Award, established in 1988, is bestowed upon a graduating senior judged to have demonstrated compassionate service in the promotion of peace and justice.

## Honor Societies

Traditional students graduating in the top ten percent of their class or with scholastic distinction who are outstanding in character, service, and leadership are eligible for membership in Kappa Gamma Pi the National Catholic College Honor Society for graduate students and/or Delta Epsilon Sigma, National Catholic Scholastic Honor Society for undergraduate students.

### Lambda Iota Tau

This National Collegiate Honorary Society, of which Anna Maria College forms Tau Chapter, has for its purpose the recognition and promotion of excellence in the study of literature.

### Alpha Phi Sigma

A student concentrating in Criminal Justice who has achieved scholastic excellence is eligible for membership in Alpha Phi Sigma.

### Lambda Epsilon Chi

A student who has achieved excellence in paralegal/legal studies is eligible for membership in Lambda Epsilon Chi.

### Phi Alpha

Phi Alpha recognizes excellence of scholarship and distinguished achievement in the study of Social Work.

### Sigma Theta Tau

Sigma Theta Tau recognizes excellence in scholarship by students in Nursing.

## ACADEMIC PROGRAMS

**Bachelor Degrees**

Anna Maria College offers a four-year curriculum of undergraduate instruction leading to the following degrees:

**Bachelor of Arts**

Art  
 Art Therapy  
 Art and Business (interdisciplinary program)  
 Teacher of Visual Art (PreK-8, 5-12)  
 Catholic Studies  
 English  
 English— Language Arts  
 Environmental Science  
 Graphic Design  
 Health Science  
 History  
 Humanities (interdisciplinary program)  
 Human Development and Human Services  
 Legal Studies/Paralegal  
 Legal Studies/Prelaw Track  
 Media Communications  
 Music  
 Political Science  
 Psychology  
 Public Policy  
 Social Work  
 Sociology  
 Studio Art  
 Teacher Preparation/Licensure (*available through Divisions I, III, V*)

**Bachelor of Music**

Music Education  
 Music Therapy  
 Performance (Piano or Voice)

**Bachelor of Science**

Business Administration  
 Business Administration/Management Information Systems  
 Criminal Justice  
 Fire Science  
 Nursing  
 Sport Management

**Associate Degrees****Associate of Arts**

Paralegal Studies

**Associate of Science**

Business Administration  
 Nursing

## Teacher Preparation Programs

### Division I

Teacher of English (5–8; 8–12)

Teacher of History (5–8; 8–12)

### Division III

Elementary Education (1–6)—major in history,

English language arts, liberal studies, or humanities

Early Childhood Education (PreK–2)—major in history,

English language arts, human development and human services, liberal studies, or humanities

### Division V

Teacher of Visual Art (PreK–8; 5–12)

Teacher of Music (All)

## The Second Bachelor's Degree at Anna Maria College

Persons holding a bachelor's degree from an accredited school and wishing to earn a second degree in a different field need simply to complete the Anna Maria College application, pay the application fee and have transcripts of previous college work sent to the College.

An advisor will be assigned to the candidate in the letter of admission. The candidate should then make an appointment with the advisor who will outline the courses needed to complete the requirements for the degree.

### Requirements:

- The second bachelor's degree must be in an area of concentration different from the first one;
  - At least 30 credits must be completed at Anna Maria College of which at least 15 must be in the new concentration;
  - No more than 90 credits of advanced standing are granted, the actual number depending on whether courses in the previous degree fulfilled (1) prerequisites for the new major and (2) certain general Anna Maria College degree requirements;
- Anna Maria College Core Curriculum requirements must be fulfilled either by transfer of previous credits or with Anna Maria College courses.
- Students with a technical degree or degrees from foreign schools may have to fulfill additional requirements.

## Graduate Division

The Graduate Division of Anna Maria College, opened in 1974, offers the opportunity for qualified men and women to pursue advanced studies and to obtain training in research.

## Degrees and Certificates offered include:

Master of Business Administration

Advanced Certificate in Business

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 Children with and without Disabilities (Pre K-2)†

Elementary (1-6)

Certificate of Advanced Graduate Study

Reading (All levels)†

Visual Art (Pre K-8 or 5-12)†

Master of Science in Emergency Management

Master of Science in Occupational and Environmental Health and Safety

Master of Arts in Pastoral Ministry

Master of Arts in Visual Art

Master of Interdisciplinary Studies\*

Master of Public Administration

Master of Arts in Security Management

Certificate in Victim Studies

Certificate in Grant Writing

Information concerning the Graduate Division programs, courses and faculty may be found in the Graduate and Continuing Education Catalog.

*\*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 DESE approved*

## Division of Continuing Education

The Division of Continuing Education provides courses and programs for the adult learner seeking to further his/her personal and professional development. The Division offers an array of courses which can be taken on an individual basis or as part of a degree or certificate program. Degree programs in Business Administration, Catholic Studies, Criminal Justice, Human Growth and Development, Liberal Studies, Fire Science, Nursing (RN-to-BSN), and Paralegal Studies are offered during a late afternoon and evening schedule for students seeking to further their education, but whose work commitment prevents the pursuit of full-time or day studies. Evening

programs include a Bachelor of Business Administration in Management, Bachelor of Science in Criminal Justice, Bachelor of Science in Nursing\*, and Bachelor of Arts in Catholic Studies, Liberal Studies, Human Growth and Development, and Paralegal Studies. Associate Degrees in Business Administration and Paralegal Studies are offered, as well as a Certificate in Grant Writing and Paralegal Studies for students who already have a college degree. The College welcomes special students who wish to enrich their lives with further study but are not quite ready or do not intend to pursue a degree. A limited number of courses may be taken as a special student. Students may take only two courses within the major prior to completing the admissions process. All special students must submit proof of a high school diploma or GED prior to registration.

*\*-The BSN program is for transfer students who already possess an R.N. and/or associate degree in nursing and a Massachusetts nursing license.*

## **Degree Requirements**

Candidates for either the associate or bachelor degree through the Continuing Education Division are required to complete successfully the Core Curriculum requirements of the College, as well as those for the area of concentration. (See "Graduation Requirements, page 31 and pertinent pages of the department of concentration). They are also subject to all academic policies and procedures as published in this catalog.

## **Transfer Credits**

Students wishing to transfer credits from another institution should consult the transfer requirements. After matriculation at Anna Maria College, the student may not transfer credits earned at another institution without the prior written approval of the Vice President of Academic Affairs.

## **Academic Counseling**

Students in part-time degree programs receive academic counseling from the Office of Academic Programs and, after admission to the degree program, from the Division Chair or her/his designee in the appropriate area of concentration. Academic counseling is offered before application and admission, during each semester registration period, and by appointment at any other time upon the student's request.

## **CLEP**

Men and women who have been professionally employed and professionally active since graduation from high school, as well as individuals who have acquired knowledge informally through personal efforts and involvement are encouraged to participate in the College Level Examination Program (CLEP) in order to hasten their progress toward a degree. Up to 30 credits may be accepted in place of traditional course work. Scores must meet minimum requirements as determined by the College. Scores from the CLEP examinations may not be submitted after the student has matriculated without prior permission of the Division Chair and the Vice President for Academic Affairs.

## **Financial Aid**

Students in part-time degree programs, registered for at least six credits per semester, may be eligible for financial aid. See that section in this catalog. More specific information regarding financial aid may be obtained by writing or telephoning the Financial Aid Office at Anna Maria College. (508) 849-3366.

## **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 annually and is available from the Office of Business Affairs.

A complete list may be obtained from the Office of Business Affairs.

## **Payment**

Tuition, fees, and all other charges are payable on or before the first day of class. Any outstanding balance is subject to a monthly late charge. The College accepts checks and Discover credit cards. 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. The College reserves the right to forward delinquent accounts to a collection agency. Students are responsible for all legal costs incurred on their account as a result of collection.

### **Refund of Tuition and Fees**

To qualify for a refund, a student must officially withdraw from the course. The day and time that the notice is received in the Office of Business Affairs is the official date of withdrawal. Students who withdraw from courses within the established time period are granted refunds as follows for each semester:

Withdrawal prior to the second class meeting 80%

Withdrawal prior to the third class meeting 60%

Withdrawal prior to the fourth class meeting 40%

Withdrawal after the fourth class meeting No refund

A student who is forced to withdraw from a course because of a permanent business transfer out of the Massachusetts area or because of serious medical reasons receives a prorated refund of the semester's tuition and fees, except for the non-refundable application and registration fees, if the withdrawal takes place at any time during the first half of the semester or session. Written substantiation of the transfer by the employer or—in the case of illness—by the attending physician must be presented at the time of withdrawal. All refunds are paid within 30 days of the official date of withdrawal. A student who is financially indebted in any way to Anna Maria College is not entitled to grades, transcripts, or other official documents issued by the College in his/her name. For immediate settlement of a delinquent account, a certified bank check 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.

### **Special Programs**

#### **Independent Study**

Students having maintained honor grades (CQPA of 3.0) are eligible to undertake independent work in either their junior or senior year. A qualified student is given the opportunity to work on a special project that is of his/her own choosing with the approval of a faculty member. Usually, a paper is presented to summarize findings. However, in the field of science, this paper may be replaced by an account of the procedures and results of an experiment. When pertinent, an artistic or literary creation may be substituted. At the conclusion of the project, credit is assigned.

#### **Internships**

Students may apply to the bachelor degree up to 12 units of internship or practicum credit. The art, education, music therapy, and social work programs require Internships/practica. Students in the more traditional liberal arts programs are encouraged to include internships in their programs in order to enhance their employment

possibilities upon graduation. Internship study is usually undertaken in the junior or senior year. It must be related to academic course work in a carefully planned program of learning.

The Career Development Center on campus assists the departments in the placement of students in suitable internships. Students should obtain an "Internship Packet." All required paperwork must be submitted to the Career Development Center no later than December 15 for the spring semester, and May 15 for the fall semester.

#### **Study Abroad**

Anna Maria College offers students different opportunities to study abroad. The truly adventurous student may decide to spend a semester or year abroad studying in a foreign country. Students have studied in London, Quebec, Costa Rica, Spain, and Rome, as well as through a Semester at Sea. The study abroad advisor will help students find programs in other countries as well. For students who would prefer a shorter, more structured visit, the college offers Urban Seminar in the spring semester. In this course, students study the history and language of a foreign city and spend spring break exploring the city with the professor. Cities explored in the past have included Paris, Berlin, Budapest, and Vienna. Students must be at least second semester sophomores with a 3.0 GPA or permission of the Study Abroad Committee (this is to ensure that the student is serious, as well as to ensure that there are programs the student is interested in that accept lower than a 3.0.) Also, the student must be in good standing with the Vice President of Student Life's office and in good financial standing with the Business Office.

#### **Pre-Law Program**

There is no specific major required for admission to law school. Whether students decide to pursue a major in the liberal arts or pre-professional area, Anna Maria College provides pre-law students with specialized advising designed to enhance their opportunities for post-graduate study. It is recommended that law school applicants maintain a high quality of course work by selecting courses that will sharpen their writing and research as well as their skills in argumentation, and critical analysis. Students pursuing a career in law normally take the Law School Admissions Test (LSAT) in the fall of their senior year. Although there are no firm requirements for admission, law schools look favorably upon students who maintain at least a "B" average and do well on the LSAT. Some law schools also require personal interviews. Many students from Anna Maria College have been accepted to leading law schools. Any student considering a career in law should consult the pre-law advisor.



**Pre-Medical/Health Program**

Whether pursuing a career in medicine, nursing or any other health-related profession, each student is advised to obtain a catalog of the professional school of his/her choice and to present it to his/her advisor so that a satisfactory choice of courses may be made.

**ROTC Programs**

In cooperation with Worcester Polytechnic Institute (WPI), the Air Force Reserve Officers Training Corps (ROTC) Program is offered to qualified Anna Maria College students. As a member of the Colleges of the Worcester Consortium, Anna Maria College students are eligible to apply for Air Force ROTC at WPI.

**Self-designed Programs and Minors**

Self-designed programs offer the student the opportunity to broaden his/her scope of study. Interrelated courses, drawn from various departments, combine to form a self-designed major or minor at Anna Maria College.

**Minors**

A student may pursue a minor through any one of the academic departments. Typically a minor requires a minimum of 18 credits chosen under the direction of the respective faculty advisors.

**The Colleges of Worcester Consortium**

As one of the institutions constituting The Colleges of Worcester Consortium, Inc., Anna Maria College can satisfy the special needs of its students through cross-registration on other campuses. As a result, the student may avail him/herself of a much wider range of course offerings than is ordinarily available at a small college. Thus, at Anna Maria College, the advantages of a distinctive education are combined with facilities for interchanges with any of 27,000 students within a 10-mile radius.

## CORE CURRICULUM

**Seekers in a Community of Faith and Reason**

When they founded Anna Maria College in 1946, the Sisters of Saint Anne perpetuated the vision and aim of their own foundress, Blessed Marie-Anne Blondin, by offering the opportunities and advantages of education—in this case higher education—to those for whom it was then not easily accessible: women. The earliest statement of their purpose declares that the “College offers a liberal education planned: to elevate the heart through love; to enlighten the intellect in truth; to strengthen the will in good.” In this declaration is summed up the entire Catholic tradition in education.

The ensuing years brought with them social, cultural, demographic, and economic changes to which the College adapted. In the 1970s the College became coeducational and expanded its outreach to non-traditional students of diverse backgrounds and needs, broadening its course offerings to include programs focusing on career preparation. What has not changed over the years is the College’s original vision of education as both the transmission of knowledge and the development of moral and spiritual values. As a consequence, the foundation of education at Anna Maria College is in the liberal arts as reflected in a Core Curriculum that fosters integrated thinking, scholarly and personal exploration of religious faith and the meaning of human existence, and an appreciation for the diversity of human cultures and society.

The core curriculum consists of 17 courses (51 credits) structured in the following way.

<b>Requirements (all students) Credits</b>	
COR 103–104 Critical Thinking and Writing I, II	6
COR 105–106 World Cultures and Geography: Seeking Community I, II	6
COR 205–206 Discovering the Humanities I, II: Seeking Truth	6
COR 204 Technological Literacy 3	3
Quantitative Reasoning Elective	3
Five Division Courses (Students must take three credits from each division):	15
COR 330X Catholic Social Teaching: Seeking Justice, type 1	3
Seeking Justice, type 2	3
COR 4xx Fourth-Year Core Seminar(s) and/or Internship: “Seeking Integration”	6
<b>Total</b>	<b>51</b>
Core Requirement (two courses each year for a total of eight courses)	

### Freshman Year

Viewing culture as a shared set of values and practices, the first-year core seminars *World Geography and Cultures I, II* uses the methods of the social sciences to explore the concept of community with the aim of cultivating a respect for diversity and an understanding of globalism. This core seminar addresses the fact that the Catholic community provides a point of reference for viewing the diversity of cultures.

### Sophomore Year

Focusing on the central theme, *Discovering the Humanities I, II* the second-year core seminars present students with a systematic exploration of Catholic tradition and western civilization focused on the dialogue between faith and through a study of the humanities in major historical periods.

### Junior Year

In the third year, the core seminar requirement moves from a single, common course structure to a cluster of seminars offering various perspectives on the common theme of seeking justice. These *Seeking Justice* core seminars challenge students to examine the lifelong questions of how to create community and how to achieve goodness, beauty, and justice in human relations, institutions, and societies. Students take one course that focuses explicitly on Catholic Social Teaching and one course that focuses on justice from a variety of fields of study.

### Senior Year

In the fourth year, the core seminars, *Seeking Integration*, are structured as a capstone experience in which all students participate in an interdisciplinary seminar that integrates their major field with the skills and knowledge acquired throughout the Core Curriculum experience. These senior seminars typically involve individual research or other projects and may be integrated with service learning or internship requirements.

### Skills Requirements (four courses)

The core curriculum fosters the acquisition of oral, written, and quantitative reasoning skills, technological literacy, and critical thinking skills through both content-based and skill-intensive course requirements. The required courses are:

#### Critical Thinking and Writing

Students will develop skills of analysis, synthesis, and evaluation through examining research, standards for academic papers, cultural comparisons, writing, revising, reflecting and use of critical thinking skills across the

disciplines. Students must achieve a grade of C or better in both classes to get credit for the requirements. Some students may also be required to take COR102 Foundations of Writing before COR 103.

#### Technological Literacy and Quantitative Reasoning

The two courses are taken in the sophomore year. Students may demonstrate proficiency in technological literacy through testing and thus satisfy the requirement. Students take one course that focuses on quantitative reasoning from a variety of fields of study.

#### Division Course Requirement (5 courses)

To provide the breadth and depth of knowledge essential to a liberal arts education, students will be required to complete five courses, one from each of the five divisions.

#### Foreign Languages

Though there is no College-specified course requirement in foreign languages, individual department majors may require the student to achieve a minimum level of conversational proficiency. Further, the student is strongly encouraged to include among his or her elective courses the study of a foreign language. The student's understanding of other cultures and preparation to live in a pluralistic society within a larger global community will be enhanced by this study.

#### Remaining Courses (23 courses)

In addition to the Core Curriculum, students will enroll in a major program of studies offered in a variety of fields through the five divisions. They may also pursue a minor or take elective courses to complete the remaining 23 courses (69 credits) required for graduation.

#### Sample Schedule

What follows is an example of a possible four year course schedule at Anna Maria College.

##### Freshman Year

###### Fall

World Cultures &  
Geography: Seeking  
Community I  
Critical Thinking and  
Writing I  
Division Course  
Language/Elective  
Major Course

###### Spring

World Cultures &  
Geography: Seeking  
Community II  
Critical Thinking and  
Writing II  
Division Course  
Language/Elective  
Major Course

##### Sophomore Year

###### Fall

Discovering the Humanities  
I: Seeking Truth  
Technological Literacy

###### Spring

Discovering the Humanities  
II: Seeking Truth  
Quantitative Reasoning

Major Course  
Major Course  
Division Course

**Junior Year**

**Fall**

Core Seminar: Seeking  
Justice I  
General Elective  
Major Course  
Major Course  
Division Course

**Senior Year**

**Fall**

Core Seminar: Seeking  
Integration  
General Elective  
Major Course  
Major Course  
Division Course

Major Course  
Major Course  
Division Course

**Spring**

Core Seminar: Seeking  
Justice II  
Major Course  
Major Course  
Major Course  
Division Course

**Spring**

Core Seminar: Seeking  
Integration  
Major Course  
Major Course  
Major Course  
General Course

## CORE CURRICULUM COURSE OFFERINGS

### **COR 102 DEVELOPMENTAL WRITING (3)**

Builds skills necessary for success in college level reading, research, and writing. The class work assignments are designed to help students transition fully into academia and promote lifelong learning independence along with respect for collaborative endeavors. Students will take an idea from concept to presentation for a public speaking presentation, for a visual presentation, for a paper presentation, and for a presentation with all three elements. Students will incorporate skills related to global knowledge, reading, writing, summarizing, analyzing, public speaking, creating effective visuals, and adhering to academic paper formats. Students will demonstrate independent critical thinking skills in completion of class work and collaborative skills in completing a team project.

### **COR 103, 104 CRITICAL THINKING AND WRITING I, II(3, 3)**

Paired with World Cultures and Geography, this course also focuses on themes of Truth, Faith and Reason and other major issues in the Catholic and Western traditions. This course focuses more intensively on building student skills in critical thinking, reading and writing. Its course goals include the development of analytical reading skills, draft writing and self editing, and research skills. By the end of the course, students will be prepared for all aspects of academic writing, including the essay, research paper and the accompanying skills of developing a thesis, and preparing a bibliography. Passing grade in this course is C or better.

### **COR 105, 106 World Cultures and Geography: Seeking Community I, II (3, 3)**

The first-year core seminars explore what community means throughout the world. Seeking Community examines the relationship between a global faith-based community and culture, how variety in religious practices of a community expresses cultural difference, how the social sciences illuminate the community's understanding of itself, and how the understanding and experience of community bear ethical implications. These questions are explored through the study of the various world regions.

### **COR 204 Technological Literacy (3)**

Designed to provide students with skills in technological literacy that can be applied to both an academic and real-life setting, this course introduces students to a basic understanding of computer hardware and software and their impact on the individual and society, as well as

provides hands-on experience in the use of a range of software applications.

**COR 205, 206 Discovering the Humanities: Seeking Truth I, II (3, 3)**

Seeking Truth, the second-year core seminar, presents students with an interdisciplinary exploration of Catholic Tradition and Western Civilization focused on the dialogue between Faith and Reason. In addition to developing student knowledge through readings, lectures and course discussions, the course continues to develop critical thinking and writing skills, assisting students to begin to bridge the gap between ideas and lived experience, cultivating a disciplined attitude to academic study and introducing them to the first step in the whole adventure called liberal education.

**COR 304 Catholic Social Teaching (3)**

Catholic Social Teaching provides an introduction to the social teaching of the Catholic Church through an examination of selected contemporary national and world issues in social justice. This course may include issues of life and death, poverty, violence and war, third-world development and others.

**COR 305 Catholic Social Teaching: Action-Reflection (3)**

Catholic social teachings are discussed and applied directly through service to persons on the margins of society. Students will reflect on readings about Catholic social teaching while engaged in action through service learning assignments in the local community and vice versa. Course requires 40 hours of volunteer service.

**Liberal Studies**

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 an area of concentration within a particular discipline. Some students, however, seek to develop an even broader appreciation of 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 Seminar course.

**Distribution requirements**

Instead of electing only one course from each Division, Liberal Studies students are required to complete at least

two courses from each Division. To add depth as well as breadth to this interdisciplinary concentration, one of the courses elected from each Division must be listed at the 200-level or higher.

**Minor course of study**

Students electing to major in Liberal Studies pursue an area of more integrated study by compiling a minor in some discipline offered by the College. The requirement for a minor is developed individually by each program, but usually requires six courses (18 credits) which include both introductory and advanced work in one area.

**Core Curriculum considerations**

Students are responsible for meeting all Core requirements. One additional consideration exists for the student in Liberal Studies. The final Core IV course (seminar or internship) must be completed within the Division of the student's minor. 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 assure that all program requirements for the concentration in Liberal Studies are met. Adding elective courses drawn from the offerings of the Worcester Consortium may be particularly attractive to these students.

**CORE CURRICULUM COURSE OFFERINGS 41**

**Requirements Credits**

**Core Curriculum: 36**

Critical Thinking and Writing I, II

Technological Literacy

Quantitative Reasoning

World Geography and Cultures I,II

Discovering the Humanities I,II Justice I, Catholic Social Teaching

Justice II (any Division)

Core IV (two courses, at least one in the Division of the minor)

**Distribution Requirements 30**

Two courses from each Division.

One course from each Division must be at the 200-level or higher.

**Minor 18**

As stipulated by the program, usually six courses.

**Electives 36**

Unrestricted as to level or Division

**Total +120**

## ACADEMIC DIVISIONS

### **Division I—Humanities and International Studies**

**Course work includes the following disciplines:**

American Studies  
 English  
 English Education (5–8; 8–12)  
 History  
 History Education (5–8; 8–12)  
 Humanities  
 Media Communications  
 Medieval Studies  
 Modern Languages  
 Philosophy  
 Theology and Religious Studies  
 Women’s Studies

*Minors*

All the fields listed above  
 American Studies  
 Medieval Studies  
 Modern Foreign Language-Spanish  
 Philosophy  
 Women’s Studies

### **Division II—Business, Law, and Public Policy**

**Course work includes the following disciplines:**

Business Administration  
 Business Administration/Management Information Systems  
 Art and Business (joint program with Division V)  
 Criminal Justice  
 Legal Studies (self designed)/Pre-Law  
 Legal Studies/Paralegal Certificate  
 Political Science  
 Public Policy  
 Sport Management

*Minors*

Business Administration  
 Criminal Justice  
 Computer Forensics and Investigations  
 Management Information Systems  
 Sport Management  
 Paralegal Studies  
 Political Science  
 Victimology and Victim Studies  
*Other Fields of Study*  
 Economics

### **Division III—Human Development and Human Services**

**Course work includes the following disciplines:**

Early Childhood Education: Teacher of Students with and without Disabilities (PreK–2)  
Human Development and Human Services  
Psychology  
Social Work  
Sociology  
*Minors*  
Human Development and Human Services  
Psychology  
Sociology

### **Division IV—Environmental, Natural, and Technological Sciences**

**Course work includes the following disciplines:**

Biology  
Emergency Medical Services  
Environmental Sciences  
Health Science  
Fire Science  
Mathematics  
Nursing

### **Division V— Visual and Performing Arts**

**Course work includes the following disciplines:**

Art  
Art and Business  
Art Education (PreK–8; 5–12)  
Art Therapy  
Graphic Design  
Music  
Music Education (All)  
Music Performance  
Music Therapy  
Studio Art  
Theater



## DIVISION OF HUMANITIES AND INTERNATIONAL STUDIES

### DIVISION CHAIR

Barbara Driscoll de Alvarado, Ph.D.

### Faculty

Professors: Dr. Paul Russell (History); Associate Professors: Dr. Jan Marie Evans (Philosophy), Dr. Lisa LeBlanc (English), Robert Lemieux (Philosophy); Assistant Professors: Dr. James Bidwell (Humanities and History), Dr. Michael Boover (Theology and Religious Studies), Dr. Barbara Driscoll de Alvarado (Humanities and Spanish), Virginia Heslinga (English), Travis Maruska (Humanities and Media Communications), Dr. Mary Kate McMaster (Humanities)

### Adjunct Instructors

Rev. Gary Hayward (Core), James Hedlund (Writing), Amanda Katz (Writing), Paul E. Kirby (Philosophy), Carol Lambert (Writing), Robert LeBlanc (Writing), James Lindsey (Core), Patricia Markley (Writing), Dr. Elizabeth McGregor (History), Julia Micks (Core), Jeanne Moore (Italian), Martha Morris (Core), Fr. John O'Brien (Theology), Claudia Plasse (Media), Dr. David Rawson (History), Elinor Waskevich (Core).

### Academics

The academic programs offered by the Division of Humanities and International Studies provide students with a broad-based liberal arts education infused with the principles of the Catholic intellectual tradition. Whether in a traditional major like history or English, or in a self-designed program in the humanities, students develop the skills and knowledge necessary to prepare them for a wide range of career options as well as the possibility of graduate study. In addition to the broad-based education and sense of ethics that numerous employers in the business and services sectors desire in recruits, the Division also offers programs focused on specific professional skills including teaching, youth ministry, writing and editing, and media communications.

A bachelor's degree in the humanities prepares students for a wide range of graduate study and career options. In addition to the special skills and knowledge acquired in the discipline, students develop the abilities to write, speak and think critically. They develop research, analytical and computer skills, skills necessary for participation in the professional world. In addition, they acquire the general cultural knowledge base associated with a liberal arts education. In addition to our academically challenging majors in established disciplines like English or history, the Division also offers several options for

interdisciplinary study. Students may engage the mission of the College to its fullest extent through the Catholic Studies program, or they may self-design a course of study in the humanities centered upon a coherent theme of personal intellectual interest, such as American Studies or Women's Studies.

The Division also offers the opportunity for students to engage in international studies. All students are encouraged to experience study abroad through programs ranging from a summer in Seville at the Center for Cross Cultural Study to a semester in Québec or to a spring break in Berlin, Paris, or Vienna with our Urban Seminar program. Students may also self-design a program in international studies with the humanities major.

## Perspective

*Discovering meaning in the global community through communication, research, creativity, intellectual analysis, and moral action. Discovering liberation through the appreciation of beauty, the pursuit of knowledge, truth and goodness, and the mystery of spirituality in the Catholic tradition. (From the Mission Statement, Division of Humanities and International Studies)*

The Division mission statement provides a clear vision of our perspective. The Division engages students in the pursuit of freedom and the search for the spiritual through knowledge and the arts, as informed by the Catholic intellectual tradition. That tradition finds its cornerstones in theology and philosophy, but also in the study of history, literature, and languages; it is also an international tradition that has informed the development of Western civilization, but which has also touched in some way every region of the globe. Courses in the Division, then, expose students to the humanities as traditionally conceived, such as history, religion, literature, and languages, as well as provide perspective on the diversity of global cultures.

That perspective penetrates the Division's goals. In fulfillment of its mission and that of the College, faculty and graduates of the Division will:

- understand global cultures as they are expressed in art, music, literature, history, religion, language, and philosophy;
- possess deeper knowledge of an area of concentration in the humanities or international studies;
- know how to access, employ and analyze critically information available in libraries, archives, and databases;
- communicate effectively in English through writing and speaking;

- exercise the imagination through creative or interpretive endeavors;
- possess a critical aesthetic understanding;
- experience the world beyond their own community;
- be capable of applying ethics to decision making;
- be sensitive to the spiritual in all dimensions of the human experience.

## Career Options

The career options for students with a degree from the Division of Humanities and International Studies are many and varied. The Division's various programs prepare students for careers or graduate study in, among other areas, interpretation/translation, law/government, library science, ministry, museums/archives, public relations, writing/editing/publishing, media communications. Finally, in conjunction with the Division of Human Development and Human Services, our programs prepare students for specific areas of teacher licensure for a career in education, including: English (5–8; 8–12), History (5–8; 8–12).

## Major Fields

English

English Literature

Teacher of English (5–8; 8–12)

English–Language Arts for Elementary and Early Childhood Education (see Division of Human Development and Human Services)

History

General History

Teacher of History (5–8; 8–12)

History for Elementary and Early Childhood

Education (see Division of Human Development and Human Services)

Humanities

Self-designed Course of Study

Humanities for Elementary and Early

Childhood Education (see Division of Human Development and Human Services)

Media Communications

Theology: Catholic Studies

Pastoral Studies with concentrations in Pastoral Ministry, Youth Ministry or Religious Education

## Minor Fields

all of the above  
American Studies

Medieval Studies  
 Modern Foreign Languages: Spanish  
 Philosophy  
 Women's Studies

## AMERICAN STUDIES

The minor in American Studies helps a student to see his or her major through a developing American identity. Through studying a range of interdisciplinary and interdivisional courses, the student will develop a well-rounded view of America as well as his or her place in it. During the course of study, the student will consider how America came to be in its present form, where its people have come from, what the nation's unique identity is like, how that identity reflects the multiplicity of cultures within the country, and how these different cultures are reflected in the creative offerings of Americans. The program approaches American Studies from multiple perspectives: humanities, arts and social sciences. (No more than two courses in the minor may double count towards the major)

### Minor in American Studies (18 credits)

HUM 160 Introduction to American Studies  
 ENG 230 U.S. Literary Tradition  
 HST 111 or 112 American Nation I or II or  
 HST 190 American History through Biography  
 PSC 231 American Government or SOC 221 Social  
 Problems in America or ART 353 American Art or  
 MUS 260 American Music  
 2 electives to be approved by the advisor (can include  
 internship/independent study—at least two courses in the  
 minor must be at the upper level)

## ENGLISH

The program in English prepares students for a wide range of careers and graduate study, focusing as it does on the study of literature in English and the development of critical reading and writing skills. Students can also prepare for a career in teaching through courses offered by both the Division of Humanities and by the Division of Human Development and Human Services. Concentrators in English may prepare for licensure as a teacher of English in the middle (5–8) or high schools (8–12), or students seeking licensure in Elementary or Early Childhood education may major in a specially designed program in English-Language Arts.

The English curriculum at Anna Maria College helps students become adept in four fields of inquiry: form, genre, history, and theory. Literary form designates the formal ways that literature calls attention to meaning. Poetry may use meter and rhyme, drama may use costumes and lighting, film may use montage and crosscutting, and all literary forms may use plot, irony, or stock characters. Genre is a tradition and a set of expectations that consists of a changing set of conventions that satisfy those expectations. Enduring genres include comedy, novel, satire, sonnet, and tragedy. History requires an in-depth exploration of the intersection of literature with other cultural discourses. Students may learn, for example, not just how the Great War formed the backdrop for modernism but how the war's dislocations manifested themselves in new gender roles, new political formations, and new literary styles. Literary theory requires self-consciousness about the approaches we take to literature. Students may learn different schools of thought about how intention or race, for example, operates in literature.

## ENGLISH

### Requirements Credits

#### Core curriculum, including 51

HUM 201–202 History of Arts and Ideas I & II (Div I & V)  
 ENG 490 Senior Seminar (Core/Integration)  
**English core requirements: 33**  
 ENG 190 Literary Traditions in English  
 Four courses at the 200-level  
 ENG 320 or 321 Medieval Literature  
 ENG 330 or 331 The Works and World of William Shakespeare  
 ENG 340 Global Literatures and Cultures  
 Two additional courses at the upper level (300 or 400)

### Minor (optional) and Electives

(may include ENG 499 Internship): 36

**Total 120**

### English w/Concentration in Teacher Licensure in English (5–8; 8–12)

#### Requirements

#### Core Curriculum, including: 51

HUM 201–202 History of Arts and Ideas (Div I & V)  
 PSC 231 American Government (Div. II)  
 EDU 201 Education and Culture, Society (Div. III)  
 ENG 490 Senior Seminar (Core/Integration)  
**English core including (see above): 36**  
 ENG 220 The Origins of Literature in Folklore and Myth  
 ENG 230 U. S. Literary Tradition  
 ENG 233 British Literature

ENG 411 Teaching English in the Middle and High Schools†

**Education 24**

PSY 215 Psychology of Adolescence

EDU 200 Introduction to Teaching

EDU 212 Developmental Disabilities

or

EDU 336 Psychology of the Exceptional Child

EDU 330 Strategies for Inclusion

EDU 412 Instructional Methods in Middle and Secondary Schools

EDU 430 Integrated Field Experience Seminar (5–8 or 8–12, Core/Integration)

EDU 431 Teaching Practicum (5–8; 8–12)‡

**Electives 9**

**Total 120**

† -Includes 40 hours of Monitored Field-Based Experience. May be necessary to take in the Worcester Area Consortium of Colleges.

‡ -At least 80 hours of monitored field-based experience (classroom observation, usually obtained in ENG 411 and EDU 412) are required prior to the Teaching Practicum (student teaching). Students enroll in one 300-hour practicum appropriate to the grade level(s) for which they are seeking licensure (5–8; 8–12). Students seeking licensure at both levels must complete at least 150 hours of practicum at each level.

## ENGLISH-LANGUAGE ARTS FOR EARLY CHILDHOOD AND ELEMENTARY TEACHER LICENSURE

See Division of Human Development and Human Services for requirements.

**Minor in English**

Students with majors in a wide range of fields may wish to pursue a minor in English to build their skills in critical reading and writing, as well as to pursue an interest in literature.

**Requirements 18 credits**

HUM 201-202 History of Arts and Ideas I & II (Core, Div I & V)

ENG 190 Literary Traditions in English

Two English courses at the 200-level

ENG 330 The Art and World of William Shakespeare

Two additional English courses at the 300-level or above

**English Course Offerings**

**ENG 190**

**Literary Traditions in English (3)**

Introduces students to literary terminology, genres, and theory. It also discusses how to read and analyze literature and particular characteristics of papers on literature.

**ENG 201 Creative Writing (3)**

Writing in poetry or fiction. Independent study and small-group workshops. By arrangement with the instructor. May be repeated.

**ENG 210 Short Fiction (3)**

Studies point of view, stereotyping, and other techniques of narrative compression. Plot, character, figurative language—especially symbol, metaphor, and irony—will dominate discussions of examples of local color, Realism, Romanticism, Naturalism or other expressions, and will lead to an understanding of the masterpieces and impact especially of examples from the form's golden age, 1910–1940. Practitioners' theories, such as those of Hawthorne, Poe, Anderson, Hemingway, Stein, and Oates, will be included.

**ENG 217 The Detective in Fiction (3)**

Studies the detective in English and American fiction from his birth in the stories of Edgar Allan Poe and Sir Arthur Conan Doyle through his (or her) evolution in the works of such writers as G. K. Chesterton, Wilkie Collins, Dashiell Hammett and/or Agatha Christie. The course concludes with an examination of the contemporary detective fiction of writers like Elmore Leonard, P. D. James, Barbara Vine, and/or Sherman Alexie.

**ENG 220 The Origins of Literature in Folklore and Myth (3)**

Emphasizes song and tale, fable, epic and tragedy. Discussion of the evolution of narrative and verse forms, and oral (story-teller/poet) techniques, and the power of image and symbol. Topics occur in the context of a survey of the classical Greek, Hebrew and North American experience. Study will include reference to other cultures and ideas from theorists such as Freud, Jung, Hamilton, Graves, and Campbell.

**ENG 222 Gothic Literature and its Influences (3)**

Examines the changing conventions within gothic literature. Forms include prose, verse, and film. Looks at the influences of history, art and architecture in the development of the genre. Historical focus on the eighteenth and nineteenth centuries as well as the contemporary period. Literary theories may include psychoanalytic theory and feminism.

**ENG 230 U. S. Literary Tradition (3)**

Examines key moments in the making and remaking of the national identity of the United States, from the Puritans to the American Renaissance, from the Harlem Renaissance to multiculturalism. Literary forms may include verse, prose, and film. Genres may include the jeremiad, epic, pastoral, and satire. Literary theories may include historicism, Marxism, new historicism, and cultural studies.

**ENG 232 Establishing Irish Identity (3)**

Explores various themes in Irish literature from ancient times to the present century, including nature, mythology, religion, oppression and conflict, family unity, and national identity. The course looks at how the use of these themes in early literature continues to influence Irish literature today. The course explores Irish poetry, drama, and short fiction, using such theories as New Historicism and Cultural Studies.

**ENG 233 British Literature from Renaissance to the Present (3)**

Examines literature of Britain from the Renaissance through the present. It looks at major works of each period as well as the major characteristics and influences of literature during these periods. The course explores poetry, prose, and drama and uses various literary theories to explore the literature.

**ENG 240 Women's Lives, Women's Literature (3)**

Examines novels written by British and American women from the nineteenth and twentieth centuries and how their writing reflects their experiences as women in society. Writers may include Shelley, Austen, Woolf, Chopin, Wharton, and Morrison as well as feminist critics such as Gilbert, Gubar, and Jardine. Genres may include satire, tragedy, realism, and romance.

**ENG 241 Race, Ethnicity and American Literature (3)**

Examines American literature by writers of various races and ethnicities using Cultural Studies/Multiculturalism (theories of race, racism, and nationalism as well as sociological theories of identity and group behavior and how these influence writers). Literary forms may include verse, prose, and film. Genres may include comedy, tragedy, and satire. Historical periods may include European colonization, the Jim Crow era, the civil rights movement, and today.

**ENG 242 Psychological Study of Literature (3)**

Explores how psychology has been used to examine both characters in literature and authors of literature. Students study how critics have used psychology to come to a better

understanding of literature drawing upon such theories as those of Freud, Jung, Lacan and others. Further, the course looks at the psychological impact of literature on the reader—why we react the way we do to works of literature. The course will cover fiction, drama, poetry as well as comedy, tragedy and other genres.

**ENG 320, 321 Medieval Literature and Language (3)**

Explores the various literary genres popular in the Middle Ages and how the works reflect their historical context. Examines the development of English from Anglo-Saxon through Middle English by reading works in their original language. ENG 320 explores literature through genre and ENG 321 covers literature through historic developments. Prerequisite: ENG 190 or instructor permission.

**ENG 330, 331 The Works and World of William Shakespeare (3)**

Explores the drama and poetry of William Shakespeare from different periods of his life, as well as the context in which these works were composed and received. Includes contemporary criticism of Shakespeare's works. ENG 330 covers tragedy and history, and ENG 331 covers comedy and romance. Literary theories may include historicism, new historicism and biographical criticism. Prerequisite: ENG 190 or instructor permission.

**ENG 340 Global Literatures and Cultures (3)**

Examines poetry and prose expressions from the great literatures of selected cultures from Africa, Asia, Europe, and the Americas. Prerequisite: ENG 190 or instructor permission.

**ENG 350 Banned Books (3)**

Examines and attempts to understand the historical and current conflict between "free speech" and cultural standards. Students analyze texts which have been at the center of public controversy and censorship conflict using standard techniques of literary analysis and research issues raised by the opposing sides in the debate concerning the text. Students become familiar with the First Amendment, court cases and decisions, and the volatility of public concern over "community standards" as part of the class discussion and research. Prerequisite: One English course or permission of instructor. Core Justice II designated course.

**ENG 355 Literature of the Holocaust (3)**

Examines the literature produced by those directly affected by the Holocaust. Looks at how the Holocaust affected its victims, both long and short term, and how these effects are shown in prose, poetry, and film. Discussion will

center on common themes in the works, the progress from despair to hope, the possibility of forgiveness, and the impact such literature has on an audience who weren't alive during the Holocaust.

**ENG 360 Perspectives of Justice in Film and Literature (3)**

Explores how writers and filmmakers use point of view and visual perspective to manipulate the reader's/viewer's concept of justice. Looks at specific techniques such as narrative voice, setting, lighting, manipulation of information and exaggeration.

**ENG 411 Teaching English in the Middle and High Schools (3)**

Examines the theories of teaching English in the 5–12 setting, as well as practical applications in instructional methods in English for the middle and secondary schools. A 40-hour prepracticum (classroom observation) experience is required for this course. Prerequisite: Admission to a Teacher Education Program.

**ENG 490 Senior Thesis (3)**

Integrates literary study with the core curriculum. Students design and complete a seminar project that integrates their years of study of literature. Prerequisite: instructor permission. Core Integration course.

**ENG 496 Directed Study in Literature (3)**

Directed readings in an area of interest resulting in the production of a major paper. Permission of Division Chair required.

**ENG 499 Internship (variable credits)**

An opportunity for the specially qualified English major to practice communication and analytic skills in the world of work. Prerequisite: Permission of division chair. Practicum fee.

**HISTORY**

The study of history provides students not only with a basis of knowledge about the past, it also builds in students a range of skills in research, critical thinking and writing. As part of a broad based liberal arts curriculum, it prepares students for a range of careers in teaching, business, politics, museums or archives. It also prepares students for graduate study in history or the law. Students may choose a concentration of study in American or European history, or, they may opt to study general history. The latter option is particularly important for those students interested in teaching history in the middle or high schools. The College

offers specially designed programs in conjunction with the Division of Human Development and Human Services to prepare students for licensure as Teacher of History (5–8; 8–12), as well as for students seeking certification in Elementary or Early Childhood Education. The program in history is organized to help students acquire the specific skills necessary for professionals in the field. 100-level courses concentrate on original source readings to communicate how historians must rely on original source material to come to conclusions. 200-level courses acquaint students with the importance of secondary sources, especially in journals and bibliographical courses. 300-level courses involve students in a formal research project that utilizes both original and secondary sources. The 400-level courses assume that the student can carry out independent research, analyze research data, write a formal paper and present a synopsis of research to a group.

**History**

**Requirements Credits**

**Core Curriculum, including: 51**

HUM 201-202 History of Arts and Ideas I & II (Div. I & V)

HST 451 Senior Seminar and HST 499 Internship or Core Seminar (Core/Integration)

**History Core 33**

HST 109-110 Western Civilization I & II

HST 111-112 American Nation I & II

Seven other history courses, consisting of four at the 300-level or higher, one non-Western history course and two additional history electives (may include HUM 353 and up to two HUM, PSC or PPO courses as approved)

**Minor (optional) and/or General Electives 36**

**Total 120**

History w/Concentration in Teacher Licensure in History (5–8; 8–12)

**Requirements Credits**

**Core Curriculum, including: 51**

HUM 201-202 History of Arts and Ideas (Div I & V)

PSC 231 American Government (Div II)

EDU 201 Education, Culture and Society (Div III)

HST 451 Senior Seminar and EDU 438 Teaching Seminar (Core/Integration)

**History Core: 36**

Same as above, including:

HST 202 Ancient Civilizations

HST 411 Teaching History in the Middle and High

Schools†

**Education 27**

PSY 215 Psychology of Adolescence

EDU 200 Introduction to Teaching

EDU 212 Developmental Disabilities

or

EDU 336 Psychology of the Exceptional Child

or

EDU 330 Strategies for Inclusion

EDU 412 Instructional Methods in

Middle and Secondary Schools

EDU 430 Integrated Field Experience Seminar (5–8

or 8–12, Core/Integration)

EDU 431 Teaching Practicum (5–8; 8–12)‡

**General Electives: 6**

**Total 120**

† -Includes 40 hours of monitored field-based experience.

May be necessary to take in the Worcester Area

Consortium

of Colleges

‡ -At least 80 hours of monitored field-based experience

(classroom observation, usually acquired in HST 411 and

EDU 412) are required prior to the Teaching Practicum

(student teaching). Students enroll in one 300-hour

practicum appropriate to the grade level for which they

are

seeking licensure (5–8; 8–12). They may add a second

150-hour practicum at another grade level if they seek

dual certification in both levels.

## HISTORY MAJOR FOR EARLY CHILDHOOD AND ELEMENTARY TEACHER LICENSURE

See Division of Human Development and Human Services for requirements.

### Minor in History

Students in a range of majors, such as Public Policy, English, Business, Social Work or any other, may minor in history to develop their understanding of the historical development of the society in which we live today.

### Requirements 18 credits

HUM 201–202 History of Arts and Ideas

(Div I & V)

HST 109–110 Western Civilization I & II

or

HST 111–112 American Nation I & II

Two upper-level history electives

## History Course Offerings

### HST 108 Ancient and Mediterranean Civilizations (3)

This course explores the development of ancient civilizations in Africa, Mesopotamia, Phoenicia, Egypt, India, and China as well as the Mediterranean basin. The course examines the progress made by these civilizations toward the development of ideas leading to self government, the growth of cities with urban services, religion, the creation of economic systems that helped to knit empires together and how these civilizations met the challenges of earthquakes, famines and invasions. Each of these civilizations contributed ideas and institutions that have lasted and influenced our current civilization.

### HST 109, 110 Western Civilization I & II (3, 3)

Surveys developments in early modern Europe from the Renaissance to the French Enlightenment in the first semester and from the French Revolution to the Nuclear Age in the second semester.

### HST 111, 112 Development of the American Nation I & II (3, 3)

Surveys and examines political, socio-economic, and cultural movements affecting American History from early settlement through the Civil War in the first semester and from the Civil War to the present in the second semester.

### HIST 113 U.S. History through Biography (3)

This course surveys major events of American history through the lens of biography, while exploring the role of Massachusetts in these events. Topics will include colonial America, the Revolutionary War, the establishment of the Federal government, the Civil War and Reconstruction, World War I and II, the Vietnam War, the Cold War, and the Civil Rights movement.

### HST 115, 116 World Civilization I & II (3, 3)

Examines similarities and differences among the major world civilizations before the modern era in the first semester and from the modern era to the contemporary period in the second. Topics include traditions of governance, art, religion and philosophy, technology, family structure, and everyday life. The course will cover World Civilizations from pre-History until approximately 1500 C. E. in the first semester and from 1500 to the present in the second.

### HST 200 American Urban History (3)

Analyzes American urban civilization including the growth of cities, urban-rural relationships, development of city planning and the effect of these processes upon city government and the economic environment.

**HST 208 American Economic History (3)**

Surveys American economic history and institutions from the colonial period to the present. The course examines the changing economic patterns in American history from the mercantilism of the eighteenth century, laissez-faire capitalism of the nineteenth to socialist innovations of the twentieth century.

**HST 221 America Since 1945 (3)**

Examines the political, economic, social, and cultural forces that have shaped the national experiences from the post World War II era to the present. Special emphasis is placed on the losses and gains of the period in the context of such topics as the Cold War, McCarthyism, The Fifties, the revolts and travails of liberalism in the Sixties, Civil Rights, Rock and Roll, the Kennedy and Johnson Administrations, The Vietnam War, Nixon and Watergate, Jimmy Carter and restoring faith, The Reagan Revolution, the Clinton Presidency and impeachment, and the experience of the nineties to the problems and opportunities facing the Nation's third century.

**HST 233 America in the 1960s (3)**

Investigates the culture and history of the 1960s, including its music, literature, and films. In addition to historical events such as the Vietnam War, the moon walk and the assassinations of national leaders, the course examines diverse social movements such as the Civil Rights Movement, the Women's Liberation movement, the Counterculture, the Anti-War movement, and student activist movements. Core designated Knowledge Area course.

**HST 250 Catholicism in America (3)**

Undertakes an interdisciplinary study of Catholicism in America: its history, sociology and cultural expressions, and its pertinence to contemporary American life and issues.

**HST 270 Irish History (3)**

Examines the political, cultural, economic and religious development of the Irish people from 1600 to the present, supplementing historical texts with literary works. Special consideration is given to the Province of Ulster to provide students with an historical context for current political conflict in Northern Ireland.

**HST 280 Family History (3)**

Examines family structure, patterns of authority and economic production that have evolved for the American family as the result of industrialization and technological change. The course considers farm, industrial, Native American, slave, immigrant and nontraditional families.

Students trace the history of their own families (or another of their choice) and learn oral history techniques in order to organize a genealogy, prepare an Ahnentafel report and organize their own results within the context of historical change for the American family.

**HST 316 Colonial America to 1789 (3)**

Explores the myths and realities of life and politics in America from the fifteenth to the eighteenth century. Special emphasis is placed on how Americans lived, worked, fought, learned, worshiped and played in an environment that profoundly altered their former dreams and values. Students begin with the first Americans, continuing with the European discovery of America, the early settlements on the Atlantic coastal plain, the development of these settlements into viable British colonies, their maturity and movement toward independence. The course examines how the American colonist, in less than one hundred fifty years, matured politically, socially, economically and psychologically, preparing them to sever their ties to Britain. Students examine the administrative, diplomatic and military policies of the British Crown and Parliament, in contrast to those of the Americans during the Revolution. The significance of the Declaration of Independence, the forming of a government, the Articles of Confederation, and framing the United States Constitution will also be studied. While tracing the experiences of both patriots and loyalists during this contest of ideas and resultant civil war, those who significantly influenced and led the efforts for independence and constitution-making will be emphasized. Through this historical analysis, students assess the relevancy of early American ideas and institutions to contemporary American life and thought.

**HST 319 The Early Republic and Jacksonian America, 1789-1860 (3)**

Studies the domestic and foreign policies of Presidents George Washington, John Adams, Thomas Jefferson, James Madison and James Monroe. This course examines the important precedents established by the Washington Administration, the development of political parties, the expansion of the nation through the purchase and exploration of the Louisiana territory, the War of 1812, the "Era of Good Feeling" and the upsurge of nationalism that prepared the nation for continued growth and expansion. Further, it presents the growth of political institutions and the major political personalities who fostered and contributed to the era of Jacksonian Democracy. The Jackson administration is evaluated for its motives, successes, and failures in both domestic and foreign policy. Other politicians and men and women are studied for their contributions to American political tradition. The



social reform movements of the 1840's that paralleled the political developments, the crisis created in Congress by the expansion of slavery and the further development of sectionalism led America to the most destructive war in American history.

### **HST 324 The Civil War and Reconstruction, Industry and Empire 1860– 1914 (3)**

Focuses on the Civil War from Ft. Sumter to Appomattox Court House, including battles and military history, Lincoln's leadership during the war and emergency measures taken by the Union to quell the draft riots and thwart the Confederacy. The course examines the plans for reconstruction of the nation, which differed from Lincoln to Johnson to the radical republicans in congress who were eventually victorious. Also studies the post-Civil War era which saw enormous prosperity, led by the "captains of industry" who created a new economic class and culture in America. Their economic empire, resting on the backs of a new working class, soon became paired with strivings for political empire for the U. S., resulting in the acquisition of Hawaii, the Philippines, Puerto Rico and other Spanish territories

### **HST 328 America in The Twentieth Century 1914-1960 (3)**

The entrance of the United States into the international diplomatic world as a major power and its aftermath. Examines the two-front war fought by the United States from 1941 to 1945 that required the most significant national war effort in American history. This course will examine the leadership of Franklin D. Roosevelt and the important changes created by the war effort, from mass migration, inflation, rationing and the U.S. propaganda used to support the war to the actual progress of the war in the Atlantic, Mediterranean and Pacific theaters of the war.

### **HST 330 The Vietnam War, 1954–1974 (3)**

Examines French colonial interests in Indochina and then focuses on U.S. involvement in Vietnam. The course will include discussion of the structure of colonial government in Vietnam, U.S. expectations during the Eisenhower era and the "containment policy," the increased involvement under the Democratic administrations of Kennedy and Johnson and end of the war under Nixon. Of particular concern will be the Anti-War movement, its achievements and failures and the effect of the war on the American conscience.

### **HST 332 The Civil Rights Movement (3)**

Presents the 1957 Civil Rights Act as the first national attempt since 1875 to extend full civil rights to America's black population. The controversy this engendered during

the process of desegregation helped to create a broad-based national movement that used large demonstrations and boycotts that brought to the forefront new American heroes such as Martin Luther King, Jr., and Rosa Parks. This course will examine the progress of the Civil Rights Movement, its nonviolent wing and its more violent proponents in the Black Panthers as well as leaders like Malcolm X and Angela Davis. They helped to create a more broadly based Civil Rights Act in 1966 that helped to extend civil rights to all minorities; the tactics used by the Civil Rights Movement helped to prepare the ground for the anti-war, women's and gay rights' movements in the 1960s.

### **HST 334 Contemporary America (3)**

Examines how the "Reagan revolution" in 1980 which promised to restore prosperity and patriotism led to the decline of liberalism and the end of the American century. Political movements to extend the benefits and privileges of society to all social classes and to end discrimination against minorities, women and others, were compromised. This course will study the challenges of rapidly advancing technology, an increasingly unstable economy, political spin-control, the end of the Cold War and deeper ethnic divisions among increasing numbers of minorities, that force Americans to reconsider their priorities.

### **HST 335 History of Women in America (3)**

Examines the history of women's socioeconomic roles in successive periods within the greater context of American history.

### **HST 336 History of American Ethnic Groups (3)**

Examines the Native Americans from Colonial times to the present and traces the immigration of other people from Africa, Europe, Asia, Latin America and Canada. Their major problems and contributions to America are discussed in light of the "Melting Pot Thesis." While employing a historical focus, this course uses an interdisciplinary approach to the study of ethnicity in America.

### **HST 342 Medieval Church History (3)**

Presents a historical survey of the Roman Catholic Church from 500–1500 A. D. This survey will include monastic developments from St. Benedict's Rule through the reformed mendicant movements of the 15th century, the history of the papacy including the Great Schism, the development of doctrine through medieval ecumenical councils and the developing relationship between church and state.

**HST 343 Renaissance-Reformation Europe (3)**

Examines the Renaissance and Reformation movements in their intellectual, societal and governmental roots in both Northern and Southern Europe. The course will include intellectual, political and social history of Europe from 1321–1589. While the Renaissance will be studied from a primarily intellectual and cultural point of view, the Reformation will focus on the religious and social developments that lead to Absolutism in the 17th Century.

**HST 344 Europe in the Eighteenth Century (3)**

Studies the effect of the Scientific Revolution on the intellectual, social and political movements in the Age of Enlightenment. This course will include a detailed study of Absolutism, its proponents and critics, the effect of empirical science on social life [from new birthing practices to inoculation] and the science of warfare as used by the Habsburgs, Bourbons, Hanoverians, Romanovs and Hohenzollerns in the interest of state.

**HST 350 Europe in the Nineteenth Century (3)**

Examines the Industrial Revolution, urbanization, the rise of the working class and the consolidation of the middle class's hegemony in dictating cultural values. Includes discussion of the after effects of the French Revolution, the rise of nationalism and republicanism and the development of alliances that would lead to the world wars of the twentieth century.

**HST 360 The Third Reich (3)**

A study of German history that concentrates on the years 1918–1945, including a close examination of the Nazi propaganda machine, the Holocaust and World War II, including the role of the Catholic Church and the German Resistance. Prerequisite HST 109 or 110 or 211

**HST 370 Modern Europe (3)**

Investigates particularly the developments in politics and ideology in Europe since 1914, and examines the results of the 1918 Versailles treaty, Europe between the wars, the effect of the 1929 international monetary crisis, the rise of Fascism, the organization of the United Nations, foundation of the International Monetary Fund and the post-colonial world after dissolution of European colonial empires.

**HST 381 Modern Middle East (3)**

Provides a general knowledge of Middle East history by focusing on contemporary issues: the Islamic revival, the "Palestinian problem," the civil war in Lebanon, Saudi-Arabian economic leadership, the history of Israel and the Middle East peace process, in light of historical and

cultural developments in the Middle East since the hejira. Core designated Knowledge Area course.

**HST 401 Special Topics in American History (3)**

An advanced seminar on varying selected topics in U. S. history.

**HST 402 Special Topics in European History (3)**

An advanced seminar on varying selected topics in European history.

**HST 403 Special Topics in World Regional History (3)**

An advanced seminar on varying selected topics in world regional history.

**HST 411 Methods in Teaching History in the Middle and High Schools (3)**

Presents instructional methodology for students enrolled in the teacher licensure program including both theory and practice of teaching history in the middle and high schools. Includes a 40-hour pre-practicum (classroom observations).

**HST 451 Senior Seminar in History (3)**

Provides a capstone course in history dealing with research, methodology and historiography. Students will produce a major research paper including primary and secondary sources and original conclusions. The course includes an introduction to the tradition of historiography from ancient times to the present, examining historical styles, political motives and uses of historical data. Students will be introduced to more recent methods used by demographic and social historians to re-examine the conclusions of historians who use more traditional methods.

**HST 496 Directed Study in History (3)**

Directed readings in an area of interest resulting in the production of a major paper. Permission of Division Chair required.

**HST 499 Internship (variable credits)**

Offers professional placement allowing the student to practice the skills learned throughout the program and to gain valuable experience in a history-related professional field.

**HUMANITIES**

The Humanities program prepares students for their future lives and professions by nurturing a love of learning and ideas, rigorous analytical skills, clear and accurate

reasoning as well as effective expression in writing and speaking. Likewise, it develops a capacity for prudent response to diverse circumstances and, most importantly, an appreciation of one's ethical and spiritual responsibilities. In short, the Humanities major seeks to assist students at learning how to be decent, constructive, productive, and thoughtful parents, professionals, and citizens in whatever vocation they follow. Students who enroll in this major tend to be intent not only upon doing well as responsible professionals, but upon being better human beings. As the major attempts to broaden the students' scope by the examination of cultures other than their own, it also encourages them to travel and study in a foreign country. In addition to developing the skills and values described above, the Humanities major ensures a basic knowledge of the social, physical and/or biological sciences, the study of literature and literary classics, the political, philosophical, theological, and cultural history of Western civilization, and the foundations and principles of our diverse American society. Further, successful participation in the international political and cultural community and in a global marketplace further requires knowledge of computers, and skills in also organization, writing, and speaking. The Humanities major also enables and encourages students to self-design an academic program, interdisciplinary in nature, that will broaden the scope of learning beyond the core and degree requirements, while at the same time focus the students' attention on areas of study most interesting or useful to them. For example, under the guidance of a faculty advisor, a student may design a Course of Study in an interdisciplinary field like American Studies, Medieval Studies, Philosophy, Women's Studies, and International Studies among numerous other possibilities. Further, the requirements of the Humanities Major will provide students accepted into the Teacher Licensure program in Elementary and Early Childhood Education (see the Division of Human Development and Human Services) the subject matter knowledge necessary to complete the Massachusetts Tests for Educator Licensure (MTEL).

The Division also offers a range of interesting interdisciplinary courses under the "HUM" designator listed below, including our signature experience, the Urban Seminar, which combines the academic study of a world-class city with travel abroad to the location studied.

## Humanities

### Requirements Credits

**Core Curriculum (including): 66**  
HUM 201–202 History of Arts and

Ideas I & II (Div I-KA)

Senior Seminar in one of the Humanities Fields.

### Humanities Core 18

HST 109 or 110 Western Civilization I or II European or American Literature elective One course in philosophy and one course in theology, one of which must be an ethics course

Two upper level electives in a Humanities field

### Self-Designed Course of Further Study 24

Eight courses, a minimum of four at the upper-level chosen around a central theme, in consultation with an advisor and approved by the Division Chair

### Minor (optional) and/or General

Electives: 12

Total 120

## Humanities Major for Elementary/Early Childhood Teacher Licensure

See the Division of Human Development and Human Services for requirements.

### Humanities and International Studies Course Offerings

#### HUM 112 World Religions (3)

A survey of non-Christian religions, including 999 traditional religions, Hinduism, Buddhism, Chinese and Japanese religions, Judaism and Islam, in an effort to understand the meaning and value each holds for the enrichment of human life.

#### HUM 140 Introduction to Women's Studies (3)

An interdisciplinary course designed to introduce students to the various fields of Women's Studies

#### HUM 160 Introduction to American Studies (3)

An interdisciplinary course designed to introduce students to the various fields of American Studies.

#### HUM 180 Introduction to Medieval Studies (3)

An interdisciplinary course designed to introduce students to various fields of Medieval Studies.

#### HUM 201, 202 History of Arts and Ideas I & II (3, 3)

An interdisciplinary course required of all Division I major and some minor programs, that surveys the history of Western art, architecture, literature, and music from ancient Greece through the contemporary era, explaining how these arts reflect major historical events, major changes in social structures and ideologies, and major

artistic movements. The second semester begins with the Baroque period. In addition to providing the key historical context for major works of the Western arts, this course introduces the key terms for aesthetic appreciation and understanding. Courses also fulfill Division V course requirement.

### **HUM 215 World Geography (3)**

A survey of world geographical relationships by continent, economic links by country and significant population groups, as well as religious traditions within the various nations. The course trains students in map reading skills and examines natural boundaries, mountain ranges, and rivers for the effect of climatic change on human development.

### **HUM 241 Judaism, Christianity and Islam (3)**

A course in comparative religion that explores the relationship between Judaism, Christianity and Islam from a historical standpoint, as well as in terms of ideas, theology, mysticism and spirituality.

### **HUM 332 Biomedical Moral Issues (3)**

An examination from the point of view of religious ethics of the moral problems that arise from contemporary research and practice in the life sciences and medicine. Among the questions examined are health care ethics, abortion, genetic engineering and cloning, in vitro fertilization, artificial insemination, euthanasia, death and dying.

### **HUM 353 Urban Seminar (3)**

An interdisciplinary seminar in conjunction with an organized study tour abroad, that introduces students to the geography, history, politics, art, architecture, music, literature, social dimensions, language and religious tradition of a selected major world city. Instructor permission required.

### **HUM 490 Senior Seminar in the Humanities (3)**

An interdisciplinary capstone seminar that will expose students in depth to a central theme and then guide students through preparing a major research paper on a specific aspect of the central theme.

## **MEDIA COMMUNICATIONS**

The Media Communications program prepares students for a range of careers in journalism and communications. This interdisciplinary program draws from courses in several disciplines to provide all of the knowledge and skills necessary for today's media, including both the written,

graphic and broadcast media. Students sharpen writing skills and gain familiarity with journalistic style, learn skills for page design and layout in the print and web-based media. They also investigate the business aspects of the media, and, in line with our Catholic mission must take a course on media ethics. This program will provide students with a diverse range of skills that will be highly marketable in today's multi-media society.

A minor in political science, business, criminal justice, history, or other appropriate field will enhance the concentration in Media Communications and prepare students for a range of careers in journalism, various broadcast media or public relations.

### **Requirements Credits**

#### **Core Curriculum including: 51**

HUM 201 and 202 History of Art and Ideas I, II  
Senior Seminar/Service Learning (Core/Integration)

#### **Media Communications Core 18**

MCO 207 Introduction to Journalism  
MCO 203 Introduction to Media Studies  
MCO 200 Introduction to Broadcast Media  
MCO 300 Media Ethics  
MCO 499 Internship

#### **Six Media Core Electives (can include) 18**

BLP 210 Researching the Social World  
BUS 311 Principles of Advertising  
PSC 300 Politics in the Television Age  
ART 242 and/or 243 Photography I & II  
GRD 240 Introduction to Graphic Design  
GRD 315 Editorial Design

MIS 380 Web Design and Research

#### **Minor and/or General Electives 33**

#### **Total 120**

### **Media Communications Course Offerings**

(See specific disciplines for descriptions of courses other than MCO)

#### **MCO 140 The Movie Cop (3)**

This course will examine the portrayal of the American police officer in pop culture cinema from its inception to modern day. Beginning with silent film, the character of the law officer will be studied, discussed, compared and contrasted, and judged as it evolves over the years. Course sections will be divided both by time period and by genre. Film viewings will accompany the lectures and discussions to give a complete understanding of the subject matter within its context.

**MCO 200 Introduction to Broadcast Media (3)**

An introductory level course designed to introduce students to radio and television broadcast techniques. This includes news styles, researching for and setting up interviews, basic principles of recording and production, writing and presenting material for broadcast.

**MCO 203 Introduction to Media Studies (3)**

Considers historical, sociological and ethical issues as well as the nature and functions of the mass media from the newspaper to radio to television and the World Wide Web.

**MCO 207 Introduction to Journalism (3)**

Introduces the basic forms and techniques of modern journalism. Students learn how to collect information, conduct interviews and organize writing into crisp news copy. Students write both simple and complex news stories and are introduced to specialized story forms, such as features writing.

**MCO 210 Introduction to Film Studies (3)**

Focuses on two or three genres and a major filmmaker. Examines not only the demands of genre but also camerawork and editing techniques.

**MCO 215 Real to Reel: American History in the Movies (3)**

Explores the mythology and reality of the nation's history as seen in the classic films of the last century.

**MCO 250 Screenwriting (3)**

Examines the fundamentals of writing for narrative feature-length film. The course will examine structure, character, scene writing, and dialogue and will take students from ideation through to the development of a detailed outline and the first act of their own narrative feature.

**MCO 300 Media Ethics (3)**

A study of the ethical issues that journalists have to face, including the right to privacy, protection of sources, and plagiarism.

**MCO 302 Persuasion and the Media (3)**

Examines the art of persuasion and the use of persuasive language techniques in the Media Age. In addition to learning several theories of persuasion and the types of persuasive argument used by the media, students will also learn to create persuasive media presentations and to contemplate the ethical issues related to persuasion and the media.

**MCO 366 Global Journalism (3)**

Explores the increasingly important issues of Global Journalism. The course will look at a High Technology Media World in which information can be delivered to the most remote places on earth, and at a Media World in which everybody seems to talk about "Freedom of the Press," and also about its responsibilities.

**MCO 499 Internship (3–6)**

An opportunity for students to complete an internship in one of the three fields of Media Communication: print, radio or television.

**MEDIEVAL STUDIES**

The minor in Medieval Studies introduces the students to various aspects of life in the Middle Ages. Through studying a range of interdisciplinary and interdivisional courses, the student will develop a well-rounded view of the Middle Ages. During the course of study, the student will consider how people lived, how the class system affected people's views of themselves and others, how official structures influenced daily life, and how all of these influenced can be seen in the creative works from the Middle Ages. The program approaches Medieval Studies from multiple perspectives: humanities, arts and social sciences. (No more than two courses in the minor may double count towards the major)

**Minor in Medieval Studies (18 credits)**

HUM 180 Introduction to Medieval Studies

ENG 320 Medieval Literature and Language or ENG 321

Beowulf, Chaucer and the Medieval Tradition

HST 109 Western Civilization I or HST 342 Medieval Church History

A Course dealing with medieval philosophy, theology, art or music

Two electives to be approved by the advisor (can include internship/independent study—At least two courses in the minor must be at the upper level)

**MODERN FOREIGN LANGUAGES**

The Modern Foreign Languages program seeks to build all students' ability to communicate in a foreign language, to increase awareness and acceptance of cultural diversity within the United States and around the world and to provide students a range of opportunities to study abroad. Given that diversity, a minor in a language will provide

students with an increasingly necessary and highly marketable skill in today's society.

The Division offers language instruction, with a focus on conversational skills, in various languages. Opportunities to study a wide range of other languages are available through the Colleges of Worcester Area Consortium, including sign language. The teaching methodology adopted by the language faculty in beginning language courses involves a communicative approach, focusing on contextualized and personalized use of the language to develop real communication skills. Further study of grammar and development of reading skills occurs at the intermediate level of instruction.

### **Minors in Modern Languages**

Language skills, particularly in Spanish, can be an important asset for a wide range of career goals from social work and criminal justice to history and public policy. A minor in a language allows students to build those skills; as with the major, study abroad is highly recommended for the language minor.

### **Spanish Minor§ 18 credits**

SPN 103–104 Intermediate Spanish I & II  
Four upper-level electives in Spanish  
(Students may need to take courses in the consortium or in a study abroad program to complete the Spanish minor)

### **Modern Foreign Language Course Offerings**

#### *Spanish*

### **SPN 101, 102 Beginning Conversational Spanish I & II (3, 3)**

An intensive beginning course in oral communication with functional vocabulary, grammar and basic sentence structure. SP 101 is a prerequisite to SP 103.

### **SPN 103, 104 Intermediate Spanish I & II (3, 3)**

A consolidation of previous language study with emphasis on oral and written communication with increased focus on grammar and supplementary readings. Prerequisite: SPN 102 or the equivalent.

### **SPN 108 Spanish for Health Services (3)**

An intensive course in practical Spanish communication skills for the health care worker, including a study of basic pronunciation, grammar and vocabulary. Particular focus on medical vocabulary, along with strategies for communication with Spanish-speaking clients in medical situations.

### **SPN 109 Spanish for Legal and Public Safety Personnel (3)**

An intensive course in practical Spanish communication skills for public safety personnel, including officers, fire fighters, paralegals, and others working in the justice system. Includes a study of basic pronunciation, grammar and vocabulary with particular focus on legal vocabulary, along with strategies for communication with Spanish-speaking clients in law- and public safety-related situations.

### **SPN 301 Advanced Conversation and Composition (3)**

Intensive development of conversational skills and perfection of writing through grammar review designed to provide students with a mastery of correct oral expression in Spanish. May be taken abroad. Prerequisite SPN 104 or the equivalent.

### **SPN 303 Advanced Composition and Grammar(3)**

A thorough examination of advanced principles of Spanish grammar, with the goal of understanding and using correct grammatical forms in speaking and writing. Practical application through conversational exercises and composition assignments. Prerequisite: SPN 104 or the equivalent.

### **SPN 311 Introduction to Hispanic Art and Literature (3)**

A bridge course between intermediate Spanish and upper-level literature and civilization courses providing an introduction to literary reading skills and basic cultural context and artistic production in Spain and Latin America. Prerequisite: SPN 104 or the equivalent.

### **SPN 321 Latin American Novel (3)**

An introduction to the contemporary literature of Latin America through the form of the novel. Readings vary from a selection of major writers across Latin America with an examination of the cultural context and development of literary reading skills. Prerequisite: SPN 311 or 312.

### **SPN 341 Introduction to Peninsular Spanish Civilization (3)**

A survey of the political, social, intellectual, literary and artistic history of Spain. Prerequisite: SPN 104 or the equivalent.

### **SPN 342 Introduction to Latin American Civilizations (3)**

A survey of the political, social, intellectual, literary and artistic history of Latin America, including discussion of pre-Colombian civilizations in Central and South America,

the Spanish Conquest and Colonial Era and the shape of contemporary Latin American nations. Prerequisite: SPN 104 or the equivalent.

**SPN 351, 352 Survey of Peninsular Spanish Literature I & II (3)**

A survey of major works and writers in Peninsular Spanish literature including representative works from Cervantes, Golden Age theater, the Generation of 1890, and contemporary literature. Prerequisite: SPN 311 or 312.

**SPN 401 Senior Seminar: Peninsular Topics (3)**

An interdisciplinary capstone experience centered around a theme based in the literature or civilization of Spain involving extensive readings, discussion and a final project in Spanish.

**SPN 402 Senior Seminar: Latin American Topics (3)**

An interdisciplinary capstone experience centered around a theme based in the literature or civilization of Latin America and/or the Spanish-speaking population of the United States involving extensive readings, discussion and a final project in Spanish.

**SPN 496 Directed Study in Spanish (3)**

Directed readings in an area of interest resulting in the production of a major paper. Topic may deal with literature or civilization or integrate both. Permission of Division Chair required.

**SPN 499 Internship/Service Learning (3)**

An opportunity for students to participate in internships and service learning experiences within the Hispanic Community of Central Massachusetts. Integrated into the senior capstone experience.

**French**

**FRN 101, 102 Beginning Conversational French I & II (3, 3)**

An intensive beginning course in oral communication with functional vocabulary, grammar and basic sentence structure. FR 101 is a prerequisite to FR 102.

**FRN 103, 104 Intermediate French I & II (3, 3)**

A consolidation of previous language study with emphasis on oral and written communication with increased focus on grammar and supplementary readings. Prerequisite: FR 102 or the equivalent.

**FRN 301, 302 Advanced French I & II (3, 3)**

Further consolidation of language skills through conversational activities, writing and grammar review, and

an introduction to literary readings in French. Prerequisite: FR 104 or the equivalent.

**Italian**

**ITL 101, 102 Beginning Conversational Italian I & II (3, 3)**

An intensive beginning course in oral communication with functional vocabulary, grammar and basic sentence structure. IT 101 is a prerequisite to IT 102.

**ITL 103, 104 Intermediate Italian I & II (3, 3)**

A consolidation of previous language study with emphasis on oral and written communication with increased focus on grammar and supplementary readings. Prerequisite: IT 102 or the equivalent.

**PHILOSOPHY**

The study of philosophy is essential to the ideals of both liberal education and the Catholic intellectual tradition. At Anna Maria College, the courses offered in philosophy provide students with the opportunity to explore and reflect on the fundamental questions about the meaning of human existence and to reflect upon the nature and scope of human knowledge. The study of philosophy also involves the development of logical and critical thinking skills. The courses offered in philosophy explore the history of philosophical thought and the interrelationship between philosophical inquiry and the search for truth within the framework of the dialogue between Faith and Reason, where reason is informed by faith. It is the role of philosophy to provide a discipline that will help students integrate and correlate other areas of learning by presenting students with a broad framework for thinking about the world and the human person. Students interested in pursuing extended study in philosophy may choose to minor in the field or to create a self-designed interdisciplinary program in Humanities, which focuses on philosophy and/or other areas.

**Minor in Philosophy**

**Requirements: 18 credits**

PHL 102 Introduction to Philosophy

PHL 210 Philosophy of the Person

PHL 230 Ethics: Quest for the Good Life

Three upper-level philosophy electives

**Philosophy Course Offerings**

**PHL 102 Introduction to Philosophy (3)**

An introduction to the method and topics of philosophical study.

**PHL 210 Philosophy of the Person (3)**

An introduction to the traditional topics of speculative philosophy pertaining to nature, the human person, and God. Major attention is given to philosophical accounts of the soul by Plato, Aristotle, Augustine, St. Thomas, Pascal, Freud, and William James.

**PHL 230 Ethics: Quest for the Good Life (3)**

An investigation of the rational basis for morality in an attempt to establish principles and to arrive at a system of values for living the good life.

**PHL 240 Survey of Political Philosophy (3)**

An investigation into why people are political, what makes for a healthy political order, and what is the purpose of political life. Major attention is given to the Greek thought of Socrates, Plato, and Aristotle; the Christian thought of Augustine and St. Thomas; and the modern political thought of such thinkers as Machiavelli, Locke, and Marx.

**PHL 260 Philosophy and Literature (3)**

An investigation of philosophical themes found in great works of literature. Among the authors studied are Aristophanes, Dante, Machiavelli, Shakespeare, Melville, Faulkner, and Solzhenitsyn.

**PHL 310 Theories of Justice (3)**

An investigation of selected classical and contemporary theories of justice, including, among others, those of Plato, Mill, Rawls, Nozick. Includes discussion of present-day applications with an emphasis on national and international issues.

**PHL 330 Nature of Love (3)**

A consideration of the power, the danger, the beauty, and the mystery of love. A natural extension of a course in ethics, the course encourages further development of the overall moral dimension of students. Major attention is given to Aristotle, Cicero, Montaigne, Shakespeare, and Lewis.

**PHL 345 Medieval Philosophy (3)**

A survey of the major medieval philosophy through such thinkers as Augustine, Anselm, Maimonides, Aquinas, Bonaventure, and Duns Scotus, and El Farabi.

**PHL 350 Modern Philosophy (3)**

A survey of the major modern philosophy through thinkers such as Descartes, Pascal, Spinoza, Locke, Newton, Leibniz, Berkeley, Hume, and Kant.

**PHL 365 Philosophy of Science (3)**

An investigation into the nature, method, significance and limits of scientific knowledge. Major attention is given to such thinkers as the Presocratics, Aristotle, Zeno, Galileo, Bacon, Newton, Planck, Einstein, Weber, and Kuhn.

**PHL 370 Epistemology (3)**

An investigation into the different views of the nature and value of the modes of knowledge, including an attempt to formulate an adequate critical theory.

**PHL 375 Existentialism (3)**

A survey of the existentialist thinkers, with a focus on issues such as the meaning of existence, anxiety, individuality, authenticity, suicide, and death. Major attention will be given to such philosophers as Kierkegaard, Jaspers, Camus, Sartre, Weil, and Marcel.

**PHL 410 Advanced Ethics (3)**

A textual study and discussion of several major works in ethical theory. Major attention to be given to the Nicomachean Ethics (Aristotle); Treatise on Law (Thomas Aquinas); Inquiry Concerning the Principles of Morals (Hume); Foundations of the Metaphysics of Morals (Kant); Utilitarianism (Mill). Prerequisite: PHL 230.

**PHL 430 Modern Christian Philosophers (3)**

An investigation of major philosophical works and ideas of prominent 19th and 20th Christian thinkers. Major attention is given to philosophers such as Kierkegaard, Newman, Maritain, Gilson, Pieper, Marcel, Lewis, and Chesterton.

**PHL 440 Philosophy of God (3)**

An investigation of the fundamental philosophical questions regarding the existence and nature of God, our knowledge of God, and the character of belief and faith.

**THEOLOGY: CATHOLIC STUDIES**

Instruction in theology lies at the heart of the College's expression of its Catholic mission. Those students wishing to pursue a major program infused with the study of theology will major in the interdisciplinary, humanities-based Catholic Studies program or in the professionally oriented programs in Pastoral Studies. All students at the College, however, are encouraged to pursue their knowledge of religion, of the Catholic faith, and their own spirituality through theology and religious studies electives.



## Catholic Studies and Pastoral Studies

The mission of Catholic Studies is to provide a setting where students and faculty can explore the faith heritage of the Catholic Church found in ecclesial, liturgical, theological, philosophical, cultural, historical, and educational expressions. Interested persons can pursue individualized paths of study in this rich religious and humanistic tradition to come to a fuller understanding of human persons, their potentialities, and of the world in which they live.

Since Catholicism is about community, the Catholic Studies program takes place within a communal framework. Professors and students meet regularly for formal and informal sessions centered on the liturgy, service to the poor and marginalized, and intellectual, cultural or social extracurricular events. Such community activities generate a felt appreciation of the Catholic heritage, build respect for the person, and contribute to fundamental character growth, all of which are major outcomes of an Anna Maria College education. The program is centered on Christ, the perfect revelation of God. In the Catholic tradition, Christ radically affects every aspect of human life and history: the created world, the Church, the sacraments, and the depths of the human person. The Catholic community hands down its experience of Christ in each generation, penetrating all life. "Catholic," indeed, means universal. The major in Catholic Studies offers the opportunity to explore the Catholic faith, its community, and its tradition in an interdisciplinary manner, focused in the humanities. The Pastoral Studies major prepares students for a profession in a theology-related field with its three concentrations: Pastoral Ministry, Religious Education, and Youth Ministry.

### Catholic Studies

Through the study of theology, philosophy, the arts, literature, and society interacting in all their revelatory and humanistic dimensions, the student encounters faith and humanity more deeply. In addition, such study prepares students for graduate work or for a variety of professions that value the liberal arts, such as the law, journalism, or various types of business.

**Requirements Credits**  
**Core Curriculum 51**  
**Catholic Studies Core: 33**

THE 101 Introduction to Catholic Studies  
 THE 102 Biblical Themes  
 HUM 228 Religion and the Arts or  
 HUM 201 or 202 History of Arts & Ideas  
 THE 304 God and the Human Person or  
 PHL 210 Philosophy of the Person  
 THE 306 Perspectives on the Hebrew Scriptures  
 THE 308 Perspectives on the Christian Scriptures  
 THE 312 History & Mission of the Church  
 THE 314 Moral Theology, Christian Ethics & Society or  
 PHL 230 Ethics: Quest for the Good Life (Core Justice II)  
 THE 410 The Church of Vatican II  
 THE 490 Senior Seminar (Core Integration)  
 THE 499 Internship or an additional senior seminar  
 in an appropriate area (Core Integration)  
**Catholic Studies Core: 15**  
 Five additional upper-level courses in the  
 humanities or theology  
**Minor (optional) or Electives: 21**  
**Total 120**

### Pastoral Ministry

Designed for persons engaged in or contemplating a career in lay ministry, the pastoral ministry concentration, based on a solid theological foundation, utilizes a series of practical courses to include the administrative and person-oriented sides of ministry by drawing on the expertise of our business, social services and psychology faculty. Ordained persons can benefit from continuing education in this program or branch out into new areas of ministry. Options in health-care ministry and prison ministry likewise give practical orientation to theological knowledge by linking with our nursing and criminal justice programs.

**Requirements: Credits**  
**Core Curriculum, including: 51**  
 BLP 110 Leadership (Div II)  
 PSY 313 Psychology of Personality (Div III)

**Catholic & Pastoral Studies Core: 33**  
 See Catholic Studies major above

**Pastoral Ministry Core: 21**  
 THE 210 Revelation & Faith  
 THE 222 Catholic Imagination  
 THE 316 Sacramental & Liturgical Theology  
 THE 350 Styles of Christian Living  
 THE 460 Principles of Ministry  
 BUS 151 Accounting I  
 BUS 260 Principles of Management

**Minor and/or electives: 15**  
**Total Credits 120**

### **Religious Education**

Developed in cooperation with the Division of Human Development and Human Services, this program presents the specialized principles and techniques of communicating the faith on various levels and of supervising this communication in schools or in parish settings. Established educators and supervisors of education may wish to explore the certificate program for further skills and knowledge. Students in teacher education programs in other fields may wish to pursue a minor in Religious Education to enhance career opportunities.

#### **Requirements: Credits**

##### **Core Curriculum, including: 51**

BLP 110 Leadership (Div II)  
 EDU 201 Education, Culture & Society (Div III)

##### **Catholic & Pastoral Studies Core: 33**

See Catholic Studies major above

##### **Religious Education Core: 18**

THE 210 Revelation & Faith  
 THE 316 Sacramental & Liturgical Theology  
 THE 450 Religious Education  
 PSY 207 Child Development  
 PSY 215 Adolescent Psychology  
 EDU 200 Introduction to Teaching  
 EDU 212 Developmental Disabilities or  
 EDU 336 Psychology of the Exceptional Child

##### **Minor and/or electives: 18**

**Total Credits 120**

### **Youth Ministry**

Designed for persons preparing a career as youth ministers in a parish, retreat center, or diocesan setting with middle school and high school aged youth. This concentration focuses on understanding and responding to psychospiritual and social needs as expressed not only in today's youth culture but also in the stages of faith development in youth. Participants explore principles and essential elements that include prayer service and worship experiences, Christian music, leadership development, and youth retreats, as well as, social events and service outreach opportunities.

#### **Requirements: Credits**

##### **Core Curriculum, including: 51**

BLP 110 Leadership (Div II)  
 EDU 201 Education, Culture & Society (Div III)

##### **Catholic & Pastoral Studies Core: 15–33**

See Catholic Studies major above

##### **Youth Ministry Core: 21**

THE 222 Catholic Imagination  
 THE 232 Styles of Christian Living  
 THE 315 Faith Development, Prayer and Worship in the Adolescent  
 THE 316 Sacramental & Liturgical Theology  
 THE 336 Pastoral Care of Youth  
 THE 462 Principles of Youth Ministry  
 PSY 215 Psychology of Adolescence

##### **Minor and/or electives: 0–18**

##### **Suggested electives:**

BUS 151 Accounting I  
 BUS 260 Principles of Management  
 PSY 207 Child Psychology  
 PSY 313 Psychology of Personality

**Total 120**

### **The Minor and Certificate in Catholic Studies**

Catholic Studies is compatible with any other major. Students who major in another area of study may wish to learn more about the Catholic tradition in a way that relates it to their chosen focus. Likewise, a person who has not matriculated at Anna Maria College or who already holds a college degree may wish to obtain a certificate in Catholic Studies to further his or her personal or professional interests.

#### **Requirements 21 credits**

THE 101 Introduction to Catholic Studies  
 THE 102 Biblical Themes  
 THE 314 Moral Theology and Christian Ethics  
 One additional course selected from the Catholic & Pastoral Studies Core (see above)  
 Three additional courses in theology or approved areas (two of which must be at the upper level)

### **Theology Course Offerings**

**THE 101 Introduction to Catholic Studies (3)**

An introduction to the basics of Catholicism, such as God, Christ, Revelation, Faith, Church, Sacraments and salvation, as rooted in the Paschal Mystery. The course lays out the worldview of Catholicism and its relationships with culture, society and intellectual life. It also introduces students to techniques of study in this field.

**THE 102 Biblical Themes (3)**

An introduction to and overview of the Bible as a document of faith communities based on human encounter with the person of God in historical events, on worship of the God so revealed, and studied in light of the human modes of expression employed there.

**THE 210 Revelation and Faith (3)**

An analysis of Revelation as God's self communication, of Faith as human response to it individually and in the Church community, of the dialogue between faith and reason, and of the variety of issues which have framed this dialogue and how this illuminates basic questions of truth and knowledge, evil and suffering, and human reality and destiny. Readings are taken from the bible, theology, philosophy, psychology and literature.

**THE 222 Catholic Imagination (3)**

An exploration of the symbolic and imaginative dimension of Catholicism, key to the experience and transmission of Catholic tradition, as operative in art, music, literature, and liturgy, and as found in everyday life.

**THE 232 Styles of Christian Living (3)**

A study of the variety of ways Christians have lived out their experience of God and commitment to the Gospel message throughout history, with emphasis on styles of Christian living and on the stories of individuals who exemplify those styles. The course will address questions such as what did Christ expect of his followers? What are the Christian experience and commitment that are bound up with what we call "spirituality"? What is a lifestyle? What variety of lifestyles has emerged in the history of Christianity that might be relevant today?

**THE 304 God and the Human Person (3)**

The nature of the human person in light of Catholic understanding of creation, revelation, sin, salvation, the grace of Christ, and community. Contemporary issues in Christian anthropology will also be addressed.

**THE 306 Introduction to the Hebrew Scriptures (3)**

Reading and study of the Hebrew Scriptures, focusing on the development of faith as illuminated by the historical, social and cultural background of, and the literary forms found in, the major books.

**THE 308 Introduction to the Christian Scriptures (3)**

A study of the writings of the Christian Scriptures as these represent early Church understandings of the meaning of life and the message of Jesus. Emphasis is placed on the origin, background and major themes of the various books.

**THE 310 Jesus Fully Human, Fully Divine (3)**

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

**THE 312 The History & Mission of the Church (3)**

An examination of 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 314 Moral Theology, Christian Ethics & Society (3)**

A consideration of the major themes of moral theology and how the Christian, especially Catholic, tradition offers guidance for moral decisions that confront individuals in a secular society. Biblical data and selected theological and philosophical viewpoints will be studied and applied by the class as models for addressing specific situations and problems. Core designated Justice II course.

**THE 315 Faith Development, Prayer, and Worship of the Adolescent (3)**

An exploration of the role that prayer and worship have in fostering the faith development of the adolescent. Students develop notions and practical skills that are essential to prepare liturgical and worship experiences, to foster the prayer life of youth, and to design youth retreats.

**THE 316 Sacramental and Liturgical Theology (3)**

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

**THE 318 Theology of Marriage and Sexuality (3)**

A study of marriage and sexuality in the Christian tradition. Examines elements of the man/woman relationship and parenting; love and sexuality as personally and communally enriching, and factors that may inhibit this enrichment.

**THE 336 Pastoral Care of Youth (3)**

A guide to assist students in identifying their own style of ministry as based in theological principles of pastoral care. Liturgy, justice and service activities, which serve to foster faith development, will be presented. Case studies will provide opportunities for students to clarify and assess key psycho-spiritual, theological, and pastoral concepts in the practice of youth ministry.

**THE 342 Encounters with the Mystics (3)**

A consideration of Western Christian mystical experience, and contemporary issues. Classical mystics to be studied include Francis of Assisi, Hildegard of Bingen, Ignatius of Loyola, Meister Eckhart, and Teresa of Avila. Some contemporary mystics will also be presented, such as Thomas Merton and Dorothy Day.

**THE 344 A Spirituality for Mid-Life (3)**

An interdisciplinary approach that engages the student in reflection and discussion to explore the psycho-spiritual challenges and potential of the second half of life. Scripture and Christian spirituality, theories of adult stages of human development, storytelling, dream work, and methods of prayer will be used to consider essential questions associated with spiritual growth in mid-life.

**THE 410 The Church of Vatican II (3)**

An examination of the nature of the Church and selected issues that confront it in light of the major documents of Vatican II and the theological thinking that led to them.

**THE 450 Methods in Religious Education (3)**

A course in teaching methods and classroom management for the presentation of religious concepts in a range of classroom settings, including both PreK–12, college-level and adult education in the school and church environments.

**THE 460 Principles of Ministry (3)**

An exploration of the role of the laity, various models of ministry, social outlook, worship, the parish, and the earning of ecclesial community. Students will develop an understanding of the importance of ministry within the context of society and the universal Church.

**THE 462 Principles of Youth Ministry (3)**

A course that examines key socio-cultural and faith development characteristics of adolescent life today. It looks at a broad foundation for doing youth ministry including models for comprehensive youth ministry programs and involvement of adolescents as integral members of the local church and community. Participants will be encouraged to articulate their own vision, hopes, and plans for youth ministry in their local contexts.

**THE 490 Senior Seminar (3)**

An integration of Catholic Studies and Pastoral Studies with the Core Curriculum experience that may combine a service placement with seminar readings, discussions and papers. Each student, in collaboration with a professor, designs and completes a seminar project that best integrates his or her years of study at Anna Maria College.

**THE 496 Directed Study (3)**

Directed study in an area of interest resulting in the production of a major paper. Permission of Division Chair required.

**THE 499 Internship (3–6)**

Practical application of principles learned in coursework in a professional setting in a related field.

## WOMEN'S STUDIES

The minor in Women's Studies helps a student to see the various issues surrounding women and their lives. Through studying a range of interdisciplinary and interdivisional courses, the student will develop a well-rounded view of women's issues as well as how those issues relate to him or her. During the course of study, the student will consider how the difficulties women have encountered, how women have traditionally been left out of fields of study, and what women have contributed to scholarship and the arts. The program approaches Women's Studies from multiple perspectives: humanities, creative arts and social sciences. (No more than two courses in the minor may double count towards a major)

**Minor in American Studies (18 credits)**

HUM 140 Introduction to Women's Studies

HST 335 History of Women in America

SOC 321 Gender, Sexuality and Society

ENG 240 Women's Lives, Women's Literature or CRJ421 Gender, Crime and Justice or PPO320 Women, Politics and Public Policy

2 electives to be approved by the advisor (can include internship/independent study)

## **DIVISION OF BUSINESS LAW AND PUBLIC POLICY**

The mission of Division II is to develop professional competence within the chosen major; an interdisciplinary perspective on business, law and public policy; effective leadership and decision-making skills; ethical awareness; and a commitment to social justice and responsibility.

*(From Mission Statement, Division of Business, Law and Public Policy)*

### **Division Chair**

Judith Kenary, EdD.

### **Faculty**

Dr. Judith Kenary (Business) – Division Chair Associate Professors: Elzbieta Manos (Business, Management Information Systems), Patricia W. Gavin (Criminal Justice), Dr. L. Michael McCartney (Criminal Justice), Dr. Gary M. O’Bireck (Criminal Justice), Dr. Allen Brown (Criminal Justice) Dr. Seth Racusen (Criminal Justice/Public Policy), Dr. Richard Talbot (Criminal Justice/Sociology), Bernard Wood (Business); Assistant Professors: Dr. Marcel Beausoleil (Criminal Justice), Michael Donnelly, J.D. (Criminal Justice/Public Administration), Gerald A. Garrity (Business, Kathleen B. Magee (Legal Studies/Paralegal), Dr. Ann Marie Mires (Criminal Justice), Dr. Dianne M. White (Criminal Justice/Political Science).

### **Adjunct Instructors**

Stephen Arlinghaus (Business), David Armstrong (Criminal Justice), Susan Begley (Business), Timothy Bibaud (Criminal Justice), Carl Bindoo (Business), Francis Brennan (Criminal Justice), Paul Burgess (Business), Gerard Campbell (Legal Studies/Paralegal), John F. Clark (Business), Gregory d’Arbonne (Business), Gerard Durand (Criminal Justice), Kathleen Derzius (Business), John J. Dorsey (Business), Alan Feltham (Business), Cheryl Flynn (Business), William George (Criminal Justice), Vincent Gorgoglione (Criminal Justice), Bobby Hazelwood (Legal Studies/Paralegal), Michael A. Holbrook (Business), Joyce Johnson (Criminal Justice), Richard Kalinowski (Criminal Justice), Francis Leahy (Criminal Justice), Francyne Lefemine (Criminal Justice), James Markowski (Criminal Justice), John F. Marzilli (Business), William McClune (Criminal Justice), John W. Medbury (Legal Studies/Paralegal), William O’Brien (Business), Andrew Obuchowski (Criminal Justice), Andrew Peck (Criminal Justice), Anthony Pelligrini (Criminal Justice), David Shea (Sport Management), Andrew Sluckis (Criminal Justice), Linda St. John (Business), Alicia Sobocinski (Business), Matthew Tarallo (Business), Gail Turner (Legal Studies/Paralegal), Stacey Weego (Legal Studies/Paralegal), Charles H. Wellens (Business), Richard Wheeler (Business).

## Majors

Business Administration  
 Business Administration/Management Information Systems  
 Art and Business (joint major with Division V)  
 Criminal Justice  
 Legal Studies (self-designed) – Pre Law  
 Legal Studies/Paralegal Certificate  
 Political Science  
 Public Policy  
 Sport Management

## Minors

Business Administration  
 Computer Forensics and Investigations  
 Criminal Justice  
 Leadership  
 Management Information Systems  
 Political Science  
 Private Security Sport Management  
 Victimology and Victim Studies

## Other Areas of Study

Economics

## Academics

All of the academic programs offered by the Division of Business, Law and Public Policy provide students with a broad-based liberal arts education and prepare them for the possibility of graduate study as well as for a range of career options. Graduating students typically pursue careers in business, criminal justice, law, human services and government.

In order to work effectively within these fields, students must be prepared to exercise leadership skills, to make and communicate decisions, to draw upon knowledge within their disciplines, to function effectively within teams and groups, and to appreciate the interrelationship of all knowledge. The preparation of students as total persons also requires the development of ethical awareness and a commitment to social justice and responsibility. The majors and the required courses which make up the Division II curriculum are designed to prepare students in these important ways. The Division II curriculum is arranged in three Tiers.

Tier I contains three courses taken by all Division II students:

- BLP 110 Leadership

- BLP 210 Researching the Social World
  - BLP 250 Applied Statistics and Quantitative Analysis
- These courses are designed to develop effective leadership and decision-making skills and to teach students to employ research methods and engage in qualitative and quantitative analysis of information as essential components of decision-making.

Tier II contains the required courses in each of the majors within Division II. These courses are designed to develop the knowledge within each discipline which is the basis of professional competence. The courses in each major also promote the understanding that actions and decisions have consequences not only for individuals but also for larger groups and for society as a whole. These courses encourage students to develop professional competence in the context of ethical awareness and a commitment to social justice and responsibility.

Tier III contains elective courses. Students work with their advisors to choose elective courses related to their professional goals and interests. These courses are designed to deepen students' understanding of the major and to develop an interdisciplinary perspective on business, law, and government. Students also are encouraged to choose elective courses from other divisions in order to build upon their understanding that their actions and decisions affect not only themselves and the institutions within which they work but also society as a whole. The choice of elective courses from other divisions also will promote an appreciation of the interrelationship of all knowledge. Student learning culminates with the integration of experience and knowledge through a capstone experience in the senior year.

## Division II Course Offerings

### Leadership Minor

Anna Maria College takes pride in its ability to prepare students for the leadership challenges specific to careers in Business, Law and Public Policy, Criminal Justice, Forensics, Legal Studies, Fire Science, and Human Development and Human Services. This minor in leadership studies offers students the opportunity to explore leadership and research leadership characteristics of past, present, and future leaders. The purpose of this minor is to help students identify their leadership strengths and ultimately inspire them to become a catalyst of chance and successful contributor within their community.

#### **Requirements: 6 courses, 18 credits**

- BLP 110 Leadership (3)
- BLP112 Leadership II
- BLP 270 Leadership through Mentoring

**BLP115 The Power and Influence of Leadership (3)**

Two of the following electives.

BLP116 What Leaders Really Do(3)

BLP 220 Essential Customer Service Tactics and Strategies (3)

BLP310 Public Speaking and Presentations Skills (3)

BLP320 Group Management and Team Building Strategies (3)

BLP415 Performance and Evaluative Measures (3)

**BLP 110 Leadership (3)**

A study of traditional leadership with emphasis on using critical thinking to develop ethic leadership skills, a number of methodologies will be utilized to develop insights into the relationship between faith, reason and leadership. This course will also include skill development and self-assessment exercises allowing the student to use leadership theories and concepts to improve their personal and professional lives.

**BLP112 Leadership II (3)**

Leadership II is designed to engage students in a community based service experience. Students will participate in a group service experience. They will lead, plan, organize, implement, and evaluate their capacity to create change. Students must have successfully completed BLP110.

**BLP115 The Power and Influence of Leadership (3)**

This course offers a chronological study of power and influence of leaders from all periods in history starting with Confucius to present day. Students will analyze the impact of leadership with particular consideration to the internal and external influences of that time.

**BLP116 What Leaders Really Do (3)**

This course is designed to build upon students' understanding of leadership. The perspectives on leadership through the insights from a variety of theorists and authors are explored

**BLP 120 American Justice Systems (3)**

Develops 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 law related career options; examine the ethical and moral implications of working in the legal system; and explore how the legal professional can help to construct a more just and peaceful society.

**BLP 210 Researching the Social World (3)**

Students will explore and practice research, writing and oral communication skills designed to enlighten and provide reflective analysis about the diversity of our social world. Emphasis will be placed on collecting, communicating and analyzing data and literature, the balance between qualitative and quantitative methods, and criteria for evaluating information.

**BLP 220 Essential Customer Service Tactics and Strategies (3)**

Students will explore approaches to customer service in all types of service industries. On-site visits, interviews, case studies and market research strategies are designed into the course so that the student obtains experience in the management of customer service.

**BLP 250 Applied Statistics and Quantitative Analysis (3)**

A study of elementary applied statistics starting with probability and including permutations, combinations, distributions, measures of central tendency, linear correlations and regressions.

**BLP 270 Leadership through Mentoring (3)**

The Leadership through Mentoring course at Anna Maria College was designed to provide college seniors an opportunity to apply their leadership skills through mentoring. Mentoring in a service learning experience will address a challenging and socially responsible activity. Students must demonstrate a measurable impact geared towards creating and or facilitating change. Students work in teams and routinely apply skills such as problem solving, critical thinking, writing, organization, and time management in efforts to deliver an effective service. Students must have successfully completed BLP110 and 112 unless approved by Division Chair.

**BLP310 Public Speaking and Presentations Skills (3)**

Know your audience! Students will learn and practice the essential skills for delivering dynamic presentations. This course utilizes videotaping as one strategy for students to track their improvements.

**BLP320 Group Management and Team Building Strategies (3)**

This course explores effective group management and team building strategies. Students will work through the stages of group dynamics to develop solutions to complex challenges.

**BLP 410 Diversity in the Workforce (3)**

Explores the dimensions of diversity and the challenges of managing an increasingly diverse workforce in both public and private sectors. Develops understanding of the impact of race, class, gender, disability and other differences on interpersonal, team and organizational behavior.

**BLP415 Performance and Evaluative Measures (3)**

Strategies for evaluating work performance using qualitative and quantitative measures is the primary focus of this course. Students will design and test a semi-annual and annual performance job specific evaluation tool.

**BLP 490 Divisional Capstone Seminar (3)**

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

**BLP 496 Directed 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.

**BLP 499 Internship (Variable)**

An opportunity for students in their senior year to gain 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.

**BUSINESS ADMINISTRATION**

The major in business administration is a four year learning experience leading to a Bachelor of Science in Business Administration (BSBA). All majors take nine core business courses designed to give them a solid foundation in business concepts, as well as critical thinking skills for making business decisions. Upper level elective courses in management, marketing, international business, accounting, entrepreneurship and finance are offered to meet the specific educational goals of the student. Students who wish to balance classroom theory with real-life experience are encouraged to pursue one of the many internship opportunities available in the local

area in fields such as banking, retailing, investments, and insurance. An active student-run Business Club enhances students' learning experiences through activities such as field trips to exemplary organizations and institutions. Small classes provide the student with the opportunity for one-on-one learning experiences with faculty who are experienced practitioners eager to work with individual students as they prepare for their careers.

Along with all other students in Division II, concentrators in business administration take courses in Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding of the major.

**Requirements Credits****Core Curriculum: 51****Business Administration Core: 45**

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) or the MIS option (see below).

**Electives 24****Total 120****Associate's Degree in Business Administration**

The associate's degree program is designed to meet the needs of students seeking a two-year program in business administration. The program is designed to develop a solid foundation in business concepts as well as critical thinking skills. The program is flexible enough to allow students the opportunity to continue their studies with the goal of earning a Bachelor of Science in Business Administration should they choose this option. Small classes provide the opportunity for one-on-one learning experiences with the faculty who are experienced practitioners eager to work with individual students as they prepare for their careers.

**Requirements Credits****Core Curriculum including: 30**

BLP 250 Applied Statistics and Quantitative Analysis

Discovering Humanities: Seeking Truth I and II

Critical Thinking and Writing I and II

World Cultures and Geography: Seeking Community I and II



Technological Literacy  
Divisional Distribution Requirement (2 courses)

### **Business Administration Core 24**

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 Financial Management I and II  
BUS 270 Marketing Principles

**Electives 6**

**Total 60**

### **Business Administration Minor**

Students in any major may minor in Business Administration.

BUS 151, 152 Principles of Accounting I and II  
BUS 260 Principles of Management  
BUS 270 Marketing Principles  
Two upper-level business administration electives (300 or 400 level)

## **MANAGEMENT INFORMATION SYSTEMS**

The Management Information Systems (MIS) option allows students to integrate information systems courses into their business administration major in order to explore technology and its applications to business. Given the technology demands of today's business world, the MIS option provides students with the opportunity to enhance their professional preparation and to achieve flexibility in career opportunities. In addition to the required MIS courses, students can choose electives from courses in Management Information Systems (Division II), Computer Information Science (Division IV), and Graphic Design (Division V). Opportunities are available for internships in web design, technical support and database management, as well as in many other areas.

### **Management Information Systems Option**

CIS 203, 204 Programming Languages I and II or equivalent

CIS 320 Computer Technologies  
MIS 362 Advanced Spreadsheets  
MIS 363 Advanced Database Applications  
MIS 380 Web Design and Research

Students in any major may complete a minor in Management Information Systems by taking the technological literacy requirements of the college core

curriculum plus five MIS courses (for a total of six courses) chosen to complement the major course of study.

## **SPORT MANAGEMENT**

This major is a four-year learning experience leading to a Bachelor of Science in Sport Management. All concentrators take nine required courses designed to give the student a solid foundation in business concepts relating to the field of sport management, as well as the critical thinking skills necessary for making sound business decisions. Upper level elective courses in a variety of related disciplines are offered to meet the specific educational goals of the student. Students who wish to balance classroom theory with real-life experience are encouraged to pursue one of the many internship opportunities available in the local area. Small classes provide the student with the opportunity for one-on-one learning experiences with the faculty who are experienced practitioners eager to work with individual students as they prepare for their careers.

Along with all other students in Division II, concentrators in Sport Management take courses in Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding.

The structure of the Sport Management Program fulfills the prerequisites of most MBA programs including those at Anna Maria College.

### **Sport Management**

#### **Requirements Credits**

**Core Curriculum: 51**

BLP 250 Applied Statistics and Quantitative Analysis

#### **Sport Management Core 45**

BIO 240 Exercise Physiology  
BLP 210 Leadership  
BLP 210 Researching the Social World  
BUS 151, 152 Principles of Accounting I, II  
BUS 223 Sport Marketing  
BUS 262 Sport Management  
BUS 301 Sport Ethics  
BUS 382 Sport Law  
ECO 200 Microeconomics  
ECO 265 Economics of Sport

#### **Three electives from among the following:**

BIO 130 Nutrition and Health  
BUS 300 Governance in Sport  
BUS 302 Coaching Strategies

BUS 307 Philosophy of Sport  
 BUS 311 Principles of Advertising  
 BUS 316 Human Resource Management  
 BUS 318 Facilities Administration  
 EMS 220 Emergency Medical Technician—Basic and Lab  
 PSY 340 Psychology of Sport  
 SOC 351 Sociology of Sport

**Minor (optional) or electives 27**

**Total 120**

**Sport Management Minor**

Students in any field of concentration may minor in Sport Management

**Requirements: 6 courses, 18 credits**

BUS 223 Sport Marketing  
 BUS 262 Sport Management  
 BUS 301 Sport Ethics  
 Three upper-division (300–400-level) sport electives.

**ART AND BUSINESS**

The Art and Business major is designed to provide an interdisciplinary course of study for art students who seek the opportunity to develop those talents in combination with a strong business background. The art courses cover the broad perspective of skills required of an artist while the business coursework addresses areas of marketing, advertising and management. An internship/practicum experience in art and business or in advertising design is available to further practical learning experiences. See Division V text for Art and Business major requirements.

**Business Administration and Sport Management Course Offerings**

**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: BUS 151.

**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

**BUS 275 European Union (3)**

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 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. Prerequisite: BUS270 or permission of instructor

**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 as 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.

**BUS 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 382 Sport Law (3)**

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

**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.

**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 (3)**

A course that analyzes the unique aspects of activities of marketing – the 4 P's –undertaken in different countries. 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.

## 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 study of the languages used in creating web applications such as Visual Basic, JavaScript, Java and Perl/CGI scripts.

### **MIS 421 Topics in Current Technological Development (3)**

A course designed to meet current needs of MIS majors. Topics covered during a given semester may vary from those of the previous semester. Current topics include telecommunications, networking, operating systems, state of the art input/output devices, hardware configurations, system maintenance, and decision support systems.

### **MIS 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.

### **MIS 499 Internship (variable)**

An opportunity for students in their senior year to gain practical knowledge and hands-on experience in the area of information systems. Students will apply the concepts and theories derived from the classroom to real-life situations in today's technology environments.

## Economics Course Offerings

### **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 everyday lives. Special attention is given to the influence of economic policy on business policy. Topics include: supply and demand, elasticity, costs, and various market structures.

### **ECO 201 Principles of Microeconomics (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.

**CRIMINAL JUSTICE**

The criminal justice major provides students with an interdisciplinary perspective on criminal justice that balances both theoretical knowledge and practical application. It prepares them for the criminal justice/human service professions and provides a solid foundation for graduate or professional studies. Courses develop a sense of global awareness and a commitment to social justice and responsibility while promoting respect for the dignity of all persons involved in the criminal justice system. Small classes promote the interchange of ideas between students and faculty members, all of whom bring practical experience to the learning environment. Students take six core criminal justice courses in the first and second years. These courses provide foundational knowledge in the areas of organization and structure of the American justice system, adult and juvenile justice process, theories of criminology, law enforcement and policing, criminal law and judicial procedure, constitutional law and corrections. In the third and fourth years, students, in consultation with their academic advisor, develop a plan of study that furthers the student's intellectual interests and professional goals through the choice of six elective courses. A minimum of four electives must be taken in criminal justice. The remaining

two may be from criminal justice or related fields such as psychology, social work, legal studies, public policy, political science, and business.

The integration of knowledge and practice culminates with the internship/service learning component and a senior (capstone) seminar. Students, with consultation of the faculty, are placed into positions designed to challenge them to apply knowledge to a substantive professional experience. Recent placements include federal, state and local law enforcement agencies, federal and local probation offices, juvenile and criminal court, Walt Disney security, victim/witness assistance, correctional agencies, youth programs, and investigative agencies. Through the internship students apply learning outside the classroom, helping them to build professional competence and confidence. The senior seminar provides a capstone experience by requiring students to integrate the internship/service learning component with theory through an individual research project on a current legal or policy issue in criminal justice.

Along with all other students in Division II, criminal justice majors take courses in Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding.

**Requirements Credits****Core Curriculum: 51****Criminal Justice Core: 45**

BLP 110 Leadership

BLP 120 American Justice Systems

BLP 210 Researching the Social World

BLP 250 Applied Statistics and Quantitative Analysis

CRJ 212 Criminal Law

CRJ 210 Constitutional Law

CRJ 220 Criminology

CRJ 250 Policing in America

CRJ 260 Corrections

CRJ 490 Senior Seminar in Criminal Justice

Five electives. Three upper-level criminal justice electives (300 or 400 level). Two electives may be in related disciplines with the approval of the advisor.

**Minor (optional) or Electives: 24****Total 120****Criminal Justice Minor**

Students in any concentration may choose a minor in Criminal Justice.

**Requirements: six courses, 18 credits**

CRJ 212 Criminal Law

CRJ 210 Constitutional Law

CRJ 220 Criminology

Three upper-level criminal justice electives (300 or 400 level)

**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 as 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

\*Courses with xxx are under development

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/Certificate**

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.

## FORENSIC STUDIES MINOR

The growth of forensic sciences in the last decade has led to a diversity of specialties that provide expertise to the criminal justice system. A minor in forensic studies can provide students with an introduction and preparation in several specialties within the field and thereby educate them in these disciplines. This minor will better prepare criminal justice undergraduates for the highly specialized work force or to pursue further graduate studies.

### Requirements: Six courses, 19 credits

CRJ 311 Criminalistics  
 CRJ 340 Cybercrime  
 CRJ 480/BIO 341 Forensic Anthropology (4 credits)  
 CRJ 407 Forensic Psychology

Elective Courses (two 300+ electives) in Forensic studies courses as approved (including but not limited to):

CRJ 312 Criminalistics II  
 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  
 CRJ 362 Victimology  
 CRJ 440 Criminal Profiling I  
 CRJ 441 Criminal Profiling II

## 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 outnumbering 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 Offerings

### 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.

### CRJ 212 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.

**CRJ275 Introduction 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. Pre-requisite: CRJ311 Criminalistics I

**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**

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. Pre-requisite: CRJ 340 Cybercrime I

**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. Pre-requisite: CRJ 342 Computer Forensics I

**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.

**CRJ 350 Contemporary Issues in Correction (3)**

An in-depth analysis of current issues and problems encountered by jail and prison administrators. Topics will include prison design, intervention of the federal courts into administrative matters, prison overcrowding, public perceptions of prisons, the role of correctional officers, the rehabilitative concept of punishment, and specialized and alternative programs. Prerequisite: CRJ 260.

**CRJ 361 Contemporary Constitutional Issues (3)**

An analysis of selected topics with contemporary import in Constitutional law emanating from the First Amendment freedoms of speech, association and religion, the Fourteenth Amendment equal protection of laws, and individual rights to privacy and liberty. Prerequisite: CRJ 210.

**CRJ 362 Victimology (3)**

A special consideration of victims of crime which includes patterns and risks of victimization, the interaction between victim and offender in the criminal encounter, victim reactions to crime, the characteristics and lifestyles of crime victims, the treatment of victims by the criminal justice system along with possible reform, and a survey of victim oriented alternatives to crime prevention.

**CRJ 365 Criminal Procedure (3)**

An examination of the application of the criminal process from pre-arrest detention through the execution of the criminal sanction. The course will focus on the requirements placed on law enforcement authorities by the constitutional protections afforded to individuals at both the federal and state levels, with an emphasis on Massachusetts criminal procedure. Prerequisite:

**CRJ 367 White Collar Crime (3)**

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

**CRJ 368 Organized Crime (3)** An examination of the historical roots and contemporary causes and effects of organized crime in America. Students will study the relationship between organized crime and the political structure and analyze current issues including drug trafficking and the drug cartel. Finally, the course will study the role of the various agencies in response to organized crime.

**CRJ 369 Federal Responses to Crime (3)**

A study of selected federal criminal justice organizations of the United States, with primary focus on their historical

development, jurisdiction, and policies. Students will examine human rights issues, the impact of personnel selection and hiring practices, training, intelligence gathering-enforcement strategies, corrections policy and practices, federal initiatives, and support for crime prevention.

**CRJ 370 Legal Issues in Victim Studies (3)**

Explores various legal issues and case law affecting crime victims including circumstances in which relevant laws are applied.

**CRJ371 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 (3)**

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 (3)**

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 407 Forensic Psychology (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. The focus of this course is forensic psychology, the direct provision of professional psychological expertise to assist courts, parties to legal proceedings, correctional and forensic mental health facilities, and administrative, judicial, or legislative agencies in resolving issues at the interface of psychology and law. This course will provide an overview of forensic psychological theory and practice. Students will be exposed to the relevant laws, psychological theory and research, and the importance of understanding the racial, ethnic, cultural, gender, sexual orientation, and socio-economic factors that must be taken into consideration in the culturally competent practice of forensic psychology.

### **CRJ 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 440 Criminal Profiling I (3)**

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

**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. Pre-requisite: CRJ 440 Criminal Profiling I

**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.

**CRJ470 Security Special Issues (3)**

This course will provide a focused look at special issues and problems in security including, but not limited to, Retail Security, Transportation Security, Workplace Violence, Risk Management and Risk Analysis, Law of Security. The topic/s will be at the discretion of the Instructor and will be covered in detail.

**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 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 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.

## LEGAL STUDIES

The major in legal studies examines law as an area of liberal study. It is designed to develop an understanding of law and legal systems; the relationship between legal thought and other disciplines such as philosophy, religion, history, and literature; the significance of law as a social institution; and the impact of law on private life. Study in this concentration also enhances the analytic and critical

abilities of students through close reading and analysis of legal texts.

After taking the four required courses, students may either self-design the balance of their program or choose the paralegal certificate option (see below). The self-designed major consists of seven upper level courses selected by the student with the assistance of the academic advisor to meet the academic interests and professional goals of the student. These courses might be additional legal studies courses or courses from other disciplines such as political science, public policy, economics, history or philosophy, which serve to enhance the student's understanding of law.

Along with all other students in Division II, legal studies majors take courses in Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding of the major.

#### **Requirements Credits**

##### **Core Curriculum: 51**

##### **Legal Studies Core: 45**

BLP 110 Leadership  
 BLP 120 American Justice Systems  
 BLP 210 Researching the Social World  
 BLP 250 Applied Statistics and Quantitative Analysis  
 LST 250 American Legal History  
 CRJ 210 Constitutional Law  
 PLS 107 Legal Research and Writing

Eight upper-level electives (300 or 400 level) in legal studies or related fields approved by the academic advisor or Paralegal Certificate Option (see below).

##### **Minor (optional) or Electives: 24**

##### **Total 120**

#### **Paralegal Certificate Option**

The paralegal certificate option may be completed as part of a bachelor's degree in legal studies or it may be taken in addition to any other major. Students who complete the required paralegal courses will receive a paralegal certificate in addition to a bachelor's degree.

Graduating students pursue careers in public and private law firms, corporate law departments, bank trust departments, and government agencies.

The paralegal certificate option is designed to produce graduates who possess well-distributed knowledge of basic legal principles, coupled with the ability to recognize and apply legal principles in practice; demonstrate facility in legal research, analysis, and writing; recognize and deal

effectively with ethical issues confronting paralegals; and approach their responsibilities in paralegal or law-related positions with competence and a sense of professionalism.

Paralegal Certificate Core eight courses (24 credits)

PLS 103 Law and Litigation

PLS 104 Contracts and Business Organizations

PLS 105 Wills, Trusts and Estates

PLS 106 Real Property Law

PLS 107 Legal Research and Writing

PLS 108 Professional Practice

Two paralegal elective courses

#### **Associate's Degree 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 courses into a 60-credit program of study.

Students take six required paralegal courses that develop strong fundamental skills and knowledge, two elective paralegal courses, two general electives, and 10 courses in the College's Core Curriculum. The associate's degree prepares students for entry-level paralegal positions and provides a foundation for continuing their education.

#### **Requirements Credits**

##### **Core Curriculum: 30**

Critical Thinking and Writing I and II  
 Discovering the Humanities: Seeking Truth I and II  
 World Cultures and Geography: Seeking Community I and II  
 BLP 250 Applied Statistics and Quantitative Analysis  
 Technological Literacy  
 Divisional Distribution Requirement (2 courses)

##### **Paralegal Core: 24**

PLS 103 Law and Litigation  
 PLS 104 Contracts/Business Organizations  
 PLS 105 Wills, Trusts and Estates  
 PLS 106 Real Property Law  
 PLS 107 Legal Research and Writing  
 PLS 108 Professional Practice  
 Two paralegal electives, one of which may be a paralegal Internship

##### **Electives: 6**

##### **Total 30**

## Legal Studies Course Offerings

### **BLP 120 American Justice Systems (3)**

Develops 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 law related career options; examine the ethical and moral implications of working in the legal system; and explore how the legal professional can help to construct a more just and peaceful society.

### **LST 320 Law, Conscience and Belief (3)**

Explores the relationship among conscience, religious belief and obedience to law. This interdisciplinary course focuses on the stage when conscience and religious belief develop in the person; how perceptions of and attitudes about the law are formed; and why individuals and groups choose to obey or disobey the law.

### **LST 340 Law and Society (3)**

Focuses on the interaction of law and legal institutions with social, political, and economic systems. This interdisciplinary course will examine the historical and philosophical foundations of law and the social forces influencing the making, interpretation and enforcement of laws. This course is designed to help students gain an understanding of the role of law in society, to approach questions from an interdisciplinary perspective and to think critically about issues of social justice

### **LST 496 Directed Study (3)**

A custom-designed academic experience in legal studies 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.

## Paralegal Course Offerings

### **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: PLS 103.

### **PLS 210 Advanced Legal Research and 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: PLS 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 intestate 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/Administrative 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 from 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, 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 infringement suits. Prerequisite: PLS 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 (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.

### **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.

**POLITICAL SCIENCE**

*I have come to the conclusion that politics are too serious a matter to be left to the politicians. — Charles De Gaulle*

Political Science studies questions about the common problems people face in all countries, as well as the particular problems people face in any given country. Political science examines politics in law, government, international organizations, social movements, and the relations among people, governments, and all levels in between. Political science is concerned with the exercise of power, the consequences of the exercise of power, and the moral implications.

As the study of politics is inherently multicultural and multidisciplinary, students will confront diverse political experiences and viewpoints. The political science program exposes students to philosophical thinking, the empirical study of politics, and the search for a ‘scientific’ explanation about political behavior. In all, the program seeks to: acquaint students with the great issues of politics and alternative ways to analyze those issues, to strengthen their critical thinking, research, and communication skills, clarify and reexamine their own political values and beliefs, and prepare them for careers in government, public policy, law, business, teaching, not-for-profit sector and related fields, and/or graduate study.

The political science major thus offers multiple options for study. It includes four foundation courses to expose students to the major concerns of the discipline, an internship, a senior seminar, and five electives from one of two tracks: Political Philosophy or US Politics. Along with all other students in Division II, political science majors take courses in Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding. Students of political science are also strongly encouraged to take courses in philosophy, history, economics and sociology, and to study a foreign language.

**Political Science  
Requirements Credits  
Core Curriculum: 51**

**Political Science Core 45**

BLP 110 Leadership  
BLP 210 Researching the Social World  
BLP 250 Applied Statistics and Quantitative Analysis  
PSC 201 Introduction to Political Science  
PSC 220 Introduction to International Relations  
PSC 231 American Government  
PSC 240 Introduction to Comparative Politics  
PSC 490 Senior Seminar  
PSC 499 Internship

Five electives chosen from one of the following tracks:

Political Philosophy and Pre-law

CRJ 210 Constitutional Law

CRJ 360 Contemporary Constitutional Issues

PSC 250 American Political Thought

PSC 390 Politics of Reconciliation

One of the following:

HST 317 the American Revolution and Constitution,

PHL 310 Theories of Justice,

PHL 350 Modern Philosophy,

PHL 360 Comparative Philosophy U.S. Politics

PSC 250 American Political Thought

PSC 320 American Politics in Comparative Context

PSC 380 Public Opinion

At least one of the following: PPO 300 Urban

Politics, PPO 320 Women and Policy, PSC 300

Politics in the Television Age, PSC 407 American

Foreign Policy, PSC 408 Modern Presidency.

One of the following may be taken: CRJ 210

Constitutional Law, HST 111, 112 Development of

the American Nation I, II, LST 250 American Legal

History, PPO 220 Race and the Law.

**Minor (optional) or electives: 27**

**Total 120**

**Political Science Minor**

The analytic skills and knowledge acquired through the study of political science can also be useful for students pursuing other concentrations at the College, particularly those interested in how government and public policy affect their primary interest. The minor requires six courses in Political Science, at least two of which must be in the introductory courses.

**Political Science Course Offerings****PSC 201 Introduction to Politics (3)**

Explores the role of government in addressing fundamental social problems and the delicate balance between government’s role and individual rights as well as the relationship of the U.S. to the world.



**PSC 220 Introduction to International Relations(3)**

Introduces the major theories and concepts in international politics and examines the evolution of the international system during the modern era. Main topics include: the causes of war and peace, the dynamics of colonialism and post colonialism, the emergence of global environmental issues, the nature and functioning of international institutions, the legal and ethical obligations of states, the international sources of wealth and poverty, and the challenges globalization poses to the international system.

**PSC 231 American Government (3)**

Presents essentials of American Constitutional history; interpretation of constitutional principles; structure and composition of the legislative, executive and judicial department of the national government; political parties; foreign affairs; general welfare problems.

**PSC 240 Comparative Politics (3)**

Introduces students to the study of politics in other societies. The course examines the relationship between the government, economy and society, the interaction of individuals, institutions and ideas, as well as the role of the military, the church and the media in the development of states and civil society.

**PSC 250 American Political Thought (3)**

Uses the writings of important ‘articulators’ of American political thought to introduce students to the development of American political thought. Readings include the work of John Winthrop, Thomas Jefferson, James Madison, Frederick Douglass, as well as that of the key ‘interpreters’ of American political thought such as Alexis de Tocqueville and Louis Hartz.

**PSC 260 Politics of Iraq (3)**

Why did the US invade Iraq, and why has our attention now left the region? Iraq and its people remain in a vulnerable position domestically and internationally. This class will explore the past, present and future of the 2003 war in Iraq. How was Iraq founded in the aftermath of World War I, and how does that history affect foreign policy in the region today? How and why did Iraq become a close American ally in its 1980 war against Iran? Why did the US invade Iraq in 2003? We will explore these and other questions as we study the politics and history of Iraq over the past century. The class includes films, current events and readings.

**PSC 300 Politics in the Television Age (3)**

Studies the influence of television on American politics. Topics include: television news and public opinion, the influence of C-Span and CNN, political talk shows, social

communication through political advertisements, political campaigns, and the politics of election night coverage.

**PSC 305 Politics of Poverty (3)**

Examines the nature and extent of poverty in the United States by trying to answer the questions: Why does poverty in the U.S. remain so pervasive and what does, and what should, government try to do about it? The first part of the course explores theories about the causes and consequences of poverty (and wealth) and how these views have changed over time. The second part of the course analyzes specific policy debates, e.g.: what are the goals and purposes of social welfare programs? how do existing policies affect poor adults and children? what policies might better improve the economic prospects of poor adults and children?

**PSC 320 American Politics in a Comparative Context (3)**

Examines U.S. political development comparatively. The term “American exceptionalism” will be explored as the course compares key historical transformations such as colonial development, independence, the settling of the frontier, and industrialization in the U.S. and other countries. The course considers important societal and political factors: incorporation of labor, the development of political parties, and the development of the state.

**PSC 330 The Politics of Terrorism (3)**

This course deals with both domestic and foreign terrorist groups. It focuses on the political motivations of various terrorist organizations. In some of the organizations studied, religious beliefs that precipitate terrorist political activity are examined. The groups considered are indigenous to the United States, Europe and the Middle East. The course also considers political and legal issues that are implicated in efforts to combat both domestic and foreign terrorism.

**PSC 380 Public Opinion (3)**

Analyzes the formation, nature, and role of public opinion in American politics. Who among the following influences whom: public opinion, political parties, social groups, and/or the government? Students will conduct a class poll on a current topic to gain “hands-on” experience with all stages of the survey research process. Students will also learn to use SPSS to analyze a national survey. Prerequisites: BLP 210 Researching the Social World, BLP 250 Applied Statistics, and one of the introductory political science courses.

**PSC 390 Politics of Reconciliation (3)**

Examines the politics of truth, reconciliation and justice in countries that experienced mass genocide or widespread human rights abuses. What kind of justice do countries seek to remedy the past? How do countries balance “truth” and “reconciliation”? What are the consequences for perpetrators and victims? Although this may vary, the course examines the International Military Tribunal at Nuremberg, the Truth and Reconciliation Commissions (TRC) of Chile, and South Africa, the United Nations Criminal Tribunal on Rwanda, and the trials of Augusto Pinochet and Saddam Hussein.

**PSC 407 American Foreign Policy (3)**

Studies the policy of the United States regarding important areas and problems in the contemporary world and the development of the American involvement in foreign affairs from the Roosevelt-Truman era of World War II to the present. Emphasis is on American foreign relations, problems of the Western Alliance, and policies toward issues of developing countries. Various interpretations of American foreign policy are evaluated.

**PSC 408 The Modern Presidency (3)**

Explores the growth of the modern Presidency from the election of 1928 to the present. Includes campaign strategies, policy making, congressional relations, and the role of public opinion.

**PSC 490 Senior Seminar (3)**

Provides a capstone experience for senior-level students and serves as the exit evaluation for all concentrators in political science. Students must demonstrate that they can integrate their liberal studies education in the Catholic tradition with their professional studies, and that they understand the concepts of truth, ethics, justice and community as they apply these abstract concepts to political science studies.

**PSC 496 Directed Study (3)**

A custom-designed academic experience in political science 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.

**PSC 499 Internship (Variable)**

An opportunity for students in their senior year to gain practical experience in a field related to their area of concentration. Students will integrate and apply knowledge, theory and understanding derived from

foundation courses and content areas included in their field of study.

**PUBLIC POLICY**

The major in public policy is interdisciplinary, integrating knowledge from business, criminal justice, economics, legal studies, and political science. The major emphasizes both theory and application in order to develop understanding of issues and policy dealing with the public/government sector and their responsibility for a relatively large range of social action. The rationale for integrating knowledge from various disciplines is to provide fundamental theoretical and applied skills for improving the quality of decision-making.

The major is designed to prepare students for positions in organizations which deal with public policy issues: business, trade associations, private research firms, the criminal justice system, and various government agencies. In addition, it provides a solid foundation for those planning to pursue graduate or professional study in the social sciences, law or public administration.

Students are required to take courses that provide them with a solid analytical foundation in fields including statistics, economics, and political science. They also learn to apply that knowledge to study historical and contemporary national and international problems of the United States and the federal policies designed to deal with them. Students also complete a series of interdisciplinary electives that allow them to apply their knowledge and focus on specific public policy issues and problems. These electives, which may represent courses from within and outside of the Division of Business, Law, and Public Policy, are chosen in consultation with the student's academic advisor and are tailored to the individual student's career objectives.

Along with all other students in Division II, public policy majors take courses in Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding.

**Public Policy****Requirements Credits****Core Curriculum: 51****Public Policy Core: 45**

BLP 110 Leadership

BLP 210 Researching the Social World

BLP 250 Applied Statistics and Quantitative Analysis

ECO 200 Principles of Microeconomics  
 ECO 201 Principles of Macroeconomics  
 PPO 100 Contemporary Public Policy  
 PPO 350 Public Policy, Economics and Politics  
 PSC 231 American Government

Seven electives. Four must be upper-level (300 or 400 level) public policy or political science courses. With the approval of the advisor, three may be in related disciplines.

**Minor (optional) or Electives: 24**

**Total 120**

## **Public Policy Course Offerings**

### **PPO 100 Contemporary Public Policy (3)**

Examines selected major contemporary national problems of the United States and the federal policies designed to deal with them. Specific problems include: poverty, welfare, the economy, education, health, transportation, consumer protection, environmental protection, and energy. It considers the interaction between government and interest groups in designing and implementing public policy and evaluates the thinking of those who have advocated and opposed the expansion of government responsibility for a wide range of social action.

### **PPO 220 Race and the Law (3)**

Considers how race has been “constructed” through U.S. law over three historical moments. First, the course examines the essential legal ideas, laws, and court cases from the founding of the U.S. through 1950. The second part of the course examines the Civil Rights movement since *Brown v. Board of Education* and explores the assumptions behind the Voting Rights Act and the Civil Rights Act of 1964. Finally, the course examines contemporary controversies over affirmative action, adoption, the census, and political re-districting based upon race.

### **PPO 300 Urban Politics and Public Policy (3)**

Introduces the political character of urban government. This course considers the alternative types of political systems adopted by different cities, the ways interest groups influence these different systems, and the relationship between urban government and the Federal System. In addition, it considers how local government deals with specific urban problems such as housing and welfare.

### **PPO 320 Women, Politics, and Public Policy (3)**

Studies the role of women as actors in American politics, and the influence of cultural change on public policy issues concerning women. Topics, approached from an

interdisciplinary perspective, include: Women in the Political Sphere; The role of the First Lady; Women, Politics, and the Media; Women and Equal Employment Opportunity; Women and Economic Equality; Women and Educational Policy; Women and the Criminal Justice System; Women and Family Law; Women and Health Care Policy; and Women and Child Care.

### **PPO 330 Comparative Public Policy (3)**

Examines the public policies of different countries in the areas of social welfare, criminal justice, education, and immigration and provides an opportunity to learn about public policies in Germany, Sweden, the United States, United Kingdom and Japan and to consider why they differ in the ways that they do. The influence of culture, ideology, religion, governmental institutions, as well as the structure of the economy in considering the different policy choices is explored

### **PPO 350 Public Policy, Economics and Politics (3)**

Examines public policy from both an economic and political science perspective. Topics include, but are not limited to: public policies towards monopolies, environmental policy, economics of crime, provision of public goods, income inequality and redistribution, the federal budget process, and cost-benefit analysis. Prerequisite: ECO 110 or ECO 200.

### **PPO 410 Public Administration (3)**

Examines issues, principles and concepts connected to the management of government organizations located in urban or community settings. While focusing on the administration of general-purpose local government, the course also looks at other governmental units that interact and affect police and urban administrations.

### **PPO 496 Directed Study (3)**

A custom-designed academic experience in public policy 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.

### **PPO 499 Internship (Variable)**

An opportunity for students in their senior year to gain 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.

## DIVISION III HUMAN DEVELOPMENT AND HUMAN SERVICES

### DIVISION CHAIR

Christine L. Holmes, Ed.D.

#### Faculty

Associate Professors: Richard Connors (Psychology), Dr. Christine Holmes (Director of Education Programs and Teacher Licensure), Assistant Professors: Lisa Carpino (Psychology), Denise Hildreth (Director of Social Work Program), Joanne Jenal (Education), Doryl Rourke (Education, Field Placement Coordinator), Julie Ugalde (Education), Mary Ann Ulevich (Social Work), Joanne Zannotti (Social Work Field Director)

#### Adjunct Faculty

Judith Cournoyer (Special Education), Jean Desto (Education / Psychology), Susan Eliason (Education), Evangelina Gonzalez-Dufresne (Social Work), Jude Gonsalvez (Social Work), Keesha LaTulippe (Social Work), Stephen Lundrigan (Psychology), Darlene Louchart (Special Education), Meaghan O'Connell (Social Work), Gerard Proulx (Special Education), Dennis Vanasse (Special Education), Elinor Waskevich (Sociology), Doris Whitworth (Education)

#### Academics

The Division of Human Development and Human Services prepares students to become professional teachers, social workers, and psychologists. Division III students select a major from one of these programs and concentrate their studies toward their chosen profession. Division III offers the following professional bachelor's degrees in the human services:

Bachelor of Arts in Human Development and Human Services

Bachelor of Arts in Psychology

Bachelor of Arts in Social Work

Bachelor of Arts in Sociology

Division III offers the Early Childhood:

Teacher of Students with or without Disabilities (PreK–2) teacher preparation licensure track to complement the Bachelor of Arts degree.

Students interested in a Liberal Studies or a Self-Designed Bachelor of Arts degree are encouraged to contact their faculty advisor to discuss these options.

All Division III students begin their freshman year with a strong, broad-based liberal arts core curriculum grounded in the principles of the Catholic tradition. After the

sophomore year, students choose a major and begin an in-depth study of their profession in conjunction with the core curriculum. In the junior and senior years, advanced course work is designed to run concurrently with community field placements so that the students have the opportunity to observe and work alongside professionals in the community. Field experiences are integral to all Division III programs and each student's placement in the community is chosen to reflect his/her interest and to 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. In the classroom, professors emphasize the student's understanding of the dignity of human life, the importance of developing the compassion to free people from poverty and ignorance, and the need to cultivate the awareness of just and ethical practice. There is also an emphasis upon an interdisciplinary approach toward education, social work, and psychology. In addition, each Division III degree program incorporates theory, research, and clinical/educational techniques to create well-rounded professionals. Upon graduation, Anna Maria College alumni receive support and guidance from their Division III advisors/mentors for job placement.

## HUMAN DEVELOPMENT AND HUMAN SERVICES

The Bachelor of Arts in Human Development and Human Services provides students with a broad based and interdisciplinary education focused on the preparation of individuals who seek a career in a wide variety of professional settings in education, human services, social services, and related fields. The major is specifically designed to encourage students to self-design their major field of study while also completing a core set of courses in the liberal arts and in the interdisciplinary field of Human Development and Human Services. In keeping with the mission of Anna Maria College, students are required to take courses that integrate the College's commitment to liberal and professional education that fosters critical and integrated thinking, technological and quantitative literacy, scholarly and personal exploration of religious faith, the Catholic tradition and the meaning of human existence, ethical conduct, scholarly and professional knowledge, and an appreciation for the diversity of human cultures and society.

### Requirements

The major in Human Development and Human Services requires students to take eight foundation courses which support the degree and are drawn from the disciplines already established in Division III (Education, Human Development and Human Services, Psychology, Social Work, Sociology). The specific area of concentration and remaining courses will be selected according to the student's focus of study. This plan will be designed in consultation with the student's academic advisor and Division III faculty.

### Requirements Credits

#### Core Curriculum, including: (51 credits)

BLP 110 Leadership  
 PSY 217 Human Life Span Development  
 BLP 250 Applied Statistics and Quantitative Analysis  
 SWK 307 Racial and Cultural Minorities  
 PSY 490 Group Dynamics  
 HDS 490 Fostering Mental Health

#### Human Development Human Services Major Requirements: Core: 36

SOC 201 Introduction to Sociology **OR** PSY 201 Introduction to Psychology  
 SWK 348 **OR** SWK 349 Growth and Behavior in the Social Environment I **OR** II  
 SWK 350 Child Abuse, Family Preservation, and Permanency Planning  
 HDS 499 Internship  
 Eight Electives (2 from each category, 3 of which must be at the 300- or 400-level)  
 Leadership  
 Advocacy and Public Policy  
 The Family and the Individual  
 Cultural Competency

#### Minor (optional) or electives 33

#### Total 120

#### Human Development and Human Services elective categories:

##### Leadership

BLP 112 Leadership 2  
 BLP 270 Leadership through Mentoring  
 BUS 260 Principles of Management  
 BUS 316 Human Resource Management (prereq BUS 260)  
 HDS 450 Principles of Supervision  
 EDU 658 Childcare Administration

**Advocacy and Public Policy**

PPO 100 Contemporary Public Policy  
 BLP 210 Researching the Social World  
 PSC 201 Introduction to Political Science  
 PSC 205 Politics of Inequality  
 SWK 242 Introduction to Social Welfare as a Social Institution  
 SWK 323 Child Welfare: Writing for the Courts  
 SWK 342 Social Welfare Policies  
 PPO 410 Public Administration

**The Family and the Individual**

EDU 201 Education Culture and Society  
 HDS 315 Family and Community Relationships  
 PSY 207 Child Development  
 PSY 215 Psychology of Adolescence  
 PSY 313 Psychology of Personality  
 SWK 408 Marriage and the Family

**Cultural Competency**

EDU 212 Developmental Disabilities  
 EDU 215 Integrating Special Needs  
 EDU 330 Strategies for Inclusion  
 EDU 336 Teaching Exceptional Children  
 BLP 410 Diversity in the Workforce

**Early Childhood (Birth–8 years) Minor (18 credits)**

BIO 130 Nutrition and Health  
 HDS 205 Guiding Children’s Behavior  
 EDU 310 Language Arts & Children’s Literature  
 HDS 310 Observation, Documentation, and Assessment  
 EDU 311 Curriculum in Early Childhood (w/field placement)  
 EDU >>>Special needs course in addition to any course used for Cultural Competency

**Out of School Time (Ages 5-13 years) Minor (18 credits)**

BIO 130 Nutrition and Health  
 HDS 205 Guiding Children’s Behavior  
 EDU 310 Language Arts & Children’s Literature  
 HDS 310 Observation, Documentation, and Assessment  
 EDU 314 Out of School Time Curriculum (w/field placement)  
 EDU >>>Special needs course in addition to any course used for Cultural Competency

Human Development and Human Services Course Offerings

**HDS 205 Guiding Children’s Behavior (3)**

Examines and evaluates guidance techniques and teaching strategies used in environments for children preschool age

through 12 years. This course will focus on the goals of child guidance and how those behavioral goals are achieved. The course work will emphasize preventive measures and program organization.

**HDS 310 Observation, Documentation, and Assessment (3)**

Emphasizes the goals, benefits, and uses of assessment. Students will use systematic observations, documentation, and reflection to develop a plan to influence positively 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(3)**

Examines how the relationship among schools, families, and communities affects 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 (3)**

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 (3)**

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.

**HDS 499 Internship (3–9 credits) (3)**

An opportunity for senior students to gain practical experience in the field of human services within local agencies and community services. For majors only.

## EDUCATION AND TEACHER LICENSURE PREPARATION

### Program Director and Teacher Licensure Officer

Christine L. Holmes, Ed.D.  
508-849-3418  
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### Career Opportunities

The teacher preparation program in Early Childhood: Teacher of Students With and Without Disabilities (PreK–2) prepares students to be teachers in the public and private schools in Massachusetts, and, by interstate agreement, in most states nationwide.

### General College Requirements

Students complete requirements equivalent to two majors in order to qualify for a bachelor of arts degree and preparation for teacher licensure. The primary major must be in one of the liberal arts or sciences (12 courses); the secondary, in education (8 to 12 courses). Students follow the same general college requirements described in Academic Programs section of this catalog, choosing courses from within the divisions of the College. To meet licensure requirements, students elect courses in consultation with their faculty advisors. The Teacher Preparation Program in the Division of Continuing Education is jointly offered through that Division and the full-time undergraduate division of the College. Students who enroll in the Division of Continuing Education must be able to enroll in classes in the day as well as in the evening.

### Teacher Preparation

Anna Maria College has a long and respected tradition of teacher preparation. The College's programs are built on solid relationships with schools and educational personnel in Central Massachusetts. The Professional Development Schools, co-sponsored by the College and area schools, are considered models in the state.

The College's programs prepare students for initial teacher licensure, according to Massachusetts Department of Elementary and Secondary Education guidelines. Teacher licensure preparation in Division III includes: Early Childhood Education: Teacher of Students with and without Disabilities (Pre-K–2) and Elementary (1–6).

The initial license qualifies students to begin teaching in the state of Massachusetts, and is reciprocal with most other states under the Interstate Certification Compact. It should be noted that the initial teacher license is the second of three levels of licensure for Massachusetts schools. The Teacher Preparation programs are interwoven with strong liberal arts learning experiences. Students in Teacher Preparation programs are required to complete a liberal arts or sciences major to qualify for licensure. The liberal arts or sciences major for students in Early Childhood Education is usually Human Development and Human Services or, a student may select one of the following majors from Division I: English/Language Arts, History, Humanities, or Liberal Studies.

The College collaborates with a number of area schools and educators in providing field based experiences for students in the teacher Preparation programs. Students participate in a minimum of 80 hours of pre-practicum field experiences and a full-semester teaching practicum (student teaching). Field experiences provide opportunities for students in Teacher Preparation programs to learn from teachers in classroom settings and to apply what they have learned in course work to the development and education of children.

### Admission to Teacher Preparation

Students may begin their Education major component in the first semester. However, students are not formally admitted to teacher preparation until the completion of 60 credits. Admission to Anna Maria College does not guarantee admission to teacher licensure preparation programs. Completion of the teacher licensure preparation program at Anna Maria College does not guarantee that a student will meet the State requirements for licensure. To be eligible for teacher preparation, students must:

1. Complete a minimum of 60 credits.
2. Declare a major in one of the liberal arts or sciences.
3. Maintain a minimum overall Grade or Quality Point Average (GPA/QPA) of 2.7.
4. Achieve a passing score on the Communication and Literacy section of the Massachusetts Tests for Educator Licensure (MTEL).
5. Obtain the recommendation of faculty in education and liberal arts and sciences, or of employers in the field of education.

### Teacher Licensure Requirements

#### General Requirements for Initial License

- A liberal arts or sciences major, or an interdisciplinary

major in liberal arts and sciences.

- Courses that meet the Common Teaching Standards.
- A minimum of 80 hours of pre-practicum field experiences
- A 15-week practicum and concurrent seminar.
- Passing scores on the Communication and Literacy and the Subject Knowledge portions of the Massachusetts Tests for Educator Licensure (MTEL).
- Evidence of sound moral character. Teacher Licensing Requirements for Subject Matter Knowledge and Professional Standards require all students planning on applying for a Teacher License to participate in coursework as follows:
  - Subject Matter Knowledge appropriate to the major course of study
  - Teaching and Learning Methods Courses (combined with at least 80 hours of field work experience)
  - Human Development
  - Special Needs
  - Technology
  - Seminar
  - Student Teaching Practicum (300 hours/15 weeks)

### **Major in Liberal Arts or Sciences for Early Childhood Teacher Licensure**

Students pursuing licensure in Early Childhood Education may major in one liberal arts or sciences area, or in an interdisciplinary program with a concentration in liberal arts or sciences. The usual major at Anna Maria College for Early Childhood licensure preparation is Human Development and Human Services. Students may also select from a major in Division I to include English/Language Arts, History, Humanities, or Liberal Studies.

#### **Core Curriculum Requirements (52 credits), including:**

- BLP 250 Applied Statistics (QR) or MTH 230 Foundations of Probability and Statistics
- COR 204 Technological Literacy
- ENG 190 Literary Traditions in English (Div I)
- Course in economics (Div II)
- PSY 207 Child Development (Div III)
- Science with a lab (Div IV)
- HUM 201 or HUM 202 History of Arts and Ideas I or II (Div V)
- \_\_\_ 490 Senior Seminar – Discipline specific (Core Integration)
- EDU 420 Teaching Seminar (Core Integration)

### **Subject Knowledge Requirements for Early Childhood Teacher Licensure**

- ENG 220 Origins of Literature in Folklore and Myth
- HST 109 or HST 110 Western Civilization I or II
- BIO 130 Nutrition and Health
- MTH 101 Numbers and Operations
- MTH 128 Geometry and Measurement
- MTH 130 Algebraic Operations and Functions

### **Teacher Licensure Requirements**

- HDS 205 Guiding Children's Behavior
- EDU 200 Introduction to Teaching
- EDU 201 Education, Culture, and Society
- EDU 310 Language Arts and Children's Literature
- EDU 312 Mathematics and Science Education for Early Childhood
- EDU 315 Teaching and Learning of Reading
- EDU 423 Teaching Practicum Early Childhood (PreK-2) (12 credits)

#### **Two of the following:**

- EDU 212 Developmental Disabilities
  - EDU 215 Integrating Special Needs
  - EDU 330 Strategies for Inclusion
  - EDU 331 Learning Disabilities I
  - EDU 332 Learning Disabilities II
  - EDU 336 Teaching Exceptional Children
- Human Development and Human Services Major Requirements for Early Childhood Teacher Licensure**
- Human Development and Human Services Requirements (in addition to Core, Subject Knowledge, and Teacher Licensure Requirements)**

PSY 201 Introduction to Psychology  
OR

- SOC 201 Introduction to Sociology
- HDS 310 Observation, Documentation, & Assessment
- HDS 315 Family and Community Relationships
- SWK 350 Child Abuse/Family Preservation/Per.Planning
- HDS 490 Fostering Mental Health: Supporting the Human Spirit
- OR
- PSY 490 Group Dynamics (from CORE)

### **English-Language Arts Major for Early Childhood Teacher Licensure**

#### **English-Language Arts Requirements**

- (in addition to Core, Subject Knowledge, and Teacher Licensure Requirements)**
- ENG 230 U. S. Literary Traditions
  - OR



ENG 233 British Literature  
 ENG 320 Medieval Literature and Language  
 ENG 330 The Works and World of William Shakespeare  
 ENG 340 Global Literatures and Cultures  
 ENG elective numbered 300 or above  
 ENG Elective Justice II from Core

### **History Major for Early Childhood Teacher Licensure**

#### **History Requirements: (in addition to Core, Subject Knowledge, and Teacher Licensure Requirements)**

HST 109 and 110 Western Civilization I and II  
 HST 111 and 112 Development of the American Nation I and II  
 Any 200 or higher level American History course  
 Any 300 or higher level European History course (not 381)  
 American History course ( Justice II from Core)  
 One upper level non-Western history course  
 EDU 328 Teaching and Learning History and Social Sciences

**Total Credits for Major: 121**

### **Humanities Major for Early Childhood Teacher Licensure**

#### **Humanities Requirements: (in addition to Core, Subject Knowledge, and Teacher Licensure Requirements)**

One course each in Philosophy and Theology  
 One of these courses must be in ethics  
 Two courses numbered 300- or higher in the same humanities discipline

**Total Credits for Major: 121**

### **Liberal Studies Major for Early Childhood Teacher Licensure**

#### **Liberal Studies Requirements: (in addition to Core, Subject Knowledge, and Teacher Licensure Requirements)**

One course from Division V  
 Three courses numbered 300- or higher in the same discipline

**Total Credits: 121**

### **Major in Liberal Arts or Sciences for Elementary Teacher Licensure**

Students pursuing licensure in Elementary Education may major in one liberal arts or sciences area, or in an interdisciplinary program with a concentration in liberal arts or sciences. Students select from a major in Division I to include English/Language Arts, History, Humanities, or Liberal Studies.

#### **Core Curriculum Requirements (52 credits), including:**

BLP 250 Applied Statistics (QR) or MTH 230 Foundations of Probability and Statistics  
 COR 204 Technological Literacy  
 ENG 190 Literary Traditions in English (Div I)  
 Course in economics (Div II)  
 PSY 207 Child Development (Div III)  
 Science with a lab (Div IV)  
 HUM 201 or HUM 202 History of Arts and Ideas I or II (Div V)  
 \_\_\_ 490 Senior Seminar – Discipline specific (Core Integration)  
 EDU 420 Teaching Seminar (Core Integration)

#### **Subject Knowledge Requirements for Elementary Teacher Licensure**

ENG 220 Origins of Literature in Folklore and Myth  
 HST 109 or HST 110 Western Civilization I or II  
 BIO 130 Nutrition and Health  
 MTH 101 Numbers and Operations  
 MTH 128 Geometry and Measurement  
 MTH 130 Algebraic Operations and Functions

#### **Teacher Licensure Requirements**

EDU 200 Introduction to Teaching  
 EDU 201 Education, Culture, and Society  
 EDU 310 Language Arts and Children's Literature  
 EDU 315 Teaching and Learning of Reading  
 EDU 316 Teaching and Learning Math and Science  
 EDU 424 Teaching Practicum Elementary (1–6) (12 credits)

#### **One of the following:**

EDU 212 Developmental Disabilities  
 EDU 215 Integrating Special Needs  
 EDU 330 Strategies for Inclusion  
 EDU 331 Learning Disabilities I  
 EDU 332 Learning Disabilities II  
 EDU 336 Teaching Exceptional Children

### **English-Language Arts Major for Elementary Teacher Licensure**

**English-Language Arts Requirements  
(in addition to Core, Subject Knowledge, and Teacher  
Licensure Requirements)**

ENG 230 U. S. Literary Traditions

OR

ENG 233 British Literature

ENG 320 Medieval Literature and Language

ENG 330 The Works and World of William  
Shakespeare

ENG 340 Global Literatures and Cultures

ENG elective numbered 300 or above

ENG Elective Justice II from Core

**Total Credits for Major: 121**

**History Major for Elementary Teacher Licensure**

**History Requirements:  
(in addition to Core, Subject Knowledge, and Teacher  
Licensure Requirements)**

HST 109 and 110 Western Civilization I and II

HST 111 and 112 Development of the American Nation I  
and II

Any 200 or higher level American History course

Any 300 or higher level European History course (not 381)

American History course ( Justice II from Core)

One upper level non-Western history course

EDU 328 Teaching and Learning History and Social  
Sciences

**Total Credits for Major: 121**

**Humanities Major for Elementary Teacher  
Licensure**

**Humanities Requirements:  
(in addition to Core, Subject Knowledge, and Teacher  
Licensure Requirements)**

One course each in Philosophy and Theology

One of these courses must be in ethics

Two courses numbered 300- or higher in the same  
humanities discipline

**Total Credits for Major: 121**

**Liberal Studies Major for Elementary Teacher  
Licensure**

**Liberal Studies Requirements:  
(in addition to Core, Subject Knowledge, and Teacher  
Licensure Requirements)**

One course from Division V

Three courses numbered 300- or higher in the same  
discipline

**Education Course Offerings**

**EDU 200 Introduction to Teaching (3)**

Introduces the student to the teaching profession by providing a series of integrated topics in discussion group and workshop formats. Modules will concentrate on subjects essential to effective teaching such as educational careers; requirements for Massachusetts teacher licensure; professional expectations and organizations; policies governing education at the local, state, and federal levels; early childhood, elementary, middle school, and secondary school curricula; ethical issues; diversity in the classroom; classroom management; and effective teaching practices and educational research.

**EDU 201 Education, Culture, and Society (3)**

Examines cultural, social, and global questions and values in relation to curriculum, the teaching learning process, and educational purpose and philosophy. Includes topics in social and cultural diversity, multiculturalism, modernism, holism, democratic values, and learning communities.

**EDU 212 Developmental Disabilities (3)**

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 215 Integrating Special Needs (3)**

The course will integrate special education terminology, laws, service delivery and strategies for classroom teachers to apply in meeting a child's physical, intellectual, social and emotional challenges. Awareness of Areas of Disability are covered. Components include observation of children with concerns, the referral process, IEP development and implementation, and working cooperatively as a Team Member with Professional specialists.

**EDU 310 Language Arts and Children's Literature (3)**

Introduces the history, development, and current trends in the teaching of children's literature. Demonstrates strategies to integrate the teaching of all the language arts: reading, writing, listening, and speaking. Examines award-winning children's books. Emphasizes literature study

groups, author studies, and multicultural literature. Full-time day division.

### **EDU 311 Curriculum for Early Childhood (3)**

Promotes planning of total integrated environments which respond to the developmental needs of young children in pre-school and kindergarten. Emphasizes the design and evaluation of curriculum appropriate to the age, developmental stages, and special needs of young children. Includes field experience in preschool settings.

### **EDU 312 Mathematics and Science Education for Early Childhood (3)**

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

### **EDU 314 Out of School Time Curriculum (3)**

Examines appropriate out-of-school programs for school-age children. Students have the opportunity to gain knowledge and skills in using a collaborative approach involving children, teachers, family and community in the process of creating an emergent curriculum that promotes interdependent and self-directed learning and meets the developmental needs, interests, and issues of five- to twelve-year-old children. Students will develop activity plans which cover the diverse needs of the school-age population with appropriate physical, cognitive, social, creative and language experiences. The essential role of the involved adult leader will be stressed. Includes field experience.

### **EDU 315 Teaching and Learning Reading (3)**

Introduces methods of reading instruction. Emphasizes the teaching of reading through literature. Includes the development of study centers, learning activity plans, and the reading/writing connection. Simulates classroom applications of reading instruction. Includes field experiences in public school settings. Fulltime day division. Prerequisite: Admission to Teacher Education.

### **EDU 316 Teaching and Learning Mathematics and Science (3)**

Integrates experiences and teaching approaches in mathematics and science. Emphasizes approaches which foster inquiry, investigation, problem-solving, comprehension, and skill development. Includes field experiences in public school settings. Full-time day division. Prerequisite: Admission to Teacher Education.

### **EDU 330 Strategies for Inclusion (3)**

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.

### **EDU 331 Learning Disabilities I (3)**

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 (3)**

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 Teaching Exceptional Children (3)**

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

### **EDU 341 Contemporary Issues in Education (3)**

Investigates selected topics and issues in contemporary education. Focuses on the interpretation, application, and reporting of educational research.

### **EDU 409 / EDU 410 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 412 Methods of Teaching - Middle/Secondary School (3)**

Explores the interrelated aspects of teaching and learning in middle/secondary schools. Students examine the practices of effective teachers, demonstrate various teaching methods, and develop reflective practice skills while connecting theory with practice. Includes a 40 hour field placement.

### **EDU 420 Teaching Seminar (3)**

Provides opportunities for student teachers to work in teams to observe and assist in classrooms, to plan learning

activities across a variety of curriculum areas, and to reflect on their teaching experiences. Includes reflection and dialogue on classroom teaching-learning activities with student teachers, classroom teachers, and college instructors and/or supervisors. Taken concurrently with Teaching Practicum.. Full-time day division.

**EDU 423 Teaching Practicum (Early Childhood) (12)**

Engages teacher education students in observing, assisting, and teaching in early childhood classrooms for 300 or more hours during the semester, including 150 hours at the preschool or K level and 200 hours at the grade 1 or 2 level. Directed by school personnel and college supervisors. Full-time day division.

**EDU 424 Teaching Practicum (Elementary) (12)**

Engages teacher education students in observing, assisting, and teaching in elementary classrooms for 300 or more hours during the semester, including a minimum of 135 hours of direct teaching. Directed by school personnel and college supervisors. Full-time day division.

**EDU 434 Teaching Seminar (Agency Preschool) (3)**

Provides opportunities for students to plan learning activities for preschool settings. Includes reflections and dialogue on preschool teaching-learning activities. Taken concurrently with EDU 435. Full-time day division.

**EDU 435 Teaching Practicum (Agency Preschool) (12)**

Engages students in observing, assisting, and teaching in preschool settings for 150 hours under the direction of agency personnel and college supervisors. Full-time day division.

**EDU 499 Internship (3-6)**

An opportunity for senior students who are on non-licensure track to gain experience in a public or private educational setting.

## BACHELOR OF ARTS IN PSYCHOLOGY

**Program Director**

Richard Connors,

508-849-3413

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The psychology program has as its primary goal the preparation of students for graduate programs and work in the human services field. The curriculum includes introductions to the basic concepts utilized in psychology, the evolution of the field, theories of normal and abnormal psychological development, experimental psychology, and an internship in a community setting. At the beginning of the senior year, students who have maintained a 3.0 QPA may apply for the fifth year program in psychology. This option allows the student to complete the master of arts degree in counseling psychology within one year of the completion of the baccalaureate degree.

Students who elect psychology as their career choice will find Anna Maria's program to be both exciting and personally enriching. In light of the demands of an ever increasingly complex world, the psychologist of tomorrow needs first to be a well-rounded individual with a broad knowledge base and, secondly, to be knowledgeable within the discipline of psychology. The overall program has the dual goal of preparing the student for graduate programs and work in the human services field, and also of helping the student develop an understanding of the central place of religion and values in life, as well as a solid sense of self, a caring about others, an ability to think analytically, communicate clearly, and live a productive life.

**Requirements Credits**

**Core Curriculum; including: 51**

BLP 250 Applied Statistics (QR)

One course in philosophy and one course in theology, one of which must be ethics.

**Psychology core: 42**

PSY 201 Introduction to Psychology

PSY 202 Advanced General Psychology

PSY 207 Child Development

PSY 306 Abnormal Psychology

PSY 313 Psychology of Personality

PSY 327 Experimental Psychology I: Learning and Cognition

PSY 328 Experimental Psychology II: Methodologies and Analysis

HDS 490 Fostering Mental Health: Supporting the Human Spirit

PSY 499 Internship

Three Electives (Of the three electives, a minimum of two upper division courses must be chosen from the human services majors: psychology, social work, art therapy, music therapy)

**Minor (optional) or electives 27**

**Total 120**

Students may graduate with a minor in psychology by taking the following four courses plus two upper-division electives from the psychology offerings:

PSY 201 Introduction to Psychology

PSY 207 Child Development

PSY 306 Abnormal Psychology

PSY 313 Psychology of Personality

## Course Descriptions

### PSY 201 Introduction to Psychology (3)

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

### PSY 202 Advanced General Psychology (3)

A continuation of the introductory course which focuses on brain-behavior, relationships, altered states of consciousness, life span psychology, intellectual, and social processes.

### PSY 207 Child Development (3)

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 (3)

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 (3)

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, specifically that of nursing students.

### PSY 306 Abnormal Psychology (3)

A study both of the development of the abnormal personality and of theories and research relating to causal factors in such pathologies.

### PSY 313 Psychology of Personality (3)

An analysis of the factors which influence personality development and a comprehensive study of modern personality theories.

### PSY 327 Experimental Psychology I: Learning and Cognition (3)

A course in which the student is exposed to advanced work in the areas of perception, learning, and memory through readings, demonstrations, and written projects. Also emphasized are the applications to behavior modification, brain changes, and cognition. Prerequisite: PSY 201.

### PSY 328 Experimental Psychology II: Methodologies and Analysis (3)

A comparison of the scientific methods, procedures and test instruments to be followed by the student in designing, completing, and writing a research paper. The appropriate use of experimental control, applications of statistics, and the ethical requirements of such studies are stressed. Prerequisite: PSY 201, quantitative reasoning course in and statistics preferred.

### PSY 340 Sport Psychology (3)

An examination of psychological theories and research related to sport behavior.

### PSY 342 Counseling of Victims and Families (3)

This course is being developed.

### PSY 448 Neuropsychology (3)

A course designed to expose the student to the architecture of the brain, the function of the right and left brain hemispheres relative to learning, cognitive style, handedness, sex differences, and learning disabilities. The course will also look at recent research in these areas and the implication for human development

### PSY 422 Social Psychology (3)

A survey of principles and theories showing the ways that group living influences the individual. Topics include attitude change, prejudice, leadership, altruism, love, and environmental psychology.

### PSY 490 Group Dynamics (3)

Provides students with an opportunity to gain confidence in their small group skills. Emphasizes interaction, experiential learning, and the study and application of

group theory.

### **PSY 499 Internship (variable credit) (3)**

An opportunity for senior students to gain practical experience in the field of psychology within local agencies and community services. For majors only.

## **SOCIAL WORK**

### **Bachelor of Arts in Social Work**

Accredited at the baccalaureate level by the Council on Social Work Education, the Bachelor of Social Work program at Anna Maria College is dedicated to preparing social work students for further education and employment. Because of the program's multidisciplinary approach, Anna Maria College Social Work graduates go on to a variety of careers in public and private social work agencies.

Following professional tradition, the Social Work program prepares baccalaureate-level students for generalist practice and utilizes a holistic approach and person-in-environment (the family, community, organizations, and broad social systems) framework that simultaneously focuses on strategies and guidelines for ethical practice, advocacy skills, and respect for human dignity. Specifically, students focus on the development of professional social work competencies including the development of critical thinking skills, an appreciation for diversity and difference, an understanding of research methods and theoretical frameworks informing human development, an ability to advance social justice and influence policy, and an ability to effectively assist clients using a variety of interventive techniques. Faculty members, who have significant professional and academic experience, provide students with a comprehensive foundation for the practice of social work in fulfillment of the College's mission to educate the whole person.

The program's primary objective is the preparation of students for:

1. employment as baccalaureate-level professional social work generalists as defined by the Council on Social Work Education;
2. graduate study, often in a master's-level (MSW) program.

### **Preparation for MSW Advanced Standing**

Many Anna Maria College social work graduates go on to pursue master's degrees in social work in a variety of graduate schools of social work. Because of its accreditation and curriculum, the Social Work program at Anna Maria College prepares graduates to apply for advanced standing in MSW programs. While it varies from program to program, advanced standing generally allows social work graduates of accredited programs to enter MSW programs with some exemption from basic foundation courses.

### **Linkage to Social Work Licensure**

Social Work majors are encouraged to take the LSW-level Massachusetts licensure examination immediately after graduation. The examination content is included in the required social work courses taken at the College. This examination is important as a content review for students planning to attend graduate school. It is even more important for Social Work program graduates planning to seek employment immediately upon graduation, as passing this examination validates for potential employers that the graduate has the knowledge, skills, and values necessary to perform the work of a professional social worker at the baccalaureate level. Social work faculty can assist students in being admitted to take this exam.

### **Curriculum**

The curriculum of the Social Work program is guided by a person-in-environment framework and is based on a broad liberal arts foundation. The program offers courses in research, human growth and behavior, social welfare policy, racial and cultural minorities, and social work methods as well as field work experience and a variety of elective courses in specific areas of interest and skill development. These sequences are designed to provide students with the knowledge, values, and skills necessary to operate from a holistic frame of reference.

### **Field Work**

The objective of the agency-based field work experience required of every student concentrating in social work is to provide a direct practice opportunity in the areas of child welfare, aging, family systems, medical and psychiatric services, juvenile services, and others in both private and public settings. The field work placement allows students to develop professional social work competencies by applying generalist concepts from the curriculum, and

enables the student to gain experience in the field while attending classes. With supervision from experienced bachelor's and master's level social workers, students perform a variety of multi-level social work interventions, learn to work effectively in different settings, and to understand the daily functioning of community and social services systems. As a result of the numerous professional relationships between the Anna Maria College social work faculty and the Central Massachusetts health and social services community, AMC offers a wide range of agencies for student field work placement. The senior field placement is a yearlong placement. Students are required to complete 16 hours per week for two semesters, for a total of 425 hours. Students receive a minimum of one hour of supervision per week. This experience allows students to blend theory and knowledge as they develop as social workers. The fieldwork seminar which accompanies the senior-year field work practicum, meets once a week for an hour with the Field Director during the two-semester practicum. This seminar also integrates academic and field learning.

## General Requirements

In addition to the specific courses required by this program, students must complete the general degree requirements as detailed in the Academic Programs section of this catalog.

SOC 201 Introduction to Sociology  
 ECO 201 Principles of Economics  
 SWK 242 Social Welfare as a Social Institution  
 SWK 307 Racial and Cultural Minorities  
 SWK 342 Social Welfare Policies  
 SWK 344 Interventive Methods I  
 SWK 348 Growth and Behavior and Social Environment I  
 SWK 349 Growth and Behavior and Social Environment II  
 SWK 401 Research Methods in Social Work  
 SWK 408 Marriage and the Family  
 SWK 443 Interventive Methods II  
 SWK 445 Field Work and Seminar I  
 SWK 446 Field Work and Seminar II  
 SWK 448 Interventive Methods III  
 SWK 449 Interventive Methods IV  
 SWK 454 Senior Seminar

## Social Work Course Offerings

### SOC 201

**Introduction to Sociology**  
 (see Sociology listings)

### ECO 201 Principles of Economics (See Business Listings)

#### SWK 242 Social Welfare as a Social Institution (3)

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

#### SWK 246 Homelessness: Social Work with Vulnerable Populations (3)

This elective social work course will provide the student with an introduction to work with the homeless. Utilizing a social work strengths perspective and a person-in-environment framework, students will examine homelessness as a major social problem. Students will be introduced to the various individual, family, and community issues that impact and influence homelessness, including factors such as poverty, mental illness, and substance abuse, as well as the various supportive services that are available in the community. In addition, students will explore the ways that large social systems, organizations, and policies impact homelessness.

#### SWK 301/ENV 301 Environmental Equity (3)

Examines the relationships among environmental issues, social concerns, and economics by engaging in a values-centered study plan rooted in the Catholic mission of the College. Analysis of environmental problems takes a social justice perspective and uses the data, models, and methods of both social work and environmental science. Students explore how the benefits and burdens of human-environmental interactions are distributed locally and intentionally, and with respect to differences in ethnicity, income, sex, and age. Students formulate strategies to prevent and remedy environmental equity problems by influencing the policies and operations of social systems. Field trips and speakers provide additional exposure to current issues.

#### SWK 307 Racial and Cultural Minorities (3)

Examines the social, psychological, and institutional implications of race and culture as dynamic forces influencing social work and human service delivery. This course will familiarize students with a 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.

### **SWK 315 Understanding Mental Health Diagnosis and Treatment (3)**

This elective social work course will provide the student with an introduction to mental health diagnosis and treatment. Utilizing a social work strengths perspective and a person-in-environment framework, students will examine major mental illness from an individual, family, and community perspective. Students will be introduced to the various techniques, tools, and skills utilized to identify symptoms and effectively diagnose mental illness, as well as treatment options and supportive services available to those impacted. In addition, students will explore the ways that large social systems, organizations, and policies impact mental health diagnosis and treatment and the individuals and families living with it.

### **SWK 322 Contemporary Social Problems (3)**

Provides students with knowledge of contemporary social problems. The selected social problems chosen for this course may change from year to year. Identified social problems will be studied from ecological, historical and social work perspectives. Topics will include ethical implications of these problems, governmental role in setting policies, and the impact of these problems on individuals, families, groups, and communities. Students will develop potential social work strategies for addressing these problems with a focus on micro, macro, and mezzo practice.

### **SWK 323 Child Welfare: Writing for the Courts(3)**

Provides students with knowledge of the Court system in Massachusetts. Develops student skills in writing reports that will be used by judges in Probate and Family Court and the Juvenile Court to assist them in their decision-making on matters before the Courts. Areas to be explored include Massachusetts General Laws, confidentiality, rights of children and parents, burden of proof, best interest of the child, and authority of the investigator. Students will examine writings for case file documentation, Guardian Ad Litem reporting, and Care and Protection investigation reporting.

### **SWK 342 Social Welfare Policies (3)**

Examines the policies, programs, issues, and problems that social workers confront. Encourages the student to develop critical and analytical skill in examining our present policies and in considering possible alternatives.  
Prerequisite: SWK 242.

### **SWK 333 Social Work and Wellness (3)**

This elective course explores social work practice in health care settings from a bio/psycho/social/ spiritual

perspective. It includes material on ethical dilemmas, social work values, economic justice and access to health care, populations at risk, and sensitivity to diversity (i.e., age, gender, race/ethnicity, sexual preference, spirituality, and disability). Students explore the meaning of illness in people's lives, how patients experience disability, chronic and terminal illnesses, trauma, grief, and loss. The role of social work as part of an interdisciplinary team that emphasizes a strengths perspective and wellness model is discussed. Students learn about medical social work in a variety of health care settings, including inpatient and outpatient, clinics, home care, hospice, and community based centers. Students examine their own personal attitudes about health and illness, grief and loss to increase their self-awareness of work in this field. Includes an overview of the public mental health system focusing on people affected by severe and persistent mental illness. Reviews the current service system and its history; major mental illness, psychosocial rehabilitation, and treatment; and community support systems.

### **SWK 344 Interventive Methods in Social Work I (3)**

Provides the conceptual framework of generalist social work practice. This first course in the methods sequence introduces the concept that methods to be used in a given situation depend on the needs and preference of the client as well as on the skills of the social worker. It teaches the basic micro, mezzo, and macrolevel interventive skills, techniques, and processes required for the sound practice of social work at the beginning of the professional level. Focus is on professional and personal values and knowledge of self. Open to social work majors only.

### **SWK 348, 349 Growth and Behavior and the Social Environment I, II (3, 3)**

Studies in depth the physical, psychological social, and cultural forces impacting the growth and development of individuals within the context of their families, communities, and society.. Provides the student with the opportunity to integrate knowledge from courses in biology, psychology and sociology. Using a life span approach, the first semester covers the prenatal period through the school age child. The second semester covers adolescence through the aging years and death.  
Prerequisites: BIO 112, 113; SOC 201

### **SWK 350 Child Abuse, Family Preservation, and Permanency Planning (3)**

Provides the student with an introduction to child maltreatment; includes a historical perspective, the various types of child abuse and neglect, and contributing factors. In addition, this elective course will include a discussion of the child welfare system, child welfare legislation, child



abuse and neglect reporting laws and procedures. Students will examine the current Department of Social Services system and will learn about the process by which children come into the care of the state. The legal and emotional implications of foster care placement, termination of parental rights, and the adoption of older children will be a focus. Open to all students.

### **SWK 401 Research Methods I (3)**

Examines the role and the step-by-step process of research in the social work profession; includes a review of relevant research in the field and instructs students in the evaluation of their own practice of social work.

### **SWK 408 Marriage and the Family (3)**

Focuses on the development of knowledge and skills for understanding the family and the formations of various family perspectives. Family content includes behavioral and culturally specific themes. Open to all students.

### **SWK/NUS 412 Case Management (3)**

A course for advanced nursing and senior-level social work students to broaden their skills and career possibilities as case managers. The core components of case management will be explored as a practice specialty. Designed to encourage a holistic, multidisciplinary student/class perspective, the course content addresses the historical development of case management services, state and federal policies that impact service delivery, the range of case management settings/interventions, philosophy, ethics and principles that guide the provision of case management services. Highlighted are empowerment and social justice issues in case management, and the emerging trends that influence effective case management service delivery in the nursing and social service fields.

### **SWK 443 Interventive Methods in Social Work II (3)**

Continues the development of the general skills required to intervene on an advanced level. The integration of theory and practice in working with individuals, families, groups, communities, and institutions. Open to social work majors only. Prerequisite: SWK 344.

### **SWK 445, 446 Field Work and Seminar I, II (6, 6)**

425 hours of practical experience in a social work setting and a weekly one-hour seminar to integrate theory and practice. Prerequisites: SWK 344, 443.

### **SWK 448 Interventive Methods III (3)**

## **BACHELOR OF ARTS IN SOCIOLOGY**

Sociology is often defined as the scientific study of human social life. In its consistent inquiry, the study of sociology considers cultural, social, political, economic and environmental forces as they continually influence our world and individuals within it. Areas of study within this versatile science are vast. They include an array of intriguing topics such as culture, sexuality, crime and deviance, the media, mass communications, inequality, gender, poverty, schooling, race and ethnicity, power, aging, social change, health care, technology, religion, and socialization. This brief list only cracks the surface of the many more areas of human social life that students may explore, describe, and analyze while we, as a dynamic society, continue to race through the 21st century. The Sociology concentration will complement nicely programs in Criminal Justice, Human Development and Human Services, Social Work, and Psychology.

### **Requirements Credits**

#### **Core Curriculum, including: 51**

BLP 250 Applied Statistics and Quantitative Analysis

SOC 490 Senior Seminar

SOC 491 Senior Research Project

#### **Sociology Core: 30**

BLP 210 Researching the Social World

SOC 201 Introduction to Sociology

SOC 211 Sociological Theory

SOC 221 Social Problems in American Society

Six Electives (2 from each category, 3 of which must be at the 300- or 400-level)

Social Inequality

The Family and the Individual

Cultural Studies and Institutions

#### **Minor (optional) or electives 39**

#### **Total 120**

### **Sociology elective categories:**

#### **Social Inequality**

BLP 410 Diversity in the Workforce

CRJ 423 Gender, Crime and Justice

CRJ 423 Race and Crime

ECO 200 Microeconomics

ECO 201 Macroeconomics

ENG 241 Race, Ethnicity, and American Literature

PSC 305 Politics of Poverty

SOC 311 Social Movements

SOC 321 Gender, Sexuality, and Society

SWK 301 Environmental Equity

SWK 307 Racial and Cultural Minorities

**The Family and the Individual**

CRJ 422 Domestic Violence  
 EDU 201 Education Culture and Society  
 HDS 302 The Human Condition in the Era of Biotechnology  
 HDS 315 Family and Community Relationships  
 PSY 207 Child Development  
 PSY 217 Human Life Span Development  
 PSY 313 Psychology of Personality  
 PSY 442 Social Psychology  
 SOC 331 Conformity, Deviance and Social Control  
 SWK 348, 349 Growth and Behavior and the Social Environment I, II  
 SWK 350 Child Abuse, Family Preservation, and Permanency Planning  
 SWK 408 Marriage and the Family

**Culture and Institutions**

CRJ 220 Criminology  
 CRJ 250 Policing in America  
 CRJ 260 Corrections  
 CRJ 304 Drugs and Society  
 CRJ 362 Victimology  
 CRJ 369 Organized Crime  
 CRJ 410 Juvenile Justice  
 CRJ 421 Social Issues in Criminal Justice  
 LST 340 Law and Society  
 SOC 230 Social Impact of Music  
 SOC 310 Influence of the Internet on Society  
 SOC 312 Mass Communications and Society  
 SOC 341 Sociology of Religion  
 SOC 351 Sociology of Sport

**Sociology Course Offerings****SOC 201 Introduction to Sociology (3)**

Introduces the student to the “sociological perspective” which involves critically analyzing human behavior in society. Some of the concepts studied are patterns and problems in human interactions, socialization, identity groups, social institutions, deviance and crime. Diversity will be used as a central theme in this course.

**SOC 207 Sociology of a Multicultural World (3)**

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.

**SOC 211 Sociological Theory (3)**

Examines sociological theory which emerged as an intellectual response to the birth of modern society. The problem of social order, industrial capitalism and modern individualism all raised difficult questions to which deep thinkers such as Karl Marx, Emile Durkheim, Max Weber and G.H. Mead developed responses. While this course examines traditional applications of theory, it also encourages students to learn to apply sociological theory to many aspects of our current society.

**SOC 221 Social Problems in American Society(3)**

Investigates a variety of fundamental social problems that currently confront contemporary American society. Important aspects of this course include how problems have emerged, been defined and perpetuated by particular social groups in our society. Students are encouraged to formulate possible solutions to traditional social problems such as poverty, racism, alcohol and substance abuse, pornography, juvenile delinquency, prostitution, family violence and gun control. More recent problems such as identity theft, home invasions, motorcycle clubs, street gangs, frauds and ‘cons’ will also be examined.

**SOC 230 Impact of Music on Society (3)**

Explores the many functions and services popular music provides, and has historically provided, to members of society. Examines popular music forms by proceeding chronologically from the 1920s to the present day. Focuses on Blues, Jazz, Big Band, Swing, Rockabilly, Rock and Roll, and Rock Music by combining traditional lecture techniques with video documentaries and aural samples. Students are encouraged to contribute samples of their favorite popular music to help in the analysis of the various places (in mind, body, soul, and pocketbook) that music occupies in our society.

**SOC 310 Influence of the Internet on Society (3)**

Course under development.

**SOC 312 Mass Communication and Society (3)**

Course under development.

**SOC 341 Sociology of Religion (3)**

A comprehensive view of the sociology of religion encompassing the major religions of the world—Christianity, Judaism, Mohammedanism, Buddhism, Confucianism and Hinduism

**SOC 351 Sociology of Sport (3)**

Examines the relationship between sport and the society in which it is imbedded.

**SOC 490 Senior Seminar (3)**

Serves as the capstone experience for concentrators in sociology. It provides students with an opportunity to develop a more sophisticated understanding of their sociology course work. Perhaps most importantly, students are given the opportunity to synthesize concepts about which they are most impassioned into a set of coherent and original ideas.

**SOC 491 Senior Research Project (3)**

Coupled with work in Senior Seminar, this course further develops skills of research and theory by allowing students to conduct original work under the direction and supervision of a faculty member. Students will conceive, design, conduct, and analyze a research project within a topic area of personal interest.

**SOC 497 Directed Study****SOC 499 Internship**

## DIVISION IV ENVIRONMENTAL, NATURAL, AND TECHNOLOGICAL SCIENCES

### **Division Chair:**

Dr. Susan Swedis

### **Program Directors**

Everett Pierce (Fire Science Programs)

Dr. Anne Marie Catalano (Nursing Programs)

### **Professors**

Professor: Dr. Paul Erickson (Biology, Environmental Science); Associate Professors: Gail Kustigian (Nursing), Dr. Carl F. Moxey (Biology), Dr. Susan Swedis (Biology, Chemistry, Environmental Science); Assistant Professors: Kathleen Brule (Nursing), Dr. Anne Marie Catalano (Nursing), Elizabeth A. Favreau (Nursing), Dr. Joan-Beth Gow (Biology), Dr. Mary-Beth O'Leary (Biology), Paulette Remijan (Nursing).

### **Adjunct Instructors**

Paul J. Antonellis (Fire Science), Sheri R. Bemis (Emergency Medical Services), Thomas Bogart (Fire Science), Daniel Case (Mathematics), Michael R. Cassidy (Fire Science), Patricia Clark (Nursing), Stephen Colman (Fire Science), Eileen Costello (Nursing), David R. Currier (Fire Science), Gary Daugherty (Fire Science), Michael DeTore (Fire Science), Dr. Hayden Duggan (Fire Science), Ricci Hall (Emergency Medical Services), Gary McCarraher (Fire Science), Dr. John M. Moschella (Fire Science), Jacob H. Nunnemacher (Fire Science), Thomas F. O'Connell (Fire Science), Dr. Thomas Pellingier (Exercise Physiology), John E. Parow (Fire Science), Everett G. Pierce (Fire Science), John F. Sullivan (Fire Science), Barbara Swidler (Mathematics), David Taylor (Fire Science), Marilyn Tormey (Nursing), Keith A. Ventimiglia (Emergency Medical Services), Michael Walker (Fire Science), Stephen Walsh (Fire Science), Jennifer Webb (Mathematics), Charles White (Fire Science), Marsha Williams (Nursing), James Zebrowski (Astronomy)

### **Curriculum**

The Division IV curriculum serves the diverse needs of all Anna Maria College students. Students who select majors within the Division gain the knowledge and skills required by a variety of scientific, health, and technical careers. The focus of the Division is on the core values of the college, namely, service to individuals, communities and the environment. Students from any concentration gain scientific literacy for personal development and enrichment from Division IV courses and prepare for

enlightened citizenship and participation in their communities.

To meet the demands of increasingly rapid development in science and technology, Division IV offers a balanced program of disciplinary and comprehensive interdisciplinary studies. The disciplinary courses build a strong foundation in the sciences and integrate learning in the classroom with direct experience in the laboratories, on the Anna Maria College nature trails, and field visits. Interdisciplinary courses help the student appreciate applications of science and technology in a social context. Advanced students in Division IV are also encouraged to develop their proficiencies in internships and directed studies in their areas of personal interest. Students who wish to pursue graduate or professional study in scientific and technological fields can complete the requisite course work through courses offered in Division IV and the Colleges of Worcester Consortium. Through the Fifth Year Option at the College, advanced students in Division IV may also earn graduate credits toward a Master of Science degree in Emergency Management, Fire Science, Public Administration, or Occupational and Environmental Health and Safety.

### Major Fields

Environmental Science  
 Fire Science  
 Health Science  
 Nursing (Associate Degree and RN-BSN)  
 Paramedic Science (pending Massachusetts OEMS accreditation)

### Minor Fields

Environmental Science

### Other Areas of Study

Computer Science  
 Chemistry  
 Emergency Medical Services (EMT-B)  
 Mathematics  
 Physical Sciences  
 Science (other)

## COMPUTER INFORMATION SCIENCE

Courses in Computer Science are offered to provide students with the knowledge, technical skills and abilities to use computer-based strategies in support of their academic goals. In Division IV, the focus is on the field of Geographic Information Systems (GIS). A series of courses focuses on the use of computer technology for the acquisition, analysis, communication and interpretation of spatially linked data and information. GIS strategies are used in many fields, including scientific studies. Students interested in the uses of technology also may pursue a minor in MIS through Division II, or a major in Graphic Design through Division V.

### Computer Science Course Offerings

#### **CIS 203/204 Programming Languages I & II (3)**

A first course in principles and theories of programming languages using the visual Basic programming language. This course provides a study of problem analysis, logic design, coding, and program execution. Three lecture hours per week.

#### **CIS 220 Introduction to GIS (3)**

This course introduces students to the use of computer technologies to store, display, and analyze data that are linked to digitized geographic locations. Students gain experience using standard software to access and manipulate data and maps. Case studies are used to explore the power and flexibility of GIS technologies for serving a variety of human endeavors such as emergency management, protection of the environment and public health, crime investigation, or business planning. Pre-requisite: COR 204 or equivalent, or exemption by test. Three lecture hours per week.

#### **CIS 301 Advanced Methods in GIS (3)**

Expands on CIS 220 to address sources of publically available data and base maps and issues in geocoding data. Students gain skill in querying data, designing the output and presentation of GIS data, and communicating about the results. Problems in modeling using GIS are introduced. Pre-requisite: CIS 220 or equivalent. Three lecture hours per week.

#### **CIS 302 Public Safety Applications of GIS (3)**

Students examine the use of GIS tools in the public safety arena, including the management of natural and technological emergencies, protection of critical infrastructure, and planning for optimal delivery of public safety services, including during large-scale planned events. Commonly used datasets and modeling tools are introduced. Pre-requisite: CIS 220 or equivalent. Three lecture hours per week.

**CIS 303 Environmental Applications of GIS (3)**

This course applies GIS tools to the management of environmental data such as inventories of physical features of the environment and the distribution of species. Descriptive and analytic case studies in environmental problems demonstrate the use of key GIS strategies. Pre-requisite: CIS 220 or equivalent. Three lecture hours per week.

**CIS 304 Forensic Applications of GIS (3)**

Students apply GIS tools and strategies to problems in crime prevention and investigation. Applications include the search for patterns and trends in crime. Commonly used datasets and modeling tools are introduced. Pre-requisite: CIS 220 or equivalent, plus one course in Criminal Justice, or permission of the instructor. Three lecture hours per week.

**CIS 305 Public Health Applications of GIS (3)**

Students examine case studies of the use of spatially-related data in the examination and improvement of public health on global, regional and local levels. Data sources and GIS tools are studied in diverse applications such as environmental health, communicable disease control, and health promotion studies. Pre-requisite: CIS 220 or equivalent, plus BIO 406 or permission of the instructor. Three lecture hours per week.

**CIS 306 Business Applications of GIS (3)**

GIS applications can inform the development of a business plan for new ventures, marketing strategies, and other business decisions. This course uses case studies to illustrate datasets and GIS strategies applied in a business context. Pre-requisite: CIS 220 or equivalent, plus one course in Business, or permission of the instructor. Three lecture hours per week.

**EMERGENCY MEDICAL SERVICES**

As part of its focus on education for public service, Anna Maria College offers a program to prepare students for certification as an Emergency Medical Technician at the Basic level. The College is accredited by the Massachusetts Office of Emergency Medical Services. Classes are held in the College's Health Care Laboratory that includes a 7-bed unit arranged to model a hospital setting, a home health area, classrooms and teaching technologies. Students in Fire Science, Criminal Justice, Early childhood Education, and Nursing frequently choose this course as an elective appropriate to their career plans, but the course is open to all students.

**EMS 220 Emergency Medical Technician—Basic (8)**

This basic training course prepares the student for testing leading to state certification as a licensed Emergency Medical Technician. The course familiarizes students with the overall objective of improving the quality of pre-hospital emergency care rendered to victims of accidents and sudden illness. Students gain key emergency skills applied in a variety of situations including trauma, cardiac emergency, and childbirth, and learn how to use and maintain common emergency equipment. The course includes lecture, laboratory and field experiences.

**ENVIRONMENTAL SCIENCE****Bachelor of Arts in Environmental Science**

Students who pursue a major in Environmental Science build the knowledge and skills needed to contribute to solutions to key environmental challenges such as climate change, sustainability, and species extinction. Students first develop a broad science literacy through courses in biology, ecology, and chemistry. The work of advanced students focuses on interactions between human activities and natural systems, and emphasizes the ethical, social, and economic aspects of environmental issues.

**Requirements Credits****Core Curriculum 51****Environmental Science Core 55****Electives 15****Total 120**

The environmental science core consists of at least 16 Division IV courses, of which eight are required (for a minimum of 30 credits). Of the remaining eight electives (minimum of 24 credits), at least six must be upper level (i.e., 300–400 level).

**Required Courses (8 courses)**

BIO 103 General Biology I

BIO 104 General Biology II

BIO 201 Ecology of Aquatic and Wetland Systems

BIO 202 Ecology of Terrestrial Systems

ENV 101 History of Environmentalism

ENV 210 Issues in Environmental Chemistry

ENV 260 Sustainable Development

ENV 301 Environmental Equity

**Electives (8 courses, of which 6 must be upper-level)**

BIO 119 Introduction to Field Botany

SCI 150 Backyard Astronomy

ENV 205 Habitat Analysis

ENV 206 Principles of Wildlife Management

ENV 207 Regulatory Foundations of Environmentalism

ENV 250 Water and Waste Management ENV 300  
Environmental Standards  
ENV 305 Dynamics of Soils  
ENV 320 Environmental Hazard and Risk Analysis  
ENV 402 Computer Modeling of Ecosystem Dynamics I  
ENV 403 Computer Modeling of Ecosystem Dynamics II  
ENV 496 Directed Study  
ENV 499 Internship  
BIO 112 Human Biology I  
BIO 113 Human Biology II  
BIO 332 Microbiology  
BIO 345 Biological Anthropology  
BIO 360 Occupational and Environmental Health and  
Safety  
BIO 402 Genetics  
BIO 406 Principles of Epidemiology  
BIO 408 Toxicology  
BIO 460 Environmental Impact Assessment  
CHM 110 Environmental Chemistry I  
CHM 111 Environmental Chemistry II  
CHM 303 Chemistry of Life I  
CHM 304 Chemistry of Life II  
CIS 220 Introduction to GIS  
CIS 303 Environmental Applications of GIS

*Note: With permission of the Division IV Chair, up to two upper-level courses from Divisions other than Division IV may be accepted as major electives. Examples include Environmental Law, Environmental Economics. It is the responsibility of the student to identify such courses and to submit a written proposal to the Division IV Chair*

### Minor in Environmental Science

A student may minor in environmental science. Required is completion of the following six courses with a grade of at least B– in each:

#### Environmental Science Minor Requirements

BIO 103/104 General Biology I & II  
ENV 101 History of Environmentalism  
ENV 210 Issues in Environmental Chemistry  
ENV 260 Sustainable Development  
ENV 301 Environmental Equity

### Environmental Science Course Offerings

#### ENV 101 History of Environmentalism (3)

A review of historic American approaches to environmentalism prior to the twentieth century (including preservationism and conservationism), as well as a detailed analysis of the range of modern American and global environmentalism. The approach relies on both the written and visual record of environmental changes, and

the history of human observations and responses. Three lecture hours per week.

#### ENV 205 Habitat Analysis (4)

A study of the techniques of contemporary habitat analysis, with particular emphasis on terrestrial and wetland resources. Particular emphasis is given to the rationale, and implementation of techniques devised by the U.S. Fish and Wildlife Service, the U.S. Corps of Engineers, and other governmental (Federal and state-sponsored) methodologies. Three lecture hours and two laboratory hours per week.

#### ENV 206 Principles of Wildlife Management (3)

A study of various types of wildlife management appropriate to small and mid-sized mammals, birds, fish, amphibians and reptiles, including migratory mitigation as well as vegetative and shelter-oriented techniques. Emphasis is given to the relationship between various management techniques and basic principles of population and community biology. Three lecture hours per week.

#### ENV 207 Regulatory Foundations of Environmentalism (3)

A detailed survey of U.S. Federal Laws and regulations related to environmental quality issues. Emphasis is given to the technical, scientific, and managerial issues pertinent to selected aspects of regulatory compliance. Three lecture hours per week.

#### ENV 210 Issues in Environmental Chemistry (3)

An introductory course that uses a case study approach to introduce the idea that human activities have the scope and scale to alter the planet's chemistry. Environmental chemistry is viewed as a set of processes that describe the movement of materials, and pollution is defined as a signal of overload on biogeochemical cycles. Students also examine how human systems recognize problems and devise and implement solutions. Three lecture hours per week.

#### ENV 250 Water and Waste Management (3)

A detailed examination of the scientific, economic, and political issues that are key to improving and maintaining the quality of the Nation's water resources, with particular emphasis given to the range of current and developing strategies for waste management. Three lecture hours per week.

#### ENV 260 Principles of Sustainable Development (3)

An exploration of the concept of sustainability as an international movement to address the increasing concern

for the degradation of Earth's ecosystems that support all life, and the relationship between human well-being and the expanding gap between those who have plentiful natural resources and those who do not. Computer applications for the study of sustainable development are introduced. Three lecture hours per week.

### **ENV 300 Environmental Standards (3)**

A detailed survey of fundamental environmental standards, with particular emphasis on the scientific, technical, and social factors that influence both the development and implementation of those standards. Three lecture hours per week.

### **ENV 301 Environmental Equity (3)**

An examination of the social, scientific, political and economic dimensions of the environmental equity movement that increasingly influences contemporary understandings of social justice. Three lecture hours per week.

### **ENV 305 Dynamics of Soils (3)**

A course focusing on the biogeochemical development of soil components and processes, with special emphasis given to the influence of human activities and technology on those components and processes. Three lecture hours per week.

### **ENV 320 Environmental Hazard and Risk Analysis (3)**

A detailed survey of the basic analytical methodologies currently in use (or in development) to identify, quantify and assess potential physical, chemical, and biological threats to both the quality of the environment and of human life. Three lecture hours per week.

### **ENV 402/403 Computer Modeling of Ecosystem Dynamics I & II (4)**

A course focusing on the design, construction and application of computerized models of ecosystem dynamics. The course begins with rather simple models involving only a few environmental parameters and limited ranges of predictability and evolves to models having multi-variable dimensions of analysis. Permission of the instructor required; three lecture hours and three laboratory hours per week.

### **ENV 490, 491 Senior Seminar I, II (3, 3)**

### **ENV 496 Directed Study (3)**

### **ENV 499 Internship (Variable)**

## **FIRE SCIENCE**

### **Bachelor of Science in Fire Science**

The Fire Science program at Anna Maria College is designed for students who are interested in pursuing careers within fields related to fire prevention, fire protection and fire-based emergency medical services. This 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. 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 professionals who have the necessary foundational knowledge, training, and certifications to have a competitive edge in obtaining professional emergency service employment.

Students take six core fire science classes in their first and second years. These courses provide foundation level knowledge in the areas of fire behavior, fire prevention, hydraulics, and emergency services operations. In the third and fourth years, students, in conjunction with their academic advisor, choose electives specific to their interests. Small classes promote the interchange of ideas between students and faculty members.

Students who major 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.

#### **Fire Science**

#### **Requirements**

#### **Core Curriculum: 51**

#### **Fire Science Core:45**

BLP 110 Leadership

FRS 207 Applications for Fire Research

FRS 209 Analytical Approaches to Public Fire Protection

FRS 103 Fire Behavior and Combustion

FRS 104 Principles of Emergency Services

FRS 107 Fundamentals of Fire Prevention

FRS 112 Fire Protection Hydraulics & Water Supply

FRS 203 Fire Protection Systems

FRS 205 Building Construction for Fire Protection



## Fire Science Course Offerings

### **FRS 103 Fire Behavior & Combustion (3)**

This course explores the theories and technical fundamentals of how and why fires spread and how they are controlled. Three lecture hours per week.

### **FRS 104 Principles of Emergency Services (3)**

This course provides an overview of fire protection: career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; and introduction to fire strategy and tactics. Three lecture hours per week.

### **FRS 107 Fundamentals of Fire Prevention (3)**

This course provides fundamental information regarding the history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use of fire codes; identification and correction of fire hazards; and the relationships of fire prevention with built-in fire protection systems; fire investigation and fire and life-safety education. Three lecture hours per week.

### **FRS 112 Fire Protection Hydraulics & Water Supply (3)**

This course provides a foundation in the theoretical knowledge needed to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and solve water supply problems. Three lecture hours per week.

### **FRS 203 Fire Protection Systems (3)**

Students learn the design and operational features of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers. Three lecture hours per week.

### **FRS 205 Building Construction for Fire Protection (3)**

This course presents the components of building construction that relate to fire and life safety. The focus of this course is on firefighter safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. Three lecture hours per week.

### **FRS 207 Applications for Fire Research (3)**

This course examines 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. Three lecture hours per week.

### **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. Three lecture hours per week.

### **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 21<sup>st</sup> 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. Three lecture hours per week.

### **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. Three lecture hours per week.

### **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 emergency services, issues related to standard

of care, and tort liability law. Relevant court cases provide examples. Three lecture hours per week.

**FRS 321 Incident Command for Emergency Services (3)**

Students learn to operate effectively in an incident command system at any type of incident. The course covers ICS, NIMS and lessons learned to enhance the student's experience. Case studies and exercises are utilized. Three lecture hours per week.

**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. Three lecture hours per week.

**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. Three lecture hours per week.

**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. Three lecture hours per week.

**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. Three lecture hours per week.

**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. Three lecture hours per week.

**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 current and past 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. Three lecture hours per week.

**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. Three lecture hours per week.

**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. Three lecture hours per week.

**FRS 420 Management of Emergency Medical Services (3)**

Introduces the 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. Three lecture hours per week.

**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. Three lecture hours per week.

**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 covered 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. Three lecture hours per week.

**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 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. Three lecture hours per week.

**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. Three lecture hours per week.

**Fourth year Core seminars**

Fourth year Core seminars (FRS 490 & FRS 491) 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. The second seminar (FRS 491) is intended to involve active learning through activities such as research, projects, service learning, or internships (FRS 499).

**FRS 490 Measuring Community Services (3)**

This seminar 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. Three seminar hours per week.

**FRS 491 Fire Department Role in Disasters (3)**

This seminar will involve 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. Three seminar hours per week.

**FRS 496 Directed Study (3)****FRS 499 Internship (variable)****HEALTH SCIENCE****Bachelor of Arts in Health Science**

Students who major in health science combine a broad science literacy including emphasis on biology and chemistry, with knowledge of particular threats to human health from environmental, occupational, and life-style factors. This preparation builds understanding of the role in human health of communicable diseases, conditions of deprivation or excess, technological hazards, and societal stressors. The advanced student integrates this preparation with a study of individual and community strategies for protecting and enhancing human health. Students accepted to the Nursing Track in the Health Science major pursue the prerequisite studies required for entry to the nursing courses for the Associate of Science in Nursing degree. (Please see Nursing section in Division IV for details.) This program, with elective courses, also prepares students for graduate study in many health fields.

**Requirements****Core Curriculum 51****Health Science Core 53**

In addition to the college academic requirements, the health science major must complete nine required Division IV courses and three upper level (i.e., 300–400 level) electives from Division IV or other Divisions (with

permission of the Division chair). In addition, four electives are required from specific disciplines, namely human development, statistics, psychology and sociology.

**Required Courses (9)**

BIO 103 General Biology I

BIO 112/113 Human Anatomy and Physiology I/II

CHM 110/111 Environmental Chemistry I/II

BIO 332 Microbiology

BIO 402 Genetics

BIO 406 Epidemiology

BIO 408 Toxicology

**Electives (7 courses)**

Three upper level electives from Division IV Electives from other Divisions or from offerings within the Colleges of Worcester Consortium are acceptable with permission of the Division IV chair plus:

1 elective in Human Development

1 elective in Statistics

1 elective in Psychology

1 elective in Sociology

Students who anticipate graduate study in the health field are encouraged to add Calculus (one or two courses) and Physics with laboratory (one or two courses). Some particular graduate programs have other requirements and students, along with their advisors, should choose electives to meet those standards.

**Electives 16**

**Total 120**

**Division IV Course Offerings**

**BIO 103/104 General Biology I & II (4, 4)**

An introductory level course presenting a broad survey of life from the molecular to ecosystem levels, with particular emphasis on the evolutionary development of life on Earth. Topics include the use of energy and materials by living systems, genetics, and the biogeochemical processes that underlie the earth's biomes. Three lecture hours and two laboratory hours per week.

**BIO 112 Human Anatomy and Physiology I (Human Biology I) (4)**

A study of basic relational anatomic terminology in which the student learns how the musculoskeletal systems permit body movement, studies the structure of the cell membrane and its role in cellular input, output, and communication and understands the structure and functioning of the human central nervous system. Laboratory work demonstrates these concepts through anatomic study and physiologic testing. Three lecture hours and two laboratory hours per week.

**BIO 113**

**Human Anatomy and Physiology II (Human Biology II) (4)**

A study of the endocrine organs and the hormones they produce, reproductive physiology, and the anatomic components of the abdomen and pelvis and their regional and systems relationships. Includes the physiology of the respiratory, digestive, and urinary organ systems and how they function to maintain homeostasis. Laboratory work demonstrates these concepts through anatomic study and physiologic testing. Three lecture hours and two laboratory hours per week.

**BIO 115 Medical Terminology (3)**

Students build skill in using prefixes, suffixes, and word roots to derive the meaning of more complex medical terms. Students relate medical words to corresponding anatomical sites, processes, and conditions. Keys to correct spelling and pronunciation are included. Three lecture hours per week.

**BIO 119 Introduction to Field Botany (4)**

An introduction to the diversity of plants found in and around the campus of Anna Maria College. Students spend most of their time in the field or in the laboratory working with the collected specimens. Students learn proper methods of collecting, preserving, and presenting plant specimens, and how to use a variety of resources to aid in their identification. Three lecture hours and two laboratory hours per week.

**BIO 130 Nutrition and Health (3)**

An introduction to nutrients as they relate to digestion, transport, absorption, storage, and energy metabolism. The course examines energy balance, weight management, and the physical and chemical composition of foods, including dietary adequacy and needs throughout the life cycle. It also addresses current nutritional issues and consumerism with application to personal nutritional status. Three lecture hours per week.

**BIO 201 Ecology of Aquatic and Wetland Systems (4)**

An examination of the principle ecological interdependencies of biological, chemical, and physical components and processes that characterize fresh water, salt water, groundwater and wetland systems. Three lecture hours and two laboratory hours per week.

**BIO 202 Ecology of Terrestrial Systems (4)**

An examination of the physical, chemical and biological processes that categorize terrestrial ecosystems, with particular emphasis on population and community

dynamics, micro- and macro-habitats, and analytical techniques. Three lecture hours and two laboratory hours per week.

### **BIO 230 Human Genetics in Society (3)**

Students from all majors gain the basic scientific literacy to appreciate how the study of human genetics informs such varied fields as health, forensics, and human rights. Special emphasis is placed on understanding how our genes determine individual characteristics including normal variation and susceptibility to genetic disease. A case study approach, supported by discussion of genetics from the molecular to the population level, is used through much of the course to explore the application of this science to society's questions.

### **BIO 240 Exercise Physiology (4)**

A study of key physiologic systems and how they respond to exercise. Through lecture and laboratory work, students become familiar with physiological adaptations to exercise, the differences between safe and unsafe practices in physical training, and incorporate theories of training into a program to improve athletic performance and personal health. Students design an appropriate fitness program for individuals or groups. Three lecture hours and two laboratory hours per week.

### **BIO 332 Microbiology (4)**

This course examines the form, structure, reproduction, physiology, metabolism, isolation, and identification of microbes. The role of microbes in ecosystems and human health is explored. Three lecture hours and three laboratory hours per week.

### **BIO 345 Biological Anthropology (3)**

A comprehensive survey of the methods, techniques, and findings of anthropological investigations of hominid evolution, with particular emphasis on multi- and interdisciplinary efforts in physical and social anthropology, archaeology, ethology, population genetics, and hominid ecology. Three lecture hours per week.

### **BIO 359 Beach & Jungle Ecology of Puerto Rico (4)**

A course that emphasizes basic tropical island shoreline and rainforest ecology. The student learns to comprehend and interpret information, apply basic ecological principles and concepts, and understand issues of maintaining fragile ecosystems in our society. Class (on campus) and field work (in Puerto Rico) will build skills in scientific and quantitative methods and in evidence-based reasoning.

### **BIO 360 Occupational and Environmental Health and Safety (3)**

A survey of the broad field of occupational and environmental health and safety, with particular emphasis on current trends as influenced by the emergent global economy and growing interest in a holistic approach to human and environmental health. Three lecture hours per week.

### **BIO 402 Genetics (3)**

A comprehensive survey of the basic principles and findings of modern genetics in terms of historic models of inheritance and modern molecular biology. Students apply these concepts to contemporary issues in genetics such as cloning, forensics, human health, species diversity and the role of human activities in genetic change. Science issues are considered in the context of ethical, economic and environmental considerations. Three lecture hours per week.

### **BIO 406 Principles of Epidemiology (3)**

A survey of the fundamentals of epidemiology, this course reviews the historical origins of epidemiology, introduces basic principles and study designs, and critically reviews selected classic and contemporary epidemiological studies. The case studies address a broad range of risk factors and are selected to prompt discussion of the environmental and social contexts of health and well-being. Three lecture hours per week.

### **BIO 408 Toxicology (3)**

A survey of human physiological changes in response to exposure to environmental and occupational toxic materials, this course examines the fundamentals of modern toxicology from basic conceptual frameworks to quantitative expressions of toxic hazards. Three lecture hours per week.

### **BIO 460 Environmental Impact Assessment (3)**

An examination of the concepts, principles and procedures that guide the identification and evaluation of human induced impacts on the environment. Emphasis is focused on the dynamic interactions among social and ecological components. Three lecture hours per week.

### **CHM 110/111 Environmental Chemistry I, II (4, 4)**

A survey of atomic and molecular concepts and kinetics that underlie environmental processes, with special emphasis on chemical reactions that play essential an role in human health, the management of hazardous substances, and the analysis of dynamic environmental systems. Three lecture hours and two laboratory hours per week.

**CHM 303/304 Chemistry of Life I, II (4, 4)**

An examination of the chemistry of living organisms with regard to the relationship between metabolic pathways and environmental exposure to potential hazardous molecules of both biological and non-biological origin. Three lecture hours and three laboratory hours per week.

**MTH 101 Numbers and Operations (3)**

This course introduces the student to numbers, ways in which numbers can be represented, relationships among numbers, and number systems. The student learns the meaning and effects of arithmetic operations with fractions, decimals, and integers. In addition, the student gains proficiency in selecting and using appropriate methods and tools for computations, and in developing and using strategies for estimation and judging the reasonableness of results. Three lecture hours per week.

**MTH 128 Modern Geometry (3)**

This course addresses fundamental geometric concepts. Topics include problem solving and reasoning, measurement, perimeter, area, volume, constructions, parallel lines, triangles, quadrilaterals, circles, similarity, coordinate geometry, and transformations. Three lecture hours per week.

**MTH 130 Algebraic Operations and Functions (3)**

This course presents an overview of fundamental algebraic concepts. Topics include working with linear and quadratic equations, inequalities and complex numbers. The course introduces students to functions and graphs; polynomial and rational functions; inverse, exponential, and logarithmic functions; systems of equations; and matrices. Three lecture hours per week.

**MTH 221/222 Calculus I, II (3, 3)**

A study of differential (MS 221) and integral calculus (MS 222) and applications in diversified fields. Three lecture hours per week.

**MTH 230 Foundations of Probability and Statistics (3)**

An introduction to principles and methods of probability and statistics applicable to many disciplines. Topics include elements of modern probability theory, descriptive statistics and inferential statistics. Applications of statistical methods to problems of estimation and hypothesis testing are included, using chi-square tests and analysis of variance. Three lecture hours per week.

**MTH 300 General Statistics (3)**

A study of statistics with emphasis on problem solving in the natural science disciplines. Topics include organization and analysis of data, probability theory, binomial, Poisson,

and normal distributions, large and small sampling, hypothesis testing, and regression analysis. Three lecture hours per week.

**PHY 101/102 Foundations of Science I, II (4, 4)**

An elementary course in physical (physics, chemistry, biology) science for the non-science major. Emphasis is given to the development of fundamental principles and to how such principles may be used to interrelate otherwise apparently unrelated phenomena. Three lecture hours and two laboratory hours per week.

**PHY 201/202 General College Physics I, II (4, 4)**

An introductory course stressing a quantitative understanding of both experimental and theoretical concepts. A survey of physics from classical mechanics to relativistic and quantum concepts. Three lecture hours and two laboratory hours per week.

**SCI 101 Introduction to the Natural Sciences (4)**

A course that emphasizes basic biology, chemistry, and physics with mathematical excursions as necessary. The student learns to comprehend and interpret information, apply basic scientific principles and concepts, and understand issues of science in our society. Class and laboratory work will build skills in scientific and quantitative methods and in evidence-based reasoning. Three lecture hours and two laboratory hours per week.

**SCI 150 Backyard Astronomy (4)**

A concept-driven introduction to basic principles of astronomy. The course surveys the history of human study of the universe, introduces the scales of time and space used in astronomy, and explores a sampling of contemporary discoveries in astronomy. Students use the unaided eye, binoculars and telescopes to locate and identify objects in the sky. Three lecture hours and three laboratory hours per week.

**NURSING**

Nursing education at Anna Maria College offers several pathways to exciting career opportunities for nurses. Whether for entering students or seasoned professionals the College offers degree and certificate programs designed to prepare them to practice skilled, compassionate, culturally competent nursing.

Students learn essential skills in Anna Maria's modern health skills lab, equipped with hospital beds and a mock nursing station, simulation areas, a home health teaching room, and teaching technologies. They gain real-world

experience in supervised clinical placements in affiliated local health care settings including hospitals, acute care and long-term care facilities, clinics and schools. Small classes assure close interaction between students and instructors and clinical supervisors.

Students entering Anna Maria College nursing programs can progress along a seamless pathway from prerequisite courses within the Health Science major to nursing courses leading to licensure as a Registered Nurse upon passing the NCLEX-RN examination. These new RNs are able to complete the Bachelor of Science degree in Nursing in Anna Maria's RN-to-BSN program.

## Associate of Science in Nursing

### Program Director

Dr. Anne Marie Catalano  
508-849-3351  
[acatalano@annamaria.edu](mailto:acatalano@annamaria.edu)

The Associate of Science in Nursing Program curriculum is a two-year program of six consecutive semesters. Students enroll in the Nursing Track as a Health Science major in fall of the first year and after successful completion of the prerequisite courses, progress to nursing courses in May of the second year. The Associate of Science in Nursing program is approved by the Massachusetts Board of Registration in Nursing and prepares the student for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and to assume entry level positions traditionally found in hospitals, nursing homes, rehabilitation facilities, ambulatory care centers, and doctors' offices.

The 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](http://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](http://www.nlnac.org)

## Mission and Philosophy

The mission of the Associate of Science in Nursing program (ASN) reflects the Mission of Anna Maria College and the traditions of the Sisters of Saint Anne. The mission of the Associate of Science in Nursing program is to provide quality educational opportunities to prepare students from diverse backgrounds and beliefs to practice competently entry level nursing. The Nursing faculty is committed to creating a sense of mutual respect throughout the educational experience. College and nursing courses promote a development of the total human being.

The curriculum is guided by Roman Catholic moral and ethical values and prepares students to provide evidence-based nursing care. The values of peace and justice are fostered throughout the educational experience. The integration of religious and moral sensitivity promotes a respect for life which enhances the graduate nurse's ability to provide culturally competent, compassionate care to a diverse population in a variety of settings. (Please see the Anna Maria College website for the ASN program philosophy.)

## Nursing Track in Health Science

### Requirements: 28 credits

#### First Fall Semester

COR 103 Critical Thinking and Writing I (3)  
BIO 112 Human Anatomy and Physiology I(4)  
CHM 110 Environmental Chemistry I (Introduction to General Inorganic & Organic Chemistry) (4)  
PSY 201 Introduction to Psychology (3)

#### First Spring Semester

COR 104 Critical Thinking and Writing II(3)  
BIO 113 Human Anatomy and Physiology II (4)  
BIO 332 Microbiology (4)  
PSY 217 Human Lifespan Development (3)

## Progression into Nursing Coursework

The NUS course requirements begin in the summer semester of the second year. To progress into nursing courses, students must complete the prerequisite courses with an overall quality point average of at least 2.5 on a 4.0 scale, a C+ or higher in all required science courses, and submit a change of advisor form to the Registrar. To enroll in nursing courses, students must provide documentation of immunizations recommended for healthcare workers in Massachusetts, a negative 2-step TB test, and other health requirements outlined by Health Services, evidence of health insurance coverage, and a

successful CORI (Criminal Offender Record Information) inquiry.

### **CORI inquiry Criminal Offender Record Information**

The Associate in Science in Nursing Program requires a CORI inquiry prior to admission to nursing coursework. Individuals who have been convicted of a felony or misdemeanor crime or have a pending criminal case must meet eligibility requirements for affiliating clinical facilities; however, certain clinical affiliating agencies will work with students to meet eligibility requirements. This can be a lengthy process, so students need to begin it early. Students must also meet the Massachusetts Board of Registration in Nursing requirements for licensure eligibility. Some clinical agencies refuse students with certain convictions on their record. All CORI information is confidential to anyone other than designated CORI officers. Students who are refused clinical placement due to CORI issues will be withdrawn from the nursing program. Consult specific programs for further details on CORI requirements and processes.

### **Nursing Requirements: Credits 44**

**Second Summer Semester**

NUS 200 Fundamentals of Nursing (6)  
NUS 205 Nursing Assessment (with lab) (3)  
SOC 207 Sociology of a Multicultural World (3)

### **Fall Semester**

NUS 206 Medical Surgical Nursing I (9)

### **Spring Semester**

NUS 208 Comprehensive Nursing I (11)

### **Third Summer Semester**

NUS 209 Comprehensive Nursing II (10)  
NUS 210 Nursing Trends and Concepts (2)

Nursing courses require time and commitment. Students should plan to limit the amount of outside work while completing nursing coursework. They are also advised that dates and times of clinical experiences may change without notice.

### **Progress and Promotions**

- Students must complete nursing courses in the established sequence.
- A grade of C+ (77%) or higher is required to progress in nursing courses.
- Class, clinical and lab experiences for a course must be completed concurrently.
- Students must receive a satisfactory clinical and laboratory evaluation in order to pass the course.
- Nursing courses must be passed in sequence for a student to continue in the program.

- Students acquire nursing skills relevant to beginning level practice as a registered nurse. Courses from the Nursing Track in Health Science provide the foundation for the nursing program. Nursing courses develop the individual competency necessary to provide quality, culturally sensitive, holistic nursing care to entry-level nursing practice. Students apply concepts learned in the classroom and practiced in the laboratory to clinical experiences that occur in long term care, acute care, maternity, mental health, and pediatric settings.

### **Program Outcomes**

At the completion of the program, the graduate will:

- Demonstrate accountability and responsibility for professionalism in application of legal and ethical standards in nursing practice.
- Demonstrate critical thinking and evidence based decision making in all aspects of nursing practice.
- Demonstrate effective communication using verbal, non-verbal, and information technology methods when interacting with clients, significant others, and other healthcare professionals, while considering the influence of one's own internal and external stressors.
- Use the Neuman Systems Model in application of the nursing process to provide care to clients through the life cycle
- Manage client systems through effective use of resources, in planning, organizing, directing, and delegating cost sensitive care.
- Collaborate in the team approach to advocate for and provide holistic, client-centered care across healthcare settings.
- Implement caring, competent nursing interventions which are nurturing, protective, compassionate, culturally sensitive, and person-centered for clients experiencing stress from the internal and external environment.
- Demonstrate teaching and learning strategies to strengthen the normal and flexible lines of defense that promote health and reduce risks.
  - Reflect on the impact of personal\* behaviors, attitudes, and values in helping the client deal with physiological, sociocultural, developmental and spiritual stressors.
  - Articulate the value of continuing education, professional organization membership, and assume personal responsibility for participation in them.

*\*Personal refers to the student nurse.*

The nursing faculty has identified certain technical standards for essential abilities required to meet the objectives of the nursing program. Reasonable accommodations to meet the standards may be available for otherwise qualified individuals with disabilities. Students are responsible for contacting the College's



Learning Center to determine eligibility for accommodations. (See the Anna Maria College website for a list of technical standards for nursing students.)

### **ATI Testing**

ATI testing is provided by Assessment Technologies Institute. This testing program includes study DVD, books, online NCLEX-RN style practice examinations.

### **Readmission to the Nursing Program**

- See College Policy in the Undergraduate College Catalog.
  - Readmission applies to students who withdraw from the program or receive an academic failure.
  - Readmission is determined by the Nursing Faculty Organization.
  - The readmission process requires a letter requesting readmission addressed to the Director of Nursing Programs. If any conditions were placed on readmission, they must be addressed in the letter.
  - Readmission may require passing written and/or skills competency testing.
  - Readmission may be dependent on available space.
  - Readmission of candidates will be dependent on consideration of:
    - Date of last admission
    - Grade of failed nursing course
    - QPA
    - Reason for withdrawal
- Students will be readmitted to the Nursing program no more than once. Extenuating circumstances may be presented to the Nursing Faculty Organization. Seats in an ASN cohort go first to that year's cohort of Nursing Track students, then to any qualified Nursing Track students from a prior year, and then to readmitted students.

### **Accelerated Career Path**

As a Health Science major, a student can complete the first year courses as either a full-time or part-time student. The second year nursing courses, however, must be completed in sequence. A student may then sit for the NCLEX-RN examination. Upon licensure, new RNs can continue in the Anna Maria College RN-to-BSN program.

### **Additional Courses**

While enrolled in the Nursing Track in Health Sciences or in the Associate of Science in Nursing program, students

may take additional courses toward completing the BSN program. Examples of courses that satisfy portions of the BSN requirements that may be taken by pre-licensure students are:

- COR 304 Catholic Social Teaching
  - BLP 250 Applied Statistics and Quantitative Analysis, or MTH 230 Foundations of Probability & Statistics
  - One 200-level Nursing course selected from the following:
    - NUS 202 The Human Dilemma: Dealing with Grief and Loss
    - NUS 203 Complementary Health Care or NUS 204 Working with Older Adults
- Please see below for more information about the RN-to-BSN program.

### **Withdrawal Procedure**

Students withdrawing from a nursing course and/or the program must make an appointment with the program director and follow the procedures and policies outlined in the Academic Policies and Procedures section of this catalogue.

### **ASN Nursing Course Offerings**

#### **NUS 200 Fundamentals of Nursing (6)**

Introduces the student to the role of the associate degree nurse in contemporary care systems. The Neuman Systems Model is introduced and used as an organizing framework. Emphasis is placed on use of the nursing process in identifying the physiological, psychological, sociocultural, developmental and spiritual variables of the client system. Therapeutic communication skills are introduced to focus on basic needs assessment of client systems experiencing stressors. Basic nursing skills are practiced in the nursing skills laboratory and in extended care and rehabilitation facilities.

#### **NUS 205 Nursing Assessment (3)**

Provides the student with knowledge and skills to complete a nursing assessment in the physiological, psychological, sociocultural, developmental, and spiritual variables of the client system. Emphasis is on health promotion, beginning skill level in conducting a basic physical assessment, identifying normal findings, common variations, and documentation.

#### **NUS 206 Medical Surgical Nursing (9)**

Introduces the study of adult client systems with selected acute and chronic alterations in wellness. The physiological, psychological, sociocultural, developmental, and spiritual variables are assessed to prioritize and implement nursing interventions to optimize

client stability. The Neuman Systems Model in the application of the nursing process is the framework for lecture, campus laboratories and clinical experiences in local rehabilitation and acute care facilities.

**NUS 208 Comprehensive Nursing I (11)**

Advances the study of client systems with selected acute and chronic illness. This course focuses on clients undergoing internal and external stressors and their impact on the client system stability. The physiological, psychological, sociocultural, developmental, and spiritual variables are assessed to determine primary, secondary, and tertiary nursing prevention strategies. Classroom and clinical topics include promoting optimal wellness of client systems in the child-bearing family, the client with alterations in wellness due to psychiatric conditions, and promoting client system stability in clients experiencing stressors related to selected medical-surgical conditions.

**NUS 209 Comprehensive Nursing II (10)**

Incorporates previously learned concepts of individuals and groups of client systems and the Neuman Systems Model in the application of the nursing process to assist clients to attain, maintain, and/or retain client system stability.

Emphasis is placed on adult experiencing complex alterations of wellness, and children experiencing internal and external stressors requiring primary, secondary, and/or tertiary interventions. Management and disaster nursing are incorporated into course content.

**NUS 210 Nursing Trends and Concepts (2)**

Focuses on the role of the associate degree nurse in contemporary health care. Ethical, legal and personal aspects of the role are examined. Students discuss the evolution of nursing practice through its history to present day nursing, legislation, health care trends and issues affecting today's nurse. Concepts of nursing management and delegation of responsibility are discussed.

Development of the whole person as an associate degree nurse for nursing practice and a member of the profession is considered in assuming professional behavior, collaboration, and managing care. students lead a seminar discussion on the health care plan they have developed for their chosen population group. Prerequisites: All other BSN nursing courses toward the degree.

## DIVISION V VISUAL AND PERFORMING ARTS

### **Division Chair**

Ronald G. Sherwin, Ph.D.  
[rsherwin@annamaria.edu](mailto:rsherwin@annamaria.edu)

### **Faculty**

Professor: Lisa Summer (Music Therapy); Associate Professors: Maureen Connors (Music), Roger Greene (Music), Alice Lambert, (Art), Mary Lynn Ritchey (Music); Juli Sansoucy (Music); Ronald Sherwin (Music).

### **Art Adjunct Instructors**

Maureen Caouette (Art Education), Ralph Caouette (Art Education), Michael Demers (Graphic Design), Joe DiGregorio (Stained Glass), Janet Dupuis (Art History), Jean Mitchell (Graphic Design), Thomas Kellner (Sculpture), Rosemary LeBeau (Photography), Thomas Lewis (Printmaking), Racheal Lochner (Ceramics), Donalyn Schofield (Art History), Sumiyo Toribe (Fine Arts/Design), Dr. Susan Tritell (Art Therapy).

### **Music Adjunct Instructors**

Steve Skop (Bass), Amy Carroll (Flute), Jonathan Clark (Trumpet), Bradley Pierce (Midi Application), Kevin Grudecki (Guitar), Peter Hart (Voice), Silvia Irving (Voice), Nike Mavadones-Beaudry (Clarinet), Matthew LeFebvre (Saxophone), Felice Pomeranz (Harp), Christie Nigro (Cello), Andrew Noone (Piano), Elizabeth Noone (Piano), Stephen Skop (Jazz Ensemble), Pieter Struyk (Percussion), Peter Sulski (Violin), Ian Watson (Organ), Dr. Douglas Weeks (Brass)

### **Theater Adjunct Instructors**

Katerina Pinchin

### **Academics**

All of the academic programs offered by the Division of Fine Arts provide students with a broad-based liberal arts education infused with the principles of the Catholic intellectual tradition. Whether in art, music, or theatre, or in a self-designed program, students develop the skills and knowledge necessary to prepare them for a wide range of career options as well as the possibility of graduate study in their particular field.

In addition to the broad-based education and sense of ethics that numerous employers in the business and service sectors desire in recruits, the Division offers programs focused on specific professional skills in music, performance, theatre, teaching, graphic design, studio arts, art and business and in the therapeutic dimensions of art and music therapy.

In the junior and senior years, advanced course work is designed to run concurrently with community field placements so that students have the opportunity to observe and work alongside professionals in the community. Field experiences are integral to all Division V programs, and each student's placement in the community is chosen to directly reflect her/his interest and to provide a comprehensive and 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 and beyond.

In the classroom, professors emphasize the student's understanding of the dignity of human life, the importance of developing the compassion necessary to free people from injustice, and the need to cultivate the awareness of just and ethical practice. There is an emphasis upon an interdisciplinary approach toward education, psychology, and the creative arts therapies. In addition, Division V degree programs incorporate theory, research, and clinical/educational techniques to create well-rounded professionals. Upon graduation, Anna Maria College alumni receive support and guidance from their Division V advisors and mentors for job placement. A bachelor's degree in the Division of Fine Arts prepares students for a wide range of graduate study and career options. Division V offers the following professional bachelor's degrees:

**Bachelor of Arts in Art with concentrations in the following areas:**

- Art Therapy
- Teacher of Visual Art (PreK–8 & 5–12), or (PreK–12)
- Graphic Design
- Art & Business
- Studio Art
- Teacher of Visual Art/Art Therapy
- Self-Designed Program of Study, Division V

**Bachelor of Arts in Music**

Bachelor of Music in the following areas:

- Performance: Voice or Piano
- Music Education (all)
- Music Therapy

**Minors**

Students majoring in other disciplines who have an interest in the arts may choose to minor in one of the arts. Minors are possible in:

- Art
- Graphic Design
- Music
- Theater

**Perspective**

In addition to the special skills and knowledge acquired in the individual disciplines, students in Division V develop specific abilities necessary for participation in the professional world. Each discipline provides students with the proficiency necessary to pursue a career in the performing or visual arts, or in art and music education, or in the creative therapies of art therapy and music therapy and with the business competence necessary to pursue a career in graphic design and art and business. This proficiency is built in a variety of ways, ranging from studio art courses and individual instruction in music, to the opportunity to perform in theatrical productions, as well as in a variety of musical ensembles, including our acclaimed chorus.

Student talent and aptitudes are showcased in a senior capstone experience in which art students prepare, as professional artists do, for a senior art exhibit, music performance students prepare a recital, art or music education students do their student teaching, and art and music therapy students participate in an internship experience that allows them a critical hands-on experience under the direct supervision of professionals in their field; graphic design and art and business majors undertake supervised internships which allow them to gain practical experience in the design and communication skills of their chosen field.

Students in Division V are encouraged to experience study abroad through programs ranging from summer study in the creative arts, to a spring break in Berlin, Paris or Vienna with our Urban Seminar program. Students may also self design a program in an area of interest. It is important to note that Anna Maria College is a member of the National Association of Schools of Music (NASM) and all music programs have been approved by that Association for more than twenty-five years. The Music Therapy program prepares students for Music Therapy Board Certification. The program is approved by the American Music Therapy Association. It is one of only two accredited undergraduate music therapy programs in the New England region. Graduates of this program are eligible to sit for the board examination administered by the Certification Board of Music Therapists to receive their MTBC credential (Music Therapist-Board Certified). The teacher licensure programs in art and music at all levels are endorsed and accredited by the Massachusetts Department of Education. Anna Maria College also belongs to the National Art Education and The American Art Therapy Association.

## Career Options

The Career options for students with a degree from the Division of Fine Arts are varied and exciting. Art students are prepared for careers or graduate study in advertising, business, graphic design, museum/archives, art therapy, studio art or may be prepared for specific areas of teacher licensure for a career in education through the Teacher of Visual Art Program (PreK–8 and 5– 12).\*

Music students are prepared for careers in Music, Voice or Piano Performance, Music Therapy, or may be prepared for a career in music education through the Bachelor of Music

in Music Education (K–12).\*

*\*Programs for Initial Licensure in Music and Visual Art are approved by the Massachusetts Department of Education (MADOE).*

## ART

All students must possess a basic set of skills and knowledge, developed through a ten course Art Core, including drawing and design skills, design and color theory, knowledge of art history, and the completion of a senior seminar and senior art exhibit. Depending on their career interests or plans for graduate study, students select a concentration in a specific art field: Studio Art, Teacher of Visual Art (PreK–8, 5–12, or PreK– 12), Art and Business, Graphic Design or Art Therapy or they may, in consultation with an advisor, self design a program of study in art.

Students may also combine Art Therapy and Art Education as a double major. Upon graduation and passing the required Massachusetts Department of Education certification requirements, these students are certified to teach in 40 states. In addition to the 12-credit practicum required of all education students, those seeking the double major must complete a 6-credit practicum in Art Therapy and a combination of psychology and child and adult development courses. This program prepares students for a master's degree program in Art Therapy. This combined course of study requires an additional semester and/or summer courses beyond the four-year curriculum.

In addition to the practicum in preparation for the Teacher of Visual Art at all levels and the practicum for the Art Therapy program, an internship/practicum is available for all art students to further classroom and practical learning experiences. Students are placed by the College in appropriate settings through the Career Development Office and supervised by College personnel. These internships/practica are credit bearing and are available to students in all of the

above disciplines.

### Art Concentration Requirements

#### Core Curriculum, including: 51

GRD 240 Introduction to Graphic Design or

GRD 240 Introduction to Photoshop (Technological Literacy)

ART 452 Senior Seminar

ART 461 Senior Evaluation

HUM 201 History of Arts and Ideas (Div. I elective)

Fourth Year Core Seminar or Internship

#### For Teacher of Visual Art Students:

EDU 421 Teaching Seminar

(Fourth-year Core Seminar)

PSC 231 American Government

(or equiv.) (Div. II)

PSY 207 Child Development or

PSY 215 Psychology of Adolescence (Div. III) For Art and Business Students:

BLP 110 Leadership (Div. II elective)

In addition to the above, all students must take three credits from each Division prior to graduation.

### Art Core Requirements

#### (required of all art majors\*): 24

ART 101–102 Drawing I, II

ART 205 Design and Lettering

ART 201–202 Fundamentals of Design and Fundamentals of Color

ART 351–352 Art History I, II

Art History elective

In addition to the College Core requirements and the Art Core requirements, all art majors must choose an area of focus and complete the corresponding requirements and electives as indicated.

**45**

#### Total 120

*\*See special requirements for Graphic Design major.*

## STUDIO ART

The Studio Art concentration develops essential skills in several media through intensive studio courses for a wide range of art-related career options or graduate study. An internship may be arranged for six credits as a supplement to classroom instruction.

### Requirements Credits

#### Core Curriculum 51

HUM 201/HUM 202 History of Arts & Ideas I or II (as Div I elective)

#### Art Core (see above) 24

**Studio Art 27**

Three two-course studio sequences including one 3-D medium, selected from the following:

ART 104 Introduction to Sculpture/Pottery &

ART 311 Advanced Pottery or

ART 312 Advanced Sculpture

ART 242–243 Photography I, II

ART 301–302 Watercolor Techniques I, II

ART 303–304 Oil Painting I, II

ART 315–316 Printmaking I, II

ART 399 Advanced Drawing

Two 3-credit Art electives or 6-credit internship

**Minor/electives 18****Total 120****Minor in Art**

Students interested in art who major in another field may minor in art. An art minor may be of particular interest to the Humanities major who wishes to engage in a creative endeavor, or the Business major who may find art and design skills an asset for a career in marketing, advertising, or public relations. A portfolio presentation of basic artistic skills is required to declare a minor in art.

**Minor in Art Requirements 18 credits**

ART 100 Drawing for the Non-Major or

ART 101 Drawing I

ART 104 Introduction to Sculpture/Pottery

ART 201 Fundamentals of Design

ART 202 Fundamentals of Color

ART 315 Printmaking

HUM 201 History of Arts and Ideas I or

HUM 202 History of Arts and Ideas II

**TEACHER OF VISUAL ART\***

The Massachusetts Department of Education approved program for Initial License as a Teacher of Visual Art provides students with the knowledge and skills required for a career in teaching in the elementary, middle and/or high schools. Students apply for acceptance into the Teacher Certification Program at the end of their sophomore year and are prepared to take the teacher certification tests.

\*(See Division III Human Development and Human Services for complete details)

**Requirements Credits****Core Curriculum, including 51**

HUM 201/HUM 202 History of Arts & Ideas I or II as Div I elective

EDU 421 Teaching Seminar (Core IV)

PSC 231 American Government (or equiv) Div. II elective

PSY 207 Child Development or

PSY 215 Psychology of Adolescence or  
SWK 348 Grown & Behavior & The Social  
Environment I (as Div. III elective)

**Art Core (see above) 24****Teacher of Visual Art Concentration 45**

ART 115 Methods and Materials for Educators/Therapists

ART 104 Introduction to Pottery/Sculpture

ART 303 Oil Painting I or

ART 301 Watercolor I

ART 315 Printmaking I

ART 353 American Art

EDU 409 Pre-practicum (Classroom Observation)

(no credit) (taken in conjunction with ART 411,  
ART 412)

ART 411–412 Art Education I, II\*

ART 413 Teaching Non-Western Art

EDU 200 Introduction to Teaching

EDU 201 Education, Culture and Society

EDU 212 Developmental Disabilities or

EDU 336 Psychology of the Exceptional Child or

EDU 330 Strategies for Inclusion

EDU 421 Student Teaching Seminar (Visual Art)

EDU 425 Teaching Practicum—Art (PreK–8)\*\* or

ART 427 Teaching Practicum—Art (5–12) or

ART 432 Teaching Practicum- Art (PreK–12)

**Total 120**

*At least 80 hours of monitored field-based experience (classroom observation typically accomplished in ART 411 and ART 412) are required prior to the Teaching Practicum (student teaching).*

*\*\*Students enroll in one 300-hour practicum appropriate to the grade level for which they are seeking licensure (PreK– 8 or 5–12). They may add a second 150 hour practicum at another grade level or enroll in EDU 432 which includes two 150-hour practica if they seek certification in both levels (PreK–12).*

**TEACHER OF VISUAL ART/ART THERAPY**

Students may opt to combine these degrees by completing an additional 6-credit internship in Art Therapy plus Art Therapy I & II.

**ART AND BUSINESS**

The Art and Business concentration is designed to provide an interdisciplinary course of study for art students who seek the opportunity to develop their talents in combination with a strong business background. The art courses cover the broad perspective of skills required of an artist while the business course work addresses areas of marketing, advertising, and management. An internship/

practicum experience in art and business or in advertising/design is available to further practical learning experiences.

### **Requirements Credits**

#### **Core Curriculum: 51**

HUM 202 History of Arts & Ideas II (as Div I elective)

#### **Art Core, including: 24**

ART 242 Photography I (replaces art history)

#### **Art & Business Concentration 45**

ART 243 Photography II

ART 301 Watercolor Techniques I

ART 499 Practicum in Art and Business

BUS 260 Principles of Management

BUS 270 Marketing Principles

BUS 311 Principles of Advertising

BUS 221 Consumer Behavior

BUS 410 Managing and Marketing New Products

ECO 110 Principles of Economics

GRD 103 Introduction to Computer Graphics

GRD 240 Introduction to Graphic Design

GRD 440 Design Practices

Plus

Two of the following business electives:

BUS 320 Principles of Retailing

BUS 316 Human Resource Management

BUS 402 Principles of Selling

Bus 403 Business Ethics

**Total 120**

## **ART THERAPY**

The Art Therapy concentration prepares for the master's degree in Art Therapy after graduation from the undergraduate program at Anna Maria College. The curriculum is designed for the acquisition of skills and knowledge in both art and therapy. A six-credit internship in clinical situations provides a hands-on experience and is taken in connection with the Art Therapy I and Art Therapy II courses. A combination of art therapy and psychology courses makes up the requirements for the degree. Anna Maria College is a member of the American Art Therapy Association. A minor in psychology may be obtained by completing six courses (18 credits) in psychology.

### **Requirements Credits**

#### **Core Curriculum 51**

HUM 201/HUM 202 History of Arts & Ideas I or II (as Div I elective)

#### **Art Core 24**

#### **Art Therapy 45**

ART 103 Methods and Materials for

Educators/Therapists

ART 104 Introduction to Sculpture and Pottery

ART 411 Art Education\*

ATH 301 Art Therapy I, II

ART 450 Art Therapy Internship I & II

EDU 212 Developmental Disabilities

PSY 201 Introduction to Psychology

Four Child and Adult Development courses from the lists below:

Child Theory (two courses)

EDU 331 Learning Disabilities

EDU 336 Psychology of the Exceptional Child

PSY 207 Child Development

PSY 215 Adolescent Psychology

Adult Theory (two courses)

NUS 204 Working with the Elderly

PSY 202 Advanced General Psychology

SWK 349 Growth and Behavior in the Social Environment

SWK 408 Marriage and the Family

Two Art or Psychology electives

**Total 120**

*\*-At least 80 hours of monitored field-based experience (classroom observation typically accomplished in the Art Methods courses.*

## **GRAPHIC DESIGN**

The Graphic Design student will develop problem solving skills, critical design thought, language and technical skills. These skills will integrate with the college's core curriculum, focused business courses and key communications skills to give the student tools needed to enter the profession of Graphic Design. As this is a professional degree, students may wish to combine this program with a major or minor in Business (see Division II).

### **Requirements Credits**

#### **Core Curriculum, including: 51**

HUM 201/HUM 202 History of Arts & Ideas I or II (as Div I elective)

ART 452/461 Senior Seminar/Senior Evaluation

BLP 110 Leadership (Div. II elective)

#### **Art Core requirements (for Graphic Design majors only) 24**

ART 101 Drawing I or

ART 100 Drawing for the Non-Major

ART 201 Fundamentals of Design

ART 202 Fundamentals of Color

ART 205 Design and Lettering

ART 209 Art Appreciation or

ART \_\_\_ Art History elective

ART 242, 243 Photography I, II

ART 301 Watercolor Techniques I

**Graphic Design 45**

BUS 270 Marketing Principles

BUS 311 Principles of Advertising

GRD 240 Introduction to Graphic Design

GRD 251 History of Graphic Design

GRD 305 Typography II

GRD 310 Business and Production for the Designer

GRD 315 Graphic Design Internship (3 or 6)

GRD 340 The Digital Image and Electronic Photo

Manipulation

Two 400-level Graphic Design electives

One communications elective\*

Three or four electives in Art, Business, Communications, or Graphics

**Total 120**

*\*May be completed through Worcester Area Consortium of Colleges.*

**Minor in Graphic Design**

A minor in Graphic Design may be of particular interest to students in the art or business programs, providing them with knowledge of technology coupled with design relevant to both the creative and professional worlds.

**Requirements (for Art majors) Credits**

**18**

GRD 240 Introduction to Graphic Design

GRD 251 History of Graphic Design

GRD 305 Typography II

GRD 340 The Digital Image and Electronic Photo Manipulation

GRD \_\_\_ One upper-level Graphic Design course

BUS 313 Principles of Marketing

**Requirements Credits**

**(for non-Art majors) 18**

ART 201 Fundamentals of Design

ART 242 Photography I

GRD 103 Introduction to Computer Graphics

GRD 240 Introduction to Graphic Design

GRD 340 The Digital Image and Electronic Photo Manipulation

One Business elective

**Self Designed Program in Art**

The approval of an advisor is required for the student to undertake a self-designed program of study in Division V.

**Requirements Credits**

**Core Curriculum, including: 51**

ART 452/461 Senior Seminar/Senior Evaluation

**Choices from the Art Concentrations 24**

(see requirements on previous pages)

Art and Business

Art Therapy

Graphic Design

Studio Art

Teacher of Visual Art

A selection may be made from any of the following courses (at least two courses 300-level or higher): 18

ART 101 Drawing I

ART 104 Introduction to Sculpture/Pottery

ART 201 Fundamentals of Design

ART 205 Design and Lettering

ART 209 Art Appreciation

ART 215 Bookmaking

ART 242, 243 Photography I, II

ART 301 Watercolor Techniques I

ART 303 Oil Painting I

ART 315 Printmaking I

ART 351 Art History I

ART \_\_\_ Art History elective

ART \_\_\_ Internship (strongly recommended )

GRD 240 Introduction to Computer Graphics

GRD 251 History of Graphic Design

GRD 305 Typography

GRD 405 Identity Design

ART 101–102 Drawing I, II

ART 201–202 Fundamentals of Design and Color

Two Studio electives

**Art Course Offerings**

Courses marked by an asterisk (\*) require two three-hour studio sessions.

**ART 100 Drawing for the Non-Art Major (3)**

General drawing techniques to develop basic skills and to give students an appreciation for the creative process of artists. Studio fee.

**ART 101, 102 Drawing I & II (3, 3)\***

Drawing in various media in black and white and color. Still life, landscape, perspective, anatomy, figure and portrait drawing. Art 101 is a prerequisite to Art 102. Studio fees.

**ART 104 Intro to Sculpture/Pottery (3)**

An introduction to 3-D techniques including both pottery and sculpture in a variety of media. Studio fee. Open to non-majors.

**ART 115 Methods and Materials for Educators/Therapists (3)**

A hands-on introduction to a variety of methods, materials, and techniques used for therapy or for teaching the visual



arts in the PreK–12 or therapy environment, including (among others) collage, stained glass, crafts, and basic printmaking. Studio fee. Open to non-majors.

**ART 200 Theory of Color and Design (for non-Art majors) (3)**

Principles of design; problems in two and three dimensions with emphasis on the creative approach. Students learn to appreciate art work through class assignments, a museum trip, slides, videos, research and class discussions.

**ART 201 Fundamentals of Design (3)**

A basic requirement for all fine arts courses, and essential to related courses in the design and technological areas. Elements of Design and Unifying Principles are stressed as the foundation of all art forms. Semester projects develop critical awareness of the properties of design and their recognition in the analysis of and the execution of art.

**ART 202 Fundamentals of Color (3)**

An in-depth study of the Fundamentals of Design and the relationship of color to the design process. Explores the vital role of color, its properties, its physical, psychological and emotional qualities and the effects on the development of art. Prerequisite: ART 201.

**ART 205 Design and Lettering (3)**

A fundamental design course in which students will apply the knowledge and practice of a minimum of five lettering styles and apply them to the design and ornamentation of a layout page. Some computer knowledge is advisable. Elements of Design and Unifying Principles are integral to the execution of the lettering layout. Studio fee. Prerequisite: ART 201; Suggested, GRD 103. Studio fee.

**ART 209 Art Appreciation (3)**

A course designed to acquaint the college student with the language, issues and concepts of art. Elements of design will be applied to various forms of visual expression, including drawing, painting, sculpture and architecture. Slides, videos, a scheduled museum visit and class discussions will develop an appreciation of art as an influential force in present-day living.

**ART 215 The Art of Bookmaking (3)**

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 the use of 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. Studio fee. Open to non-majors.

**ART 242, 243 Photography I & II (3, 3)**

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 & white photography through special projects and in-depth study of darkroom techniques. ART 242 prerequisite for ART 243. Studio fee. Open to non-majors.

**ART 300 Advanced Drawing (3)\***

The development of precision and artistic knowledge from previous studio courses will be applied to the creative process as it relates to the landscape, the human figure, the portrait, and the still life. Experimentation with a variety of media, techniques and papers will contribute to the artistic vocabulary of the student. Critiques and demonstrations are an essential component of the course.

**ART 301, 302 Watercolor Techniques I, II (3, 3)\***

A study of various techniques stressing personal experimentation and self-expression in the medium of watercolor. Prerequisite: ART 101, 202. ART 301 prerequisite for ART 302. Studio fees.

**ART 303, 304 Oil Painting I & II (3, 3)\***

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 project. Prerequisite: ART 101, 202. ART 303 prerequisite for ART 304. Studio fees.

**ART 311 Advanced Pottery (3)**

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 104. Studio fee. Open to non-majors.

**ART 312 Advanced Sculpture (3)**

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 104. Studio fee. Open to non-majors.

**ART 315, 316 Printmaking I & II (3, 3)**

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. Second semester develops further skills, focusing on mastery of series and edition printing. ART 315 Prerequisite to ART 316. Studio fee. Open to non-majors.

### **ART 351, 352 Art History I & II (3, 3)**

An historical and cultural survey of the major periods of Western art from the birth of civilization in Mesopotamia to the end of the 20<sup>th</sup> century. Through lecture, discussion and museum visits, students become acquainted with the purposes of art and art making throughout the ages. Semester one completes the Medieval era, while semester two picks up with the Renaissance. Core-designated Knowledge Area course. Open to non-majors.

### **ART 353 American Art (3)**

An introduction to the development of painting, sculpture and architecture from Colonial times to the end of the 20<sup>th</sup> century. In addition to class lectures, students examine a select number of artists such as Copley, Jefferson, Eakins and Chicago, discuss primary sources and visit local collections of American Art. Open to non-majors.

### **ART 354 Modern Art (3)**

A study of the origins and development of modern art from 1750 to WWI. Through an examination of works by artists such 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. Open to non-majors.

### **ART 362 Women and the Arts (3)**

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. Open to non-majors.

### **ART 411 Art Education I (3)**

A foundation course in preparation for initial licensure as a Teacher of Visual Art, grades Pre- K through 8. The artistic and social development of children at these grade levels, their learning styles, social, cultural, and linguistic backgrounds and special needs are addressed. A 40-hour pre-practicum (classroom observation) experience is required with this course.

### **ART 412 Art Education II (3)**

A foundation course in preparation for initial licensure as a Teacher of Visual Art, grades 5 through 12. Competence in planning and implementation and evaluation of learning activities is addressed. Lecture, discussion, simulated classroom experience, and pre-practicum provide students with the opportunity to integrate knowledge gained through art and education courses as students take meaningful steps in their development as art educators. A 40-hour pre-practicum (classroom observation) experience is required with this course.

### **ART 413 Teaching Non-Western Art (3)**

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

### **ART 415 Practicum in Art and Business and Advertising Design (variable)**

Supervised work experience under qualified professional staff and art faculty in the business setting such as advertising firms and printing houses. The practicum provides students with practical experience in the field of graphic communications. Permission of art faculty supervisor required. Practicum fee.

### **ART 419 Practicum in Art (variable)**

Supervised work experience under qualified art professionals. Permission of art faculty supervisor required. Practicum fee.

### **ART 433 Issues in Contemporary Art (3)**

Current issues in the arts approached through visits to local galleries and special exhibits, discussion, writing and reading review/critique. 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.

### **ART 452 Senior Seminar (3)**

The implementation of a major research project to serve as a capstone experience for the graduating art major. Readings, class presentations and critiques lead to the final acquisition of sound understanding and appreciation of the chosen topics. Results in a bound thesis paper with two accompanying art projects. Prerequisite: Completion of all major requirements. Core integration course.

### **ART 461 Senior Evaluation (3)**

A senior exhibit project evolved by the students and faculty advisor. Students design and implement the entire

exhibit process and its many and varied responsibilities, resulting in a professionally executed art exhibit of College art course work. Required of all majors. Prerequisite: Completion of all major requirements. Core integration course.

### **ATH 301 Art Therapy I (3)**

This course is an introduction to art therapy through reading, discussion, videotapes, in-class experiential exercises, and field trips. A three credit internship accompanies this course.

### **ATH 302 Art Therapy II (3)**

This course assists students in the exploration, study and practice of art therapy through reading, discussion, videotapes, in-class experiential exercises, and field trips. A three-credit internship accompanies this course.

### **ATH 450 Art Therapy Internship (3) or (6)**

Supervised clinical experience in community settings. Students observe, assist, and conduct sessions with children and adults with various disabilities. Prerequisite: ATH 301–302; for majors only.

### **GRD 103 Introduction to Computer Graphics (3)**

An introduction to the Photoshop Software program, this course provides the basic skills necessary to work with key graphic programs. Core-designated Technological Literacy course open to non-majors. Studio fee.

### **GRD 220 Photo Manipulation for Criminal Justice (3)**

### **GRD 240 Introduction to Graphic Design (3)**

An exploration of the creative process of visual communication, moving ideas and information to the minds of others. The general principles studied and practiced in this course are the foundation of creative thinking and successful solutions for graphic design and other forms of direct visual communication. Prerequisite GRD 103.

### **GRD 251 History of Graphic Design (3)**

A survey of graphic design through lectures. The course will study how graphic design responded to (and affected) international, social, political, and technological developments. Emphasis will be on the influence of design and illustration from the beginning of the twentieth century to the present. Core designated Knowledge Area course.

### **GRD 305 Typography II (3)**

A course built on the fundamentals learned in Design & Lettering. Through the use of actual typographic design problems, the course introduces the student to the use of

type as a basic element of graphic communication. This includes the principles which determine typeface selection (to visually communicate the desired effect) and the appreciation of letterforms. Typesetting and typographic layout on the computer are practiced in the classroom. Prerequisite: GRD 103, ART 205.

### **GRD 310 Business and Production for the Designer (3)**

An overview of the roles and responsibilities of professional designers in relation to printing companies and service bureaus, including how to prepare digital files for printing, traditional reproduction processes and practical aspects of planning to establish oneself as a graphic designer. The course includes development of a portfolio, planning a job search, pricing freelance jobs, writing purchase orders and contracts and designing a self-promotion piece. Other considerations will include sales tax, sole proprietorship, copyright, work for hire, mark-ups and contracts. Prerequisite: ART 202, GRD 240.

### **GRD 315 Editorial Design (3)**

A study of editorial design is the art of visualizing the written word or story. This course focuses on the design of the page and the page sequence of books, periodicals and magazines through editorial concepts, content, format, image and audience. Prerequisite: ART 202, GRD 240, GRD 305, GRD 340.

### **GRD 340 The Digital Image and Electronic Photo Manipulation (3)**

The study of creative digital experimentation with photography in graphic design and photography- as-illustration in graphic design. Students will focus on the technical aspects of Adobe Photoshop to create photographic illustrations for communication. The course will begin with the photo as an image and move through complex collage as photo illustration. Prerequisite: GRD 103, ART 202, ART 242. Studio fee.

### **GRD 405 Identity Design (3)**

The design of an identity system (symbol and/or logo type and sample applications) for an organization or product to be assigned. Prerequisite: ART 202, GRD 240, GRD 305.

### **GRD 410 Packaging Design (3)**

The process of developing graphics in package design. Prerequisite: ART 202, GRD 240, GRD 305, GRD 340.

### **GRD 420 Interactive Computer Design (3)**

An exploration of the areas of digital activity, from web site design to interactive digital products. Prerequisite: ART 202, GRD 240, GRD 305, GRD 340.

**GRD 440 Design Practices (3)**

The pragmatic aspects of graphic design. The objective is to apply acquired knowledge and skills (typography, color, visual translation, photography and basic design theory) to a complete design project. A complete “package” of print material will be developed from concept to print production to address the specific design project. The intent of this course is to simulate the experience of professional design project. Prerequisite: ART 202, GRD 240, GRD 305, GRD 340. Studio fee.

**GRD 499 Graphic Design Internship(variable credits)**

Practical experience in the workplace using graphic design skills. Prerequisite: GRD 240. Practicum fee.

**MUSIC**

Anna Maria College is a full member of the National Association of Schools of Music. The Music Education Program is approved by the Massachusetts Department of Education and the Music Therapy program is accredited by the American Music Therapy Association.

The chief goal of music study at Anna Maria College is the development of sensitivity, intellectual background, and technical dexterity in order to realize to the greatest extent possible each student’s potential for self-expression and communication through music.

Concurrent study of the liberal arts provides a context for the student’s professional development. It broadens and deepens the learning experience and enhances growth in knowledge, understanding, and appreciation of self, others, and the world. The Department of Music is small enough to foster close contacts, yet large enough to offer considerable advantages in terms of academic versatility and physical facilities.

The following programs are offered:

- Bachelor of Arts in Music
- Bachelor of Music: Teacher of Music (Pre- K–9 and 5–12)
- Bachelor of Music in Music Therapy
- Bachelor of Music in Performance (Piano or Voice)

The department occupies a building of its own with classrooms, teaching studios, practice rooms and the intimate Payer Concert Room which is used for events not requiring the large seating capacity of the Zecco performing Arts Center.

An interview and an audition are required before admission to any of the music programs can be assured. Once in the department, students take weekly private

lessons in their major performance area. Regular performance laboratory sessions provide opportunities to gain experience and poise in public performance. Music students participate in a variety of performing ensembles. These include: chorus, chamber choir, various woodwind ensembles, Jazz band, and various vocal/instrumental combinations needed for departmental recitals and concerts. The Worcester Consortium provides additional ensemble performance opportunities.

Non-music majors who have the requisite musical background are invited to participate in performing ensembles. Non-music majors may also enroll in private lessons and other music specific courses. The Worcester community offers varied musical experiences for all students. Besides numerous concerts that take place on the Anna Maria College campus, there are many other musical events including the Worcester County Music Association’s Music Festival, the Community Concert Series, concerts at the Worcester Art Museum, and individual concerts and performances at various other locations, including Mechanics Hall and the DCU Center.

The music programs at Anna Maria College foster a community of musicians by developing students’ proficiency in music skills, building their academic knowledge of music and by cultivating professional attitudes toward musicianship. All students in the music programs will develop a shared set of skills and knowledge through the Music Core, which includes training on piano, ear training and general musicianship, compositional techniques, and the history of music. Students also study and perform on their major instrument through individual studio instruction and a variety of vocal and instrumental ensembles. With the permission of their advisor, students may also choose to take lessons on a secondary instrument.

Combined with a thorough grounding in the liberal arts provided by the Core Curriculum, a music degree prepares students for a range of career opportunities. The College’s programs are fully accredited by the National Association of Schools of Music (NASM) and, as professional degrees, may be highly demanding. To ensure that students recruited into music programs succeed in completing their requirements, the music faculty have developed for all music majors a Sophomore Proficiency Review, which diagnoses students strengths and weaknesses in key skill and knowledge areas so that students can seek additional support in those areas needing further study (see the Music Student Handbook for details).

Depending on their career goals, students will select from the specializations in music described below. Some

students elect to combine two areas of specialization, and faculty advisors work with students to design a program that can be completed in four years, but such students often opt for an extra semester or year to complete these demanding double majors in music.

Note: A minimum of 120 credits is required for graduation. Depending on the student's choice of concentration, more credits may be needed to fulfill college and department requirements. Students must work closely with their advisors to assure that all requirements are met.

### **Bachelor of Arts in Music**

This program is designed for those who wish to develop a good general musicianship within the context of a strong liberal arts education. The curriculum does not require certain specialized upper-level music courses; instead, greater breadth of education is provided through expanded opportunities for elective courses.

#### **Requirements Credits**

##### **Core Curriculum, including 51**

HUM 201, 202 History of Arts and Ideas I, II

##### **Music Core 50**

MUS 101, 102, 201, 202 Music Theory I, II, III, IV

MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV

MUS 255, 256 Music History I, II

MUS 260 American Music

MUS 433 Introduction to MIDI Applications

MUS 011 Piano

MUS \_\_\_ Individual Studio Instruction in Major Instrument

MUS \_\_\_ Ensemble

MUS 100 Performance Lab

Minor (optional) and

##### **General Electives 19**

**Total 120**

### **Bachelor of Music in Performance, Piano or Voice**

This program affords the intensive, high-level training needed for a career in performance and/or private teaching of piano or voice. Students entering as performance majors must show considerable technical and musical skill at the time of the entrance audition since they are expected to achieve a professional level of performance by the end of the four-year program.

#### **Requirements Credits**

##### **Core Curriculum, including 51**

MUS 255, 256 Music History I, II Junior Recital (half )

MUS 490 Senior Recital (full) Core Integration

Music Core 46

MUS 101, 102, 201, 202 Music Theory I, II, III, IV

MUS 149, 150, 249, 250 Ear Training and

Musicianship I, II, III, IV

MUS 365 Orchestration

MUS 433 Introduction to MIDI Applications

MUS 100 Performance Lab (8 semesters)

MUS 361, 362, Form and Analysis, I, II

MUS \_\_\_ Individual Studio Instruction Voice/Piano

MUS \_\_\_ Ensemble

##### **Concentration in Piano 9**

MUS 173, 174 Voice Class I, II

MUS 307 Survey of Piano Literature

MUS 309 Piano Pedagogy

MUS 319 Vocal Accompaniment for Pianists

##### **Concentration in Voice 22**

MUS 173, 174 Voice Class I, II

MUS 310 Diction

MUS 327 Survey of Voice Literature

MUS 329 Voice Pedagogy

MUS 445 Choral Conducting

MUS 011 Piano

Foreign Language (Beginning Level)

Foreign Language (Intermediate Level)

##### **Electives 1/14**

**Total 120**

### **Bachelor of Music: Teacher of Music (All)**

The teacher preparation program includes all requirements for the Bachelor's degree in music. This program provides preparation for a career teaching music at the elementary (pre-K–9) or secondary (5–12) levels. A carefully coordinated combination of course work and field experience assures the theoretical and practical knowledge necessary for success as a classroom teacher of vocal, instrumental, and general music. Graduates are eligible for Initial Licensure by the Massachusetts Department of Education.\* It is a demanding pre-professional program which, although it may be completed in four years, may require an additional year or semester for some students.

*\*-Students must apply to the Teacher Preparation program of the College and pass the Verbal Skills portion of the Massachusetts Test for Educator Licensure. See Division III, Education and Teacher Licensure Preparation for specifics.*

#### **Requirements Credits**

##### **Core Curriculum, including: 57**

EDU 422 Teaching Seminar (Core IV Integration)

MUS 255, Music History I (Div. I)

PSC 231 American Government or equiv. (Div. II)

SWK 348 Growth and Behavior (Div. III) or

PSY 207 or PSY 215

**Music Core 21**

MUS 101, 102, 201, 202 Music Theory I, II, II, IV  
 MUS 149, 150, 249, 250 Ear Training and  
 Musicianship I, II, III, IV  
 MUS 256 Music History II  
 MUS 100 Performance Lab (7 semesters)

**Music Education 43**

MUS 171, 172 Voice Class I, II  
 MUS 173 Percussion Class  
 MUS 175 Woodwind Class  
 MUS 177 String Class  
 MUS 179 Brass Class  
 MUS 181 Guitar Class  
 MUS 260 American Music  
 MUS 361, 362 Form and Analysis I  
 MUS 365 Orchestration  
 MUS 411 Music in the Elementary School  
 MUS 412 Music in the Secondary School  
 MUS 433 Introduction to MIDI Applications  
 MUS 445 Choral Conducting  
 MUS 446 Instrumental Conducting  
 MUS \_\_\_ Individual Studio Instruction in  
 Voice/Instrument  
 MUS \_\_\_ Ensemble\*

**Education Courses 9**

EDU 200 Introduction to Teaching  
 EDU 201 Education, Culture, and Society  
 EDU 212 Developmental Disabilities or  
 EDU 336 Psychology of the Exceptional Child  
 EDU 409 (2 semesters)  
 EDU 433 Teaching Practicum\*\*

**Total 130**

\*-Students must participate in a variety (in size and type) of ensembles throughout their educational experience.

\*\*-Teaching practicum totals 12 credits, 3 of which apply toward the Core Integration requirements

**Music Minor: 18 credits**

Students whose concentrations are in areas other than music may choose to minor in music by fulfilling the following music requirements:

MUS 101, 102 Music Theory I, II  
 MUS 255, 256 Music History I, II  
 MUS \_\_\_ Individual Studio Instruction Voice/Instrument  
 MUS \_\_\_ Ensemble  
 MUS 100 Performance Lab (2 semesters)

**MUSIC THERAPY**

Lisa Summer, Ph.D., Director

The Division of Fine Arts offers a Bachelor of Music in Music Therapy toward preparation for Music Therapy Board Certification. The program has been approved for more than twenty-five years by the National Association of Schools of Music and by the American Music Therapy Association. It is one of only two accredited undergraduate music therapy programs in the New England region. Graduates of this program are eligible to sit for the board examination administered by the Certification Board for Music Therapists to receive their MT-BC credential (Music Therapist-Board Certified).

The program prepares students for clinical practice as generalists immediately after graduation. In the first two years of the music therapy track, students acquire their basic musical skills (theory, ear training, keyboard, guitar, voice, and percussion), learn clinical musicianship through hands-on class work and begin clinical placements in community settings. After a sophomore review, junior and senior music therapy majors focus upon learning skills and knowledge-based clinical competencies in the areas of techniques, theory, and research. Concurrently, students complete 1,200 hours of supervised clinical practicum and internships in the community working with children, adult, and elderly clients with psychiatric illnesses, cognitive and physical disabilities, and medical conditions.

**Requirements Credits****Core Curriculum Requirements, including: 51**

PSY 201 Introduction to Psychology (Division III Elective)  
 BIO 112 Human Biology I (Division IV Elective)  
 MUT 450-451/460-461 Music Therapy Cooperative Internship I-II/Music Therapy Senior Seminar I-II (9th Semester Internship Option Includes: MUT 452-453/460-461 Music Therapy Field Placement III-IV/Music Therapy Senior Seminar I-II, MUT 450-451 Music Therapy Cooperative Internship III)

**Music Therapy Requirements: 73**

Major Performance Area (8 semesters)  
 Ensembles (6-8 semesters)  
 MUS 011 Piano  
 MUS 101, 102, 201, 202 Music Theory I, II, III, IV  
 MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV  
 MUS 255, 256 History of Music I, II  
 MUS 433 Introduction to MIDI Applications  
 MUS 171 Percussion Class  
 MUS 173 Voice Class  
 MUT 188 Introduction to Music Therapy  
 MUT 210 Clinical Musicianship  
 MUT 250 Music Therapy Pre-Practicum  
 MUT 310, 311 Music Therapy I, II  
 MUT 350, 351 Music Therapy Field Placement I, II

MUT 410 Music Therapy III  
 MUT 411 Psychology of Music  
 MUT 452, 453 Music Therapy Field Placement III, IV (optional)  
 ED207 Child Development  
 EDU 336 Psychology of the Exceptional Child  
 PSY 360 Abnormal Psychology  
 Research Course  
**Total (With Internship in Senior Year)124**

## Music Course Offerings

### Individual Studio Instruction

All concentrators in music must enroll for one hour per week of Individual Studio Instruction in their major instrument each semester. Non-music majors may also enroll in these private lessons for an additional studio fee. Anna Maria College offers private instruction in the following areas:

**MUS 005 Violin (1)**  
**MUS 006 Cello (1)**  
**MUS 007 Bass (1)**  
**MUS 011 Piano (1)**  
**MUS 031 Organ (1)**  
**MUS 045 Clarinet (1)**  
**MUS 046 Flute (1)**  
**MUS 047 Saxophone (1)**  
**MUS 048 Oboe (1)**  
**MUS 049 Bassoon (1)**  
**MUS 051 Voice (1)**  
**MUS 075 Guitar (1)**  
**MUS 085 Trumpet (1)**  
**MUS 086 French Horn (1)**  
**MUS 087 Trombone (1)**  
**MUS 088 Tuba (1)**  
**MUS 089 Euphonium (1)**  
**MUS 095 Percussion (1)**

### Academic Course Offerings

#### MUS 101 Music Theory I (3)

General acoustical orientation; principles of notation; scales; intervals; keys; triads and seventh chords; rhythm; the diatonic system of triads.

#### MUS 102 Music Theory II (3)

Introduction to species counterpoint, cadential formulae; four-part figured-bass realization; harmonic analysis; harmonic dissonance; non-harmonic tones; simple keyboard patterns. Prerequisite: MUS 101.

#### MUS 139 Chamber Choir (2)

Rehearsal and performance of specialized literature from the middle ages to the twenty-first century suitable for a small vocal ensemble. Open to all majors, but members are chosen by audition.

#### MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV(2, 2, 1, 1)

Scale and interval relationships; sight singing; rhythmic, melodic, contrapuntal, and harmonic dictation; principles of general musicianship; simple keyboard patterns in the first year. The second year continues the above at an advanced level.

#### MUS 171 Percussion Class (1)

Brief history of percussion instruments. Snare drum technique; pitched and non-pitched instruments; in-class ensemble playing; marching band techniques, techniques of percussion class and marching band teaching.

#### MUS 173, 174 Voice Class I, II (1, 1)

Introduction to the basic anatomy and physiology of singing; the principles of diction and interpretation, skills of relaxation and concentration, true study and performance. An overview that will clarify, guide, and facilitate future vocal study and/or teaching.

#### MUS 175 String Class (1)

Brief history of stringed instruments. Bow techniques, fingering, and techniques of string class teaching.

#### MUS 177 Woodwind Class (1)

Brief history of woodwind instruments. Acoustical characteristics, embouchure, tone production, fingering, and techniques of woodwind class teaching.

#### MUS 179 Brass Class (1)

Brief history of brass instruments. Acoustical characteristics, embouchure, tone production, fingering, and techniques of brass class teaching.

#### MUS 181, 182, 183, 184 Guitar Class I, II (1,1,1, 1)

This course sequence begins with tuning, basic chords, accompanying, and playing from staff notation. Subsequently, it provides students with advanced guitar skills to lead individual and group music therapy sessions.

#### MUS 201, 202 Music Theory III, IV (3, 3)

Survey of 18th and 19th century harmonic techniques; natural harmonic sequence and chord classification; melodic composition and harmonization; chromatic harmony; modulation; introduction to form and analysis;

introduction to atonality; simple keyboard harmonization and transposition. Prerequisite: MUS 102, MUS 150.

**MUS 255, 256 History of Music I & II (3, 3)**

Ambrosian and Gregorian chants; early stages of polyphonic music; Ars Antiqua; Ars Nova; Netherlands and Burgundian schools; Renaissance music; music of the Baroque, Rococo, Classical, Romantic, and Impressionistic styles; contemporary music, including non-Western and popular music. Composers, works, and historical relationships are studied with reference to contemporaneous developments in history, art, and literature.

**MUS 257 Music Appreciation (3)**

Basic elements of music terminology, notation, voices, instruments. Form in music. Distinguishing style characteristics and well-known composers of Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Non-Western, and Popular music. Open to non-music majors only.

**MUS 260 American Music (3)**

The study of a variety of musical styles that have influenced and fostered the American experience, including jazz, classical, folk, and popular music. Special emphasis is placed on the socio historical context within which American musical forms have developed and on the rich cultural contributions of immigrant groups to American music. Open to non-music majors. Approved for Core Knowledge Area credit.

**MUS 307 Survey of Piano Literature (3)**

A study of compositional and performance styles in solo keyboard music from the Baroque through the present. Harpsichord and organ music commonly played on the piano is included. Prerequisites: MUS 202, 255, 256

**MUS 308 Piano Pedagogy (3)**

The teaching of piano technique, interpretation, and style. Materials and goals. Prerequisite: MUS 202, 255, 256.

**MUS 310 Diction (1)**

Instruction and practice in English and foreign language diction for vocalists.

**MUS 327 Survey of Voice Literature (3)**

Study and performance of representative literature for the solo voice from the 17th through the 21st centuries, including vocal styles of the German, French and English Baroque; German Lieder, the French *mélodie*; Spanish-and

English-language songs; selected arias from representative cantatas, oratorios and operas. Prerequisite: MUS 202, 256.

**MUS 329 Voice Pedagogy (3)**

Study of the human voice as a developing musical instrument; its anatomy and physiology; scientific and pedagogical theories of voice building; the teaching of vocal technique, interpretation, and style; the teaching of languages through the international phonetic alphabet. Prerequisite: MUS 202, 255, 256.

**MUS 361, 362 Form and Analysis I, II (3, 3)**

Musical elements and the procedures that lead to shape in music; standard instrumental and vocal forms in tonal music: binary; ternary; theme and variation; rondo; sonata; concerto; fugue. Unique forms. Modern techniques, philosophies, and procedures. Study of forms, styles, and techniques will be supplemented by assigned composition projects. Prerequisite: MUS 202, 255, 256\

**MUS 365 Orchestration (3)**

Study of ranges and scoring for orchestral instruments as well as instrumental combinations and sonorities. Score reading.

**MUS 411 Music in the Elementary School (3)**

Study and exploration of relevant philosophical, historical and theoretical principles of music learning, including the National Standards for Art Education; various methodologies appropriate to the elementary classroom, including Jaques-Dalcroze, Kodaly, Orff and Gordon; techniques of planning, managing, facilitating and assessing optimal learning in music for a diverse student population; various strategies, materials and media. Students will learn the art of reflective pedagogical practice. Includes 40 hours of pre-practicum (classroom observation) in an elementary music classroom. Prerequisite: MUS 202, 255, 256.

**MUS 412 Music in the Secondary School (3)**

Study and practice of skills, knowledge, strategies and materials appropriate for designing, teaching and administering both general music classes and performing groups at the middle, junior and senior high school levels. Philosophical, historical and theoretical principles of music education studied in MUS 411 provide a bases for study and dialogue as do the National Standards for Arts Education. Includes 40 hours of pre practicum (classroom observation) in an elementary music classroom. Prerequisite: MUS 411.



**MUS 433 Introduction to MIDI Applications (3)**

An introduction to the use of MIDI computer applications for the use of composing music.

**MUS 445 Choral Conducting (2)**

Study and practice of basic conducting techniques appropriate to vocal ensembles; rehearsal techniques, score preparation, style, interpretation and choral repertoire. Prerequisite: MUS 202, 255, 256.

**MUS 446 Instrumental Conducting (2)**

Beat patterns, cues, cutoffs, terminology, transposition, tempi, and dynamics; rehearsal techniques; score reading and conducting experience, with emphasis on instrumental music. Prerequisite: MUS 202, 255, 256.

**MUS 447 Choral Conducting Internship (1)**

Practical experience in choral conducting.

**MUS 490 Senior Recital and Seminar (3)****Ensembles**

All music majors must participate in an ensemble each semester and it is recommended that the size of ensemble and musical genres be varied throughout the student's academic career. Non-music majors are also welcome to audition to participate in these ensembles. Ensembles may also include an academic component when appropriate.

**MUS 139 Chamber Choir (1)**

A small vocal ensemble chosen by audition. Meets once weekly and is available for special performances.

**MUS 143 Chorus (1)**

Rehearsal and performance of works from the choral repertoire appropriate to the undergraduate choral ensemble (SATB). Public performances are a required component of the course. Audition required.

**MUS 313 AMCAT Band (1)**

Study and performance of pep and traditional band music in various combinations

**MUS 313 Ensemble (1)**

Study and performance of chamber music in various combinations.

**MUS 314 Jazz Ensemble (1)**

Study and performance of jazz in various combinations.

**MUS 315 String Ensemble (1)**

Study and performance of chamber music for various combinations of strings and piano.

**MUS 316 Flute Choir (1)**

Study and performance of music for flute ensemble.

**MUS 317 Woodwind Ensemble (1)**

Study and performance of chamber music for various combinations of woodwinds.

**MUS 318 Clarinet Ensemble (1)**

Study and performance of chamber music for clarinet.

**MUS 319 Vocal Accompanying for Pianists (1)**

Study and performance of vocal accompanying for pianists; piano students will work in conjunction with a voice student. By audition.

**MUS 320 Wind Ensemble (1)**

Study and performance of the wind ensemble repertoire.

**MUS 321 Brass Ensemble (1)**

Study and performance of chamber music for brass ensemble.

**Music Therapy Course Offerings****MUT 188 Introduction to Music Therapy (3)**

This course is an introduction to the field of music therapy, exploring how music can be used clinically to affect change within a variety of populations. This is a hands-on course integrating the use of music, instruments, video, and art materials with reflection, discussion and written work.

**MUT 210 Clinical Musicianship (3)**

Musical skills are integrated with clinical knowledge, and students are introduced to all aspects of the music therapy process with individual clients. For music therapy track students; prerequisite: fall semester sophomore music core courses.

**MUT 250 Music Therapy Clinical Pre-Practicum (1)**

Supervised clinical experience in community settings. Students conduct music therapy sessions with individual clients with various disabilities. For music therapy track students; taken concurrently with MUT 210.

**MUT 310 Music Therapy I (3)**

A course focusing on group music therapy practice with children with special needs; it integrates music therapy theory and techniques, the study of client populations,

group process, clinical uses of music, and professional responsibilities. For majors only; prerequisite: sophomore review.

### **MUT 311 Music Therapy II (3)**

A continuation of group music therapy practice with children with special needs, this course integrates music therapy theory and techniques, the study of client populations, group process, clinical uses of music, and professional responsibilities. For majors only; prerequisite: MUT 310.

### **MUT 350 Music Therapy Clinical Practicum I (1)**

Supervised clinical experience in community settings. Students observe, assist, and conduct music therapy group sessions with children with various disabilities. For majors only; taken concurrently with MUT 310.

### **MUT 351 Music Therapy Clinical Practicum II(1)**

Supervised clinical experience in community settings. Students observe, assist, and conduct music therapy group sessions with children with various disabilities. For majors only; taken concurrently with MUT 311.

### **MUT 410 Music Therapy III (3)**

An introduction to the clinical practice of music therapy with adult clientele in psychiatric and medical settings. Students learn group theory and advanced techniques, and are prepared for the “real world” in regard internship, current music therapy practices, and employment.

### **MUT 411 Psychology of Music (3)**

This course investigates psychological, emotional, sociological and spiritual aspects of music and examines research in music therapy.

### **MUT 450-451 Music Therapy Cooperative Internship I-II (1,1)**

Clinical experience in community settings. Students plan and conduct music therapy sessions with children and adults with various disabilities; participation in professional development activities; 450 hour placement at an AMC-affiliated or AMTA-roster internship site. For majors only; taken concurrently with MUT 460-461.

### **MUT 452-453 Music Therapy Clinical Practicum III-IV (1,1)**

Supervised clinical experience in community settings. Students observe, assist, and conduct music therapy sessions with children or adults with various disabilities. For senior music therapy majors only; taken concurrently with MUT 460-461

### **MUT 460-461 Music Therapy Senior Seminar I-II(1, 1)**

The study of the responsibilities of the music therapist as a member of the interdisciplinary treatment team and of reflective, ethical thinking in the clinical setting. Group supervision integrates topics from previous music therapy and core courses with selected advanced topics related to the internship or practicum placement. For majors only.

## **THEATER**

In keeping with its support of the Arts, the Division offers a minor in theater. This program includes extensive hands-on experience with theater production in the Zecco Center for the Performing Arts. Some courses offered on an independent study basis.

### **Minor in Theater**

#### **6 courses in theater\* 18 credits**

*\*May include EN 424 Modern Drama.*

#### **THR 101 Acting I (3)**

An introduction to the process of character development. A course for students with little or no previous experience who would like to understand the process of acting. Also for students with acting experience who wish to further develop their skills. Improvisations, scene work and monologues will constitute the framework for the workshop class format. A prerequisite for further theater training.

#### **THR 201 Acting II (3)**

An introduction to acting styles as they relate to specific theatrical forms. Shakespeare, Greek, Comedy of Manners and others are explored through exercises and scene work. A course for students with acting experience to further develop skills developed in Acting I. Prerequisite: THR 101.

#### **THR 203 History of Theater Techniques (3)**

An introduction to the mechanics and techniques of creating theater. Overview and brief history of theatrical forms with emphasis on the evolution of contemporary staging and stage devices. An introduction to current theater technology in stage spaces, lighting, scenery and costuming, with an emphasis on scenic design and the role of the designer in the creative process.

#### **THR 204 Problems in Set Design (3)**

Specific assignments and problem solving revolving around a current production on the Zecco stage of the Performing Arts Center. Students will be given a portion

of an upcoming production and will be responsible for coordinating design and construction of a unit of scenery. Partially a “hands on” format which introduces students to techniques of construction, scene painting and use of tools. This is done along with classes and discussions of theory of design and how the designer works within the production staff.

**THR 305 Independent Study in Set Design (3)**

Concentration in an area of the student’s choice as well as work towards the overall design of an upcoming production. Interpretation of script, research regarding time and place and meetings with the Director and other members of the production staff.

**THR 306 Advanced Set Design (3)**

Complete overall design of the stage production studied in first semester including drafting, model building, and realization of a finished set. Production will be student drama club offering.

**THR 407 Directing I (3)**

Senior Year: Directing. Reading and work with an assigned play. Director reads for interpretation and understanding of playwright’s intent. Understanding of character, time and place. Understanding of the rehearsal process. Discussion of casting decisions and “needs of the play.” Formation of a production staff and preparation for auditioning of actors.

**THR 408 Directing II (3)**

Direction of the assigned play. Complete oversight of every aspect of production from auditioning and casting actors through the rehearsal process to opening of the production.

# 3

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## Resources and Directories

**ANNA MARIA COLLEGE  
TRUSTEE ROSTER 2008-2009**

**Yvette E. Bellerose, SSA '72, Chair**  
Province Leader  
Sisters of Saint Anne  
Marlborough, Massachusetts

**Jack P. Calareso, Ph.D.**  
President, Anna Maria College  
Paxton, Massachusetts

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

**Annette Bibeau**  
Chaplain  
Home & Hospice Care of RI  
Providence, Rhode Island

**David C. Brough '00 '01G**  
Accountant, NBT Bancorp, Inc  
Norwich, New York

**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

**Rose Clarisse Gadoury, SSA '65, '01G**  
Adjunct Professor  
Blessed John XXIII National Seminary  
Weston, Massachusetts

**Lloyd L. Hamm, Jr. '81 '83**  
Executive VP/CIO

Eastern Bank  
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

**Alfred A. Lagan, CFA**  
Chairman & Co-Chief Investment Officer  
Congress Asset Management Co.  
Boston, Massachusetts

**Madeleine Lanoue, SSA '72**  
General Secretary, Congregation of the  
Sisters of Saint Anne  
Lachine, Quebec, Canada

**Edith M. LaVigne '63**  
Retired  
East Dennis, Massachusetts

**Jacqueline LeBoeuf, SSA '08G**  
Wellness Counselor  
Sisters of Saint Anne  
Marlborough, Massachusetts

**Barbara Nolder-Tremain, '65**  
Carlsbad, California

**Brian A. O'Connell, Esq.**  
Private Law Office  
Worcester, Massachusetts

**Elaine I. Potvin, SSA '72**  
Director of Religious Education  
Our Lady of Good Counsel Church  
West Boylston, Massachusetts

**Elizabeth Ann Quinn '65**  
Retired, Superintendent  
Old Rochester Regional School District  
Mattapoisett, Massachusetts

**Rev. Richard F. Reidy**  
St. Ann Church  
North Oxford, Massachusetts

**Marguerite A. St. Amand, SSA '74**  
Province Leader  
Sisters of Saint Anne  
Marlboro, Massachusetts

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

## COLLEGE ADMINISTRATION

**Sr. Paula Marie Buley, IHM (2010)**  
Executive Vice President

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

**Eric Gustafson (2007)**  
Director of Advancement

**Paula Green (2007)**  
Vice President for Enrollment Management and Marketing

**Andrew O. Klein (2007)**  
Vice President of Student Affairs and Dean of Retention

**Mike Miers (2005)**  
Director of Information Technology

**Stephen Neun, PhD (2008)**  
Vice President for Academic Affairs

**Cheryl St.Pierre-Sleboda (2009)**  
Vice President for Finance and Administration

## TELEPHONE DIRECTORY

**Main Telephone**  
**(508) 849-3300 or**  
**800-344-4586**

**Academic Programs Office**  
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**Admission**  
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