ANNA MARIA COLLEGE

Undergraduate Catalog 2008-2010

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

UPDATED FALL 2009

Copyright 2008 by Anna Maria College. All rights reserved. No part of this catalog may be reproduced in any form by any means with permissions of Anna Maria College.
Anna Maria College reserves the right to change its policies, tuition, fees, curriculum and other matters subsequent to the publication of this catalog. The online version of this catalog (www.annamaria.edu) is updated periodically.

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! Anna Maria is a pre-eminent institution. 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, social activities, 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, Anna Maria welcomes students and community members of all faiths while it remains dedicated to fostering the moral and ethical values that are central to our faith. Our values-based educational and community experience emphasizes the importance of the intellectual curiosity, responsible citizenship, hospitality, care for the environment and service to the world.

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, Anna Maria 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

1

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 Marketing and Community Relations. 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 that of the Dean 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 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*, opened in 2007 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 Dean 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 April, 2008, Anna Maria College has graduated over 13,500 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.

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

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.
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:
4. A letter of recommendation from a teacher, a guidance counselor, or a clergy member.
5. An optional 250 to 500 word essay stating educational goals and how Anna Maria College can assist in achieving them.
6. 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.

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. The more college courses the student has completed, the greater the emphasis given to college credentials in the admission decision.

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.
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.
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.
- a College.

International Students

International students may apply for admission to AMC at 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 country. 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 also take and submit score 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.
6. One letter of recommendation from a teacher, former guidance counselor, or a clergy member.

International students who are admitted to Anna Maria College must submit the nonrefundable tuition deposit in order to be issued the I-20 document necessary for an F-1 student visa. Visas must be obtained in the student's home country.

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.

Admission to the Associate of Science in Nursing Program

Admission to the Nursing Track in the Health Science Major is competitive, based on a variety of evidence of a student's likely success in the program. Application requirements are listed below.

• Completed application form and a non-refundable $40 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.
• Official transcripts from all accredited college programs attended.
• Official high school transcripts or copy of GED, stating date of graduation, required for applicants who have not yet earned an Associate's or Bachelor's degree.
• SAT or ACT scores (unless the student has completed more than 12 college courses or has been out of high school for more than three years).

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.

Housing

On-campus housing is assigned to students based on when they 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 collegecredit;
• 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.

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.

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 parents an opportunity to speak with faculty, staff, administrators, and 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 (2008–2009 Academic Year)
Tuition: $23,500.00
Tuition (Music Major): $26,800.00
Comprehensive Fee: $2,150.00
Student Government Fee: $200.00
Room & Board (10 or 15 meals): $9.350.00
Room & Board (19 meals): $9,450.00

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
Comprehensive Fee: $3,225.00
Student Government Fee: $200.00

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 2008–2009 academic year, all accounts must be paid in full for the fall academic semester by August 15 and for the spring academic semester by January 5. 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 student accounts' is made.

Payments
The college accepts checks, 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. 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. Upon proof of coverage, the health insurance charge will be removed from the student's account. Proof of coverage must be submitted annually on-line with Insurance Provider September 15; 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 in writing to the Registrar's Office. 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 Cardinal Cushing 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 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 first 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.ed.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 1 to 2 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 scholarship for full-time entering freshmen and transfer students. Merit grants and scholarship do not require the FAFSA . Eligibility is determined by the

Office of Admissions during the admissions process. Amounts are 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.

Music Performance Scholarship
This scholarship, based on the results of a performance competition that is held annually, is awarded to full-time, first-year applicants to the music department. Categories include voice, piano, guitar, and orchestral instruments. Award amounts vary. This scholarship is renewed as long as the student remains in the music program as a full-time undergraduate and maintains a cumulative QPA of 2.5. Music degree applicants should contact the Division of Visual and Performing Arts for more information:(508) 849-3450

Community Service Scholarship
This scholarship is awarded to full-time returning students who have a history of community service. To be considered, the student must fill out the FAFSA and show financial need. The student must also provide a letter of recommendation from his/her current community service supervisor and a list of community service jobs he/she has had. The scholarship is for $1,000 and is non-renewable, but can be applied for every year.

Anna Maria College Award
The Anna Maria College Award is an institutional need-based grant for full-time undergraduate 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. These scholarships are available to full-time undergraduate 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. The following scholarships are specifically for returning students and may have a separate application:

The Marcelle Quintal Arthur ’55 Memorial Scholarship is awarded annually to a returning junior or senior honor student.

The Alumni Scholarship is awarded annually to four returning senior students by the Alumni Association. An application, a copy of the student’s transcripts and an essay must be submitted in order to be considered for the scholarship. The Alumni Office mails applications to members of the junior class in April.

The Dorilla Brûlé Scholarship Fund. Established by a former student of the Sisters of Saint Anne, and a long-time teacher of French, this need-based scholarship is awarded to an honor student preparing to be a teacher.

The Sister Irene Socquet Memorial Scholarship is awarded to a returning student pursuing studies in science.

The Sr. John Memorial Honor Scholarship is awarded annually to a returning junior or senior who is majoring in one of the humanities and has maintained a quality point average of 3.5 or better. No grade lower than B in English courses is acceptable. Applications are available in the Financial Aid Office; the deadline for application is April 25.

The Sr. Pauline Madore Scholarship for International Students, established by Alice Hibbert Pincus ’72, is awarded to a selected international student based on need.

Anna Maria College Grant
This is a need-based grant awarded to full-time undergraduate students on a first-come, first served basis who have need as determined by the Free Application for Federal Student Aid. Grant amounts vary and are not automatically renewed each year.

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 5 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 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. 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 Stafford 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 Stafford Loan will need to return the signed award letter to initiate the loan process. A Master Promissory Note will be sent to the student for completion. Once complete, it must be returned to the lender for the loan to be processed and funds applied to the student's account. Electronic Funds Transfer (EFT) is used to apply funds directly from the bank to the student's account. The Stafford Loan is disbursed in two installments, one for each semester. First time borrowers must complete an entrance interview counseling session to learn their rights and responsibilities as Stafford Loan borrowers.

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. Repayment is over a ten-year period.

Federal Unsubsidized Stafford Loan
This is a non-need-based, low-interest, long-term educational loan. The Unsubsidized Stafford loan is for dependent students who are not eligible for the Subsidized Stafford, dependent students whose parents have been denied the Federal PLUS Loan, and students who are considered independent. Dependent students whose parents have applied for and been denied the PLUS loan and independent students may receive the Unsubsidized Stafford in addition to the Subsidized Stafford. Unlike the subsidized loan, the student is responsible for the interest during school. The Unsubsidized Stafford loan process is the same as for the Subsidized Stafford Loan.
Amounts students receive are limited by grade level. Dependent students, who are ineligible for the Subsidized Stafford, receive $3,500 as freshmen, $4,500 as sophomores and $5,500 as juniors or seniors. Dependent students whose parents have been denied a PLUS and independent students may receive $4,000 as a Freshman or a Sophomore and $5,000 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 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.

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 6 to 11 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 is fixed 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 Parent PLUS Loan
This loan is also for the parents of undergraduate students. The current interest rate
is fixed at 8.5 percent. There are also 3-4% origination fees charged by the lender to process the loan. A standard 10-year repayment schedule begins immediately although deferment options may be available by contacting the lender. Loan applicants must pass a credit check and complete a Master Promissory Note..

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 3-12 month period. There is an enrollment/automatic insurance fee. Call TMS at 1-800-722-4867 or visit them online at 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.

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 Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, SEOG and other Title IV funds.*

Nursing Track in Health Science Program / ASN

In order to be eligible for financial aid at Anna Maria College, nursing students must follow the same application procedures as outlined above for undergraduate students. The FAFSA must be completed and the student must be accepted into the ASN/Nursing Track
.

Institutional Financial Aid
The following institutional aid is available for full-time Nursing students:
Anna Maria College Merit Grants & Scholarships
Anna Maria College Award
(See pages 13 &14 for descriptions and eligibility requirements)

Federal and Massachusetts State Financial Aid
Full-time students who have been accepted into the ASN/Nursing Track may be eligible for the following federal and state aid (see previous pages for descriptions):
Federal Pell Grant

Federal Supplemental Educational
Opportunity Grant (FSEOG)
Federal Perkins Loan
Federal Stafford Loan*
Federal PLUS Loan
Federal Work Study
MASSGrant (FAFSA deadline is May 1)
Gilbert Grant

Students must take at least 12 credits per semester to be considered full-time for the purposes of federal and state financial aid.

Part-time students who have been accepted into the Program in Nursing may be eligible for the following federal and state grants and federal loans:

Federal Pell Grant
Massachusetts Part Time Grant
Federal Stafford Loan*
Federal PLUS Loan
Federal Work Study

Students taking fewer than 12 credits are considered part-time for the purposes of federal and state aid. Students taking fewer than 6 credits will not be eligible for any financial aid except possibly the Pell Grant.

Nursing Track/ ASN students will be awarded aid as if they were taking 12 credits per semester. Enrollment will be verified before the disbursement of financial aid. If students are not full-time, then aid may be reduced or canceled.

*-For the purposes of the Stafford Loan, Nursing Track/ ASN students will be considered freshmen or sophomores until they receive their Associate's Degree.

Alternative Financing Options

Nursing students are eligible to apply for the following alternative financing options:

Federal Parent PLUS Loan
MEFA Undergraduate Loan
Private Student Alternative Loan
Tuition Management Systems (TMS)
Veterans Benefits

Satisfactory Academic Progress

In order to retain financial aid eligibility, students in the Nursing Track/ ASN 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 do not meet these requirements they will be placed on Financial Aid Suspension and will lose their financial aid. Students on Financial Aid Suspension may appeal their status. These requirements are separate from those needed to remain within the Nursing Track Program.

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 and responsibility.

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 and a fitness center
- A Counseling Service backed by an extensive referral network
- Health Services staffed by a full time nurse practioner 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 Rosary Prayer groups
• presentations and activities on community building and peace and justice
• Retreat Leaders program offering student leaders the opportunity to conduct day retreats for local High School Confirmation groups
• volunteer religious education teaching in local parishes
• weekend retreats in the fall and spring
• alternative winter and spring break trips to Appalachia and the Gulf Coast and local agencies in Worcester
• Day of Caring program in the fall and the spring
• 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 (CCC), a conference of comparable schools in the New England area. 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, pingpong, tennis, skiing, 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 Dean of 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 SQPA of 3.0 who wishes to register for more than 17 credit hours must obtain written approval from the Dean of 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.

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 in writing and submitted to the Dean of Academic Affairs for prior approval.*
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.

Academic Advisement

The Dean of 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. Registration 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.

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. Official drop and add forms are available in the Registrar's Office.

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 Dean of 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 Dean of 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.

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 Dean of

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 the Dean of Academic Affairs.

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 WF or F remains on the transcript but only 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 notify the Registrar's Office and arrange to meet with the Instructor to obtain the necessary signatures. Official WITHDRAWAL FORMS are available in the Registrar's Office. Students are not considered officially withdrawn until the official drop form is signed and returned to the Registrar's Office. A grade of "W" will be recorded until the mid semester point. The Withdrawal period is stipulated in the academic calendar for each semester. Ceasing to attend classes or just notifying the Instructor does not constitute an official withdrawal. A student who fails to notify the Registrar's Office of a course withdrawal will receive a grade of "F" for the course.

Grade Reports

At the end of each semester, the student's grade report is accessible on the Anna Maria College web page (www.annamaria.edu). To access, click on student; follow student, to student information; select student information, and follow instructions. 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. The fee for an official transcript is five dollars. The office cannot accept e-mailed or FAX requests for transcripts.

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 Dean of Academic Affairs who may ask the Academic Review Committee for a recommendation. The decision of the Dean of 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 an 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 an 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
Media Communications
Modern Languages
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 Academic Dean.

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 Dean of 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.

Tuition and Fees for 2008–2010

Tuition per 3 credit course
1–9 credits $2,350
Transcript fee $5
Returned checks $35
Late payment fee (monthly) $35
Class audit fee $300
Additional fees: 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 credit cards (American Express, Visa, Discover, and MasterCard). 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 who withdraws from a course must do so in writing to the Registrar's Office. A student who does not submit a written statement of withdrawal is not officially withdrawn from a course even if he/she stopped attending 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 Dean 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.

Requirements (all students)	**Credits**
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
Total	51

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

Sophomore Year

Fall	**Spring**
Discovering the Humanities I: Seeking Truth	Discovering the Humanities II: Seeking Truth
Technological Literacy	Quantitative Reasoning

Major Course	Major Course
Major Course	Major Course
Division Course	Division Course

Junior Year

Fall	**Spring**
Core Seminar: Seeking Justice I	Core Seminar: Seeking Justice II
General Elective	Major Course
Major Course	Major Course
Major Course	Major Course
Division Course	Division Course

Senior Year

Fall	**Spring**
Core Seminar: Seeking Integration	Core Seminar: Seeking Integration
General Elective	Major Course
Major Course	Major Course
Major Course	Major Course
Division Course	General Course

CORE CURRICULUM COURSE OFFERINGS

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 204Technological 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

2

Programs and Courses

ACADEMIC DIVISIONS

Division I—Humanities and International Studies

Course work includes the following disciplines:
English
English Education (5–8; 8–12)
History
History Education (5–8; 8–12)
Media Communications
Modern Languages
Philosophy
Theology and Religious 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

Lisa LeBlanc, 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 310 Issues in Literary Theory
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 204
Conflict and Violence in Literature (3)
Studies narratives of violence ranging from murder and political assassination to racial conflict and sexual abuse. The course will consider psychological and sociological theories about conflict as well as the role literary form plays in restoring order to the human community.

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 211
Modern and Contemporary Poetry (3)
Examines poetry in the twentieth and twenty first centuries through consideration of the function and changes in the use of line, stanza, diction, and shape in communicating meaning in a poem. The selection of poetry will represent several genres focusing on work in England and America. The impact and approach of at least two theoretical and critical approaches to poetry will be discussed.

ENG 212
The Play as Performance and Literature (3)
Explores selected dramas as both performance pieces and works of literature from at least three different historical periods and genres. Students study how various forms of criticism help them to understand the pieces and can therefore contribute to performance, as well as how understanding theories of performance contribute to understanding the play.

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 221
The Tragic Vision in Literature (3)
Traces the idea of tragedy as it develops and changes over time and place, beginning in ancient Greece, moving through Renaissance England, and ending in twentieth-century America. Literary forms may include drama, poetry, short fiction, and the novel. Literary theories may include Aristotle (a.k.a. classical theory) and new historicism.

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 231
Catholic Literature (3)
Looks at the works of Catholic writers in English from the middle ages to the present. This course explores how Catholicism has influenced the fiction and poetry of these writers. It also looks at how changes in the Church have affected the authors and their works over history. Genres may include tragedy, sonnet, free verse, and drama. The theory component draws on 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 310
Issues in Literary Theory (3)
Examines contemporary literary theories ranging from cultural literacy to deconstruction and reader-response to cultural studies. This course shows how these theories build on the theories of past centuries and lead to the development of the student's approach to literary study with an emphasis on practical application. Prerequisite: ENG 190 or instructor permission.

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 410
Studies in Major Authors (3)
Studies in detail the lives, times, and works as well as the criticism that has accumulated around a few selected authors. Topic varies. May be repeated for credit. Prerequisite: One English course or permission of instructor.

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 421
Worcester Poets: Olson, Bishop, and Kunitz (3)
The small city of Worcester has had a surprisingly high profile in the world of modern poetry, especially though

the work of its important natives Elizabeth Bishop, Charles Olson, Frank O'Hara and Stanley Kunitz. Their work, critical reputation, and local roots will be studied, as well as some of the work of current city poets such as Susan Roney O'Brien and Chris Gilbert. Prerequisite: One English course or permission of instructor.

ENG 422
Romanticism and Its Discontents (3)
Traces the romantic spirit from Longinus and the English Romantics to Whitman, the Beats, and the contemporary scene today. Considers critiques of romanticism from both the left and the right. Prerequisite: One English course or permission of instructor.

ENG 423
Satire (3)
Examines satire from ancient times to the present, looking at types (Horatian and Juvenalian as well as burlesque, parody, bathos, lampoon, caricature, and irony), purposes, and subjects. Of particular concern will be satire of politics, society, religion, and literature. Prerequisite: One English course or permission of instructor.

ENG 424
Modern Drama (3)
Examines modern drama from Ibsen to Chekhov to the present, including O'Neill,Williams, Miller, Pinter, Beckett, Hellman, and Childress. Emphasis will be on the dramatists' cultural ethos and the plays' style and structure. Genres will include tragedy, comedy, theater of the absurd, and satire. Prerequisite: One English course or permission of instructor.

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 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 202
Ancient 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 205
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.

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 240
Twentieth-Century America (3)
Provides an overview of the United States from 1918 to 1980. Topics include the Roaring Twenties, Prohibition, The Great Depression, the New Deal, World War II and the Cold War, domestic prosperity, Vietnam, and the post-Watergate era.

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 315
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 316
Colonial America to 1763 (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 study the major themes of Colonial America, beginning 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. Through this historical analysis, students assess the relevancy of early American ideas and institutions to contemporary American life and thought.

HST 317
The American Revolution and Constitution, 1763–1789 (3)
Examines the roots and causes of American efforts to be free and independent from Great Britain. 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 trials of forming 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.

HST 319
The Early Republic, 1789-1820 (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.

HST 320
Jacksonian Democracy and Antebellum America, 1820–1860 (3)
Presents the growth of political institutions and the major political personalities who fostered and contributed to the era of Jacksonian Democracy. President Jackson’s administration is evaluated for its motives, successes, and failures in both domestic and foreign policy. Other politicians like John Quincy Adams, Daniel Webster, John C. Calhoun, Henry Clay, Martin Van Buren and other 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, 1860–1877 (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.

HST 325
The Age of Industry & Empire, 1877–1918 (3)
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 a number of other Spanish territories, and the entrance of the U.S. into the international diplomatic world as a major power.

HST 328
America in World War II (3)
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 l7th 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, Hanovarians, 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 HI 109 or 110 or 211 or

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 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 160
Introduction to American Studies (3)
An interdisciplinary course designed to introduce students to the various fields of American 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 228
Religion and the Arts (3)
An interdisciplinary study of the relationships between religion and the arts, especially music and the visual arts. Topics include: the meaning of religion, religious experience, symbolism, ritual, theology, artistic creativity, individual and social dimensions of art and religion. These topics are pursued through study of selected pieces of music and visual art works (painting/drawing, sculpture, architecture).

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 250
Catholicism in America (3)
An interdisciplinary study of Catholicism in America: its history, sociology and cultural expressions, and its pertinence to contemporary American life and issues.

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 vitrofertilization, 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
PLS 335 Intellectual Property Law
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
MCO 210 Introduction to Film Studies
MCO 250 Screenwriting
MCO 302 Persuasion and the Media
MCO 366 Global Journalism
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 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 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 hat 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, Rawl, 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 uestions 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 sychospiritual 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 BUISNESS 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
Elzbieta Manos, M.B.A.

Faculty
Associate Professors: Elzbieta Manos – Division Chair (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), Judith Kenary (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
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

BLP 110
Leadership (3)
A study of traditional leadership with emphasis on using critical thinking to develop ethical leadership skills. A number of methodologies will be utilized to develop insights into the relationship between faith and 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.

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 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 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.

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 Macroeconomics (3)
Special emphasis is placed on the implications of economic principles for modeling and policy making at the national level. Topics include: unemployment, inflation and economic growth, fiscal policy, and monetary policy.

ECO 250
Environmental Economics (3)
This course examines public policies for environmental protection from an economic perspective. After developing foundational economic concepts relevant to environmental economics, the course examines the following topics: 1) the theory of environmental policy, focusing on legal and market-based solutions to correct environmental externalities; 2) the application of theory to the design and implementation of environmental policy; and 3) the measurement/valuation of environmental resources.

ECO 265
Economics of Sport (3)
A study of economic principles and ideas as they apply to the areas of sport and recreation. Topics include: market analysis, pricing policies, wage determination, the role of asymmetrical information, and valuation methods of sports and recreational resources.

ECO 445
International Economics (3)
An intermediate level course in economics that applies the principles of micro- and macroeconomics to examine the economy at a global scale. More specifically, the course consists of four main components: 1) international trade theory; 2) international trade policy; 3) international business; and 4) international finance. Prerequisite: ECO 200.

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 xxx 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 xxx Victims' Advocacy
CRJ xxx Sexual Assualt
HDS 490 Fostering Mental Health: Supporting the Human Spirit
SWK408 Marriage and the Family

Juvenile Victims Track Electives:
CRJ410 Juvenile Justice
CRJ xxx Child Abuse
CRJ xxx Sexual Assualt
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 xxx Elder Abuse
CRJ xxx 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.

Private Security Minor

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

Requirements: six courses, 18 credits
CRJ275 Introduction to Security
CRJ370 Physical Security and Asset Protection
CRJ372 Principles of Security Investigation\
CRJ340 Cybercrime I: Legal Issues and Investigative Procedures

Two electives from the following:
CRJ374 Crime Prevention
CRJ435 Crisis Management and Emergency Planning
CRJ470 Special Topics: Security Special Issues
CRJ341 Cybercrime II: Internet Vulnerabilities and Criminal Investigation
CRJ342 Computer Forensics I: Data Storage and Recovery
BUS151 Principles of Accounting I
BUS250 Managerial Accounting
BUS281 Business Law
BUS316 Human Resources Management
PLS104 Contracts and Business Organizations
PLS332 Personal Injury Law
FRS103 Fire Behavior and Combustion
FRS107 Fundamentals of Fire Prevention
FRS450 Hazardous Materials in the Emergency Services
With the minor, no more than two courses may double count toward the student's field of concentration.

Criminal Justice Course 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.

CRJ 304
Drugs and Society (3)
An exploration of the social issues associated with the use of legal and illicit drugs in America, this course will deal with a history of drugs, drug discoveries, commercial development, pharmacological and forensic classifications, the extent of drug use, and testing and treatment of drug abusers in the United States.

CRJ 310
Criminal Evidence (3)
A survey of the law of evidence as it applies to the criminal justice practitioner. The course examines direct and circumstantial evidence, hearsay, chain of custody, real and documentary evidence, and interrogation, including confessions and admissions. Students explore scene preservation and illegally obtained evidence.

CRJ 311
Criminalistics I (3)
An introduction to fundamental principles of the scientific approach to criminal investigation. Special attention is given to theory and application\ of investigative strategies for physical evidence collection and crime scene preservation and construction.

CRJ 312
Criminalistics II (3)
A continuation of the study of fundamental principles of the scientific approach taken in solving crimes. Based solidly in the study of forensics, students will become familiar with tools, methods and techniques available to local, state, and federal investigators.

CRJ 330
Probation and Parole (3)
A study of the relationships between probation officers and their clients, the role of probation, the rules governing conduct, social agencies connected to probation, the role of probation departments in rehabilitative activities plus an examination of the effectiveness of parole versus incarceration
.

CRJ 340

Cybercrime I: Legal Issues and Investigative Procedures (3)
An exploration of the theory and techniques for tracking attackers across the Internet and gaining forensic information from computer systems. The course includes case studies of Internet-based crimes.

CRJ 341
Cybercrime II: Internet Vulnerabilities and Criminal Investigation (3)
A study of the appropriate strategies for the proper documentation, preparation and presentation of investigation involving the Internet. The student will be familiarized with the networking protocols and applications a professional may encounter during the course of an investigation.

CRJ 342
Computer Forensics I: Data Storage and Recovery (3)
An intermediate level computer course on the fundamentals of computer functions and hardware, and how to preserve and image digital evidence.

CRJ 343
Computer Forensics II: Linux/Macintosh and Lab-Based Acquisitions (3)
An intermediate level computer course using the Linux/Macintosh platforms to teach the fundamentals of computer functions, hardware, and how to preserve and image digital evidence. The course includes hands-on instruction and discussion about hardware and software required for acquiring and identifying evidence, as well as different computer file systems and boot processes.

CRJ 344
Computer Forensics III: Acquisitions and Analysis (3)
An advanced level computer course on the acquisition and analysis of computer hard drives and other storage media. The course is solely hands-on exercises with limited instructor interaction. Although not required, the use of a personal laptop is helpful. Prerequisite: CRJ 343.

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.

CRJ370
Physical Security and Asset Protection (3)
Physical security includes a combination of security-related equipment, devices, and technologies, designated and arranged to signal personnel to adverse events or circumstances. Topics to be covered in this course include controlling and monitoring the access of persons and vehicles, prevention and detection of unauthorized intrusions and surveillance, safeguarding negotiable documents, proprietary information, merchandise, and buildings. As part of this course students will learn about the principles of risk analysis and risk management, including how to identify and mitigate risks using the security survey. This course will also offer the opportunity for students to develop an asset protection plan and, by using selected cases, analyze various asset protection programs

CRJ372
Principles of Security Investigations(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.

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 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.

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
Special Topics: Security Special Issues
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 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 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 infringements 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 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 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 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 erpetrators and victims? Although this may vary, the course examines the International Military Tribunal at Nuremburg, 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), Susan Eliason (Education), Denise Hildreth (Director of Social Work Programs), 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), Richard Devine (Psychology), Evangelina Gonzalez-Dufresne (Social Work), Jude Gonsalvez (Social Work), Darlene Louchart (Special Education), Meaghan O'Connell (Social Work), Wendy Parker (Psychology), Gerard Proulx (Special Education), Dennis Vanasse (Special Education), Elinor Waskevich (Sociology)

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.

Required Courses (24 credits)
HDS 310 Observation, Documentation, and Assessment
HDS 315 Family and Community Relationships
PSY 201 Introduction to Psychology
SOC 201 Introduction to Sociology
SWK 307 Racial and Cultural Minorities
SWK 350 Child Abuse/Family Preservation/Permanency Planning

One of the following:
PSY 207 Child Development
PSY 215 Psychology of Adolescence

One of the following:
SWK 348 Growth & Behavior & the Social Environment I
SWK 349 Growth & Behavior & the Social Environment II

One of the following:
HDS 490 Fostering Mental Health: Supporting the Human Spirit
PSY 490 Group Dynamics

Areas of Concentration (18 credits)
Students may choose from the following concentrations or self-design a concentration with advisor approval.

Early Childhood (Ages 3–8) Concentration (18 credits)
HDS 205 Guiding Children's Behavior
EDU 310 Language Arts & Children's Literature
EDU 311 Curriculum in Early Childhood (w/field placement)
EDU 499 Internship

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 Psychology of the Exceptional Child

School Age (Ages 5–12) Concentration (18 credits)
HDS 204 Selected Contemporary Issues in Health
HDS 205 Guiding Children's Behavior
EDU 310 Language Arts & Children's Literature
EDU 314 School Age Curriculum (w/field placement)
EDU 499 Internship
One of the following:
EDU 212 Developmental Disabilities
EDU 330 Strategies for Inclusion
EDU 331 Learning Disabilities I
EDU 332 Learning Disabilities II
EDU 336 Psychology of the Exceptional Child

Administrative Concentration (18 credits)
HDS 204 Selected Contemporary Issues in Health
BUS 260 Principles of Management
BUS 316 Human Resource Management
HDS 450 Principles of Supervision (w/field placement)
One of the following:
BLP 110 Leadership
EDU 203 Child Care Administration
One of the following:
HDS 490 Fostering Mental Health: Supporting the Human Spirit
PSY 490 Group Dynamics

Advocacy Concentration (18 credits)
BLP 110 Leadership
SWK 242 Introduction to Social Welfare as a Social Institution
SWK 323 Child Welfare: Writing for the Courts
SWK 342 Social Welfare Policies
HDS 499 Internship
One upper level course of interest relating to concentration

Self Designed Concentration of Study (18 credits) from Div. III (at least 2 courses 300 or higher)
Advisor approval is needed for a self designed program of study. Possible courses include a selection of any of the above listed concentration courses and/or:
EDU 201 Education, Culture & Society
EDU 346 Multicultural Education
HDS 302 The Human Condition in the Era of Biotechnology
PSY 202 Advanced General Psychology
PSY 306 Abnormal Psychology
PSY 308 Advanced Abnormal Psychology
PSY 313 Psychology of Personality
SWK 408 Marriage & Family
EDU/HDS/PSY/SWK 499 Internship (3–9 credits)
Electives (27 credits)

Minor in Human Development and Human Services (18 credits)
Required:
HDS 310 Observation, Documentation, & Assessment (w/field placement)
SWK 350 Child Abuse/Family Preservation/Permanency Planning
One of the following:
PSY 201 Introduction to Psychology
SOC 201 Introduction to Sociology
One of the following:
SWK 307 Racial & Cultural Minorities
HDS 315 Family & Community Relationships
One of the following:
PSY 207 Child Development
PSY 215 Psychology of Adolescence
SWK 348 Growth & Behavior & the Social Environment I
SWK 349 Growth & Behavior & the Social Environment II
One of the following:
HDS 490 Fostering Mental Health: Supporting the Human Spirit (or)
PSY 490 Group Dynamics

Human Development and Human Services Course Offerings

HDS 204
Selected Contemporary Issues in Health (3)
Examines selected contemporary health issues and their impact on society in general and our schools in particular. Topics include the immune system and basic concepts of transmission and contagion of infectious diseases; assisted reproductive technologies; ADHD research; allergies and their consequences for childhood and adolescent well-being; pediatric HIV/AIDS; and other adolescent health issues (STDs, substance abuse, pregnancy, and childhood obesity).

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
cholmes@annamaria.edu

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.

Human Development and Human Services Major Requirements for Early Childhood Teacher Licensure

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)
EDU 420 Teaching Seminar (Core Integration)

One of the following (Core Integration):
HDS 490 Fostering Mental Health: Supporting the Human Spirit
PSY 490 Group Dynamics

Human Development and Human Services Requirements
HDS 204 Current Issues in Health (from T License)
PSY207 Child Development (from CORE)
HDS 490 Fostering Mental Health: Supporting the Human Spirit
OR
PSY 490 Group Dynamics (from CORE)
PSY 201 Introduction to Psychology
OR
SOC 201 Introduction to Sociology
HDS 310 Observation, Documentation, & Assessment
HDS 315 Family and Community Relationships
SWK 301 Child Abuse/Family Preservation/Per.Planning
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 Psychology of the Exceptional Child

Additional Requirements for Early Childhood Teacher Licensure
ENG 220 Origins of Folklore and Myth in Literature
HST 109 or HST 110 Western Civilization I or II
HST 113 U.S. History through Biographies
MTH 101 Numbers and Operations
MTH 130 Algebraic Operations and Functions
MTH Geometry and Measurement
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 Reading
EDU 423 Teaching Practicum (Pre-K–2) (12 credits)
Total Credits: 121

English-Language Arts Major for Early Childhood Teacher Licensure

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)
ENG 490 Senior Seminar in English (Core Integration)
EDU 420 Teaching Seminar (Core Integration)

English-Language Arts Requirements
ENG 190 England and Beyond: Literary Traditions in English
ENG 220 Origins of Literature in Folklore and Myth
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
EDU 310 Language Arts and Children's Literature
EDU 315 Teaching and Learning Reading

Additional Education Requirements for Early Childhood Teacher Licensure
HST 109 or HST 110 Western Civilization I or II
HST 113 U.S. History through Biographies
MTH 101 Numbers and Operations
MTH 130 Algebraic Operations and Functions
MTH Geometry and Measurement
HDS 204 Selected Contemporary Issues in Health
HDS 205 Guiding Children's Behavior
EDU 200 Introduction to Teaching
EDU 201 Education, Culture, and Society
EDU 312 Mathematics and Science Education for Early Childhood
EDU 423 Teaching Practicum (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 Psychology of the Exceptional Child
Total Credits for Major: 121

History Major for Early Childhood Teacher Licensure

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)
HST 451 Senior Seminar in History (Core Integration)
EDU 420 Teaching Seminar (Core Integration)

History 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

Additional Requirements for Early Childhood Teacher Licensure
ENG 220 Origins of Literature in Folklore & Myth
HDS 204 Contemporary Issues in Health
MTH 101 Numbers and Operations
MTH 130 Algebraic Operations and Functions
MTH Geometry and Measurement
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 Reading
EDU 423 Teaching Practicum (Pre-K–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 Psychology of the Exceptional Child
Total Credits for Major: 121

Humanities Major for Early Childhood Teacher Licensure

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)
ENG 490, HST 490, or HUM 490 Senior Seminar in Discipline (Core Integration)
EDU 420 Teaching Seminar (Core Integration)

Humanities Requirements
ENG 190 Literary Traditions in English
ENG 220 Origins of Literature in Folklore & Myth
HST109 or HST 110 Western Civilization I or II
HST 113 U.S. History through Biographies
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
Senior Seminar in Humanities

Additional Requirements for Early Childhood Teacher Licensure
HDS 204 Contemporary Issues in Health
MTH 101 Numbers and Operations
MTH 130 Algebraic Operations and Functions
MTH Geometry and Measurement
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 Reading
EDU 423 Teaching Practicum (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 Psychology of the Exceptional Child
Total Credits for Major: 121
Additional Education Electives
EDU 311 Curriculum for Early Childhood
EDU 434 Teaching Seminar (Agency/Preschool)
EDU 435 Teaching Practicum (Agency/Preschool)
EDU 453 Childcare Administration

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.

English-Language Arts Major for Elementary Teacher Licensure

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)
ENG 490 Senior Seminar in English (Core Integration)
EDU 420 Teaching Seminar (Core Integration)

English-Language Arts Requirements
ENG 190 England and Beyond: Literary Traditions in English
ENG 220 Origins of Literature in Folklore and Myth
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
EDU 310 Language Arts and Children's Literature
EDU 315 Teaching and Learning Reading

Additional Requirements for Elementary Teacher Licensure
HST 109 or HST 110 Western Civilization I or II
HDS 204 Selected Contemporary Issues in Health
MTH 101 Numbers and Operations
MTH 130 Algebraic Operations and Functions
MTH Geometry and Measurement
EDU 200 Introduction to Teaching
EDU 201 Education, Culture, and Society
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 Psychology of the Exceptional Child

General & Suggested Electives:
HDS 310 Observation, Documentation, &Assessment
EDU 328 Teaching and Learning of History &Social Sciences
EDU 452 Classroom Management
Total Credits for Major: 121

History Major for Elementary Teacher Licensure

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)
HST 451 Senior Seminar in History (Core Integration)
EDU 420 Teaching Seminar (Core Integration)

History 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

Additional Requirements for Elementary Teacher Licensure
ENG 220 Origins of Literature in Folklore and Myth
HDS 204 Contemporary Issues in Health
MTH 101 Numbers and Operations
MTH 130 Algebraic Operations and Functions
MTH Geometry and Measurement
EDU 200 Introduction to Teaching
EDU 201 Education, Culture, and Society
EDU 310 Language Arts and Children's Literature

EDU 315 Teaching and Learning 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 Psychology of the Exceptional Child

General & Suggested Electives
HDS 310 Observation, Documentation, &Assessment
EDU 452 Classroom Management
Total Credits for Major: 121

Humanities Major for Elementary Teacher Licensure

Core Curriculum Requirements (52 credits), including:
BLP 250 Applied Statistics (QR)
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)
ENG 490, HST 490, or HUM 490 Senior Seminar in Discipline (Core Integration)
EDU 420 Teaching Seminar (Core Integration)

Humanities Requirements:
ENG 190 Literary Traditions in English
ENG 220 Origins of Literature in Folklore & Myth
HST109 or HST 110 Western Civilization I or II
HST 113 U.S. History through Biographies
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
Senior Seminar in Humanities

Additional Requirements for Elementary Teacher Licensure
HDS 204 Contemporary Issues in Health
MTH 101 Numbers and Operations
MTH 130 Algebraic Operations and Functions
MTH Geometry and Measurement
EDU 200 Introduction to Teaching
EDU 201 Education, Culture, and Society
EDU 310 Language Arts and Children's Literature
EDU 315 Teaching and Learning Reading
EDU 316 Teaching and Learning Math and Science
EDU 423 Teaching Practicum (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 Psychology of the Exceptional Child
General and Recommended Electives)

HDS 310 Observation, Documentation, and Assessment
EDU 328 Teaching and Learning of History & Social Sciences
EDU 452 Classroom Management
Total Credits for Major: 121
Additional Education Electives
EDU 341 Contemporary Issues in Education
EDU 346 Multicultural Education
EDU 453 Childcare Administration

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
School Age 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 328
Teaching and Learning of History and Social Sciences (3)
Examines elementary history and social sciences curricula (K–8) and includes opportunities for students to practice teaching methods related to these concepts and skills. The Massachusetts Curriculum Framework for History and Social Science will guide the study of history, geography, economics and civics. Includes field experience in K–8 settings. 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
Psychology of the Exceptional Child (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
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 436
Multicultural Education (3)
Helps students to recognize and value their own cultural identity, the cultural differences among all peoples, and to develop an understanding of the multicultural nation and interdependent world in which we live. An integral part of this course will be an ongoing discussion and implementation of a variety of strategies designed to help the student to integrate and internalize this knowledge into their learning and teaching style and activities.

EDU 452
Classroom Management (3)
Familiarizes students with management strategies including organizing physical space, establishing classroom rules, routines and procedures, and managing student behavior. Focuses on creating an environment of respect and establishing a culture for learning. Highlights effective teaching skills.

EDU 453
Childcare Administration (3)

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

BACHELOR OF ARTS IN PSYCHOLOGY

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
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 nin 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

Program Director
Denise Hildreth, M.S.W., LICSW
508-849-3242
dhildreth@annamaria.edu

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 simulateneously 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 or 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 governed by the humanistic approach 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 work and attend 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)

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 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 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 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)
Continues the development of the generalist knowledge, values, and skills required to intervene on an advanced level. This course is taken concurrently with the first semester of the senior year field placement. Integrates theory and practice with a concentration on social work with families and groups. Prerequisite: SWK 443.

SWK 449
Interventive Methods IV (3)
Continues the development of the generalist knowledge, values, and skills required to intervene on an advanced level. This course is taken concurrently with the second semester of the senior year field placement. Integrates theory and practice with a concentration on macro-level practice, including environmental modification, class advocacy, advanced interventive techniques with individuals, groups and large social systems, and evaluation of practice. Open to social work majors only. Prerequisite: SWK 448.

SWK 454
Senior Seminar (3)
Focuses on the integration of theory and practice and provides the student with the opportunity to select and explore, with the aid of the instructor, special topics that supplement, correlate, and synthesize the course content presented throughout the sequence.

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 21sr 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. Thomas W. Connelly, Jr. (Nursing Programs)

Professors
Dr. Paul Erickson (Biology, Environmental Science), Gail Kustigian (Nursing), Dr. Carl F. Moxey (Biology) , Dr. Susan Swedis (Biology, Chemistry, Environmental Science); Assistant Professors: Arlana Arsenault (Nursing), Kathleen Brule (Nursing), Dr. Anne Marie Catalano (Nursing). Elizabeth A. Favreau (Nursing), Dr. Joan-Beth Gow (Biology), PauletteRemijan (Nursing).

Adjunct Instructors
Paul J. Antonellis (Fire Science), Sheri R. Bemis (Emergency Medical Services), Gertrude Cahill (Health Science), Daniel Case (Mathematics), Michael R. Cassidy (Fire Science), Patricia Clark (Nursing), , Eileen Costello (Nursing), David R. Currier (Fire Science), Gary Daugherty (Fire Science), Dennis Dowd (Fire Science), , Edward Durbeck (Geographic Information Systems), Gregory Habgood (Fire Science), Ricci Hall (Emergency Medical Services), John M. Moschella (Fire Science), Jacob H. Nunnemacher (Fire Science), Thomas F. O'Connell (Fire Science), Dr. Mary Beth O'Leary (Biology, Natural Sciences), , Everett G. Pierce (Fire Science), Francis E. Sullivan (Fire Science), John F. Sullivan (Fire Science), Barbara Swidler (Mathematics), Marilyn Tormey (Nursing), Keith A. Ventimiglia,Jennifer Webb (Mathematics), Jennifer Webb (Mathematics), 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)

Minor Fields

Environmental Science

Other Areas of Study

Computer Science
Chemistry
Emergency Medical Services
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 interpretationof 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.

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.

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.

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.

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.

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.

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.

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, 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 Intro. 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.

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.

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.

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.

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.

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.

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.

FRS 209
Analytical Approaches to Public Fire Protection (3)
This course examines the tools and techniques of rational decision making in Fire and Emergency Services agencies including data collection, statistics, probability, decision analysis, utility modeling, resource allocation, and cost-benefit analysis.

FRS 302
Fire and Emergency Services Administration (3)
This course is designed to be a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills necessary to manage and lead a fire and emergency services department through the changes and challenges of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of a fire and emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission.

FRS 304
Fire Investigation (3)
This course is intended to provide the student with the fundamentals and technical knowledge needed for proper fire scene interpretations including recognizing and conducting investigations of origin and cause, scene security, motives of the fire setter, and types of fire causes. In addition the student will be provided with advanced technical knowledge of the rule of law, fire scene analysis, fire behavior, evidence collection and preservation, scene documentation, and case preparation and testifying. Prerequisite: FRS 205

FRS 317
Legal Aspects of Emergency Services (3)
This course introduces the federal, state, and local laws that regulate emergency services, the national standards influencing emergency services, issues related to standard of care, and tort liability law. Relevant court cases provide examples.

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.

FRS 326
Personnel Management for Fire & Emergency Services (3)
This course examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline and collective bargaining.

FRS 341
Fire Prevention Organization & Management (3)
This course examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans reviews, fire investigation, research, master planning, and various types of influences and strategies.

FRS 351
Disaster Planning & Control (3)
This course examines concepts and principles of community risk assessment, planning, and response to fires and natural and man-made disasters, including civil disturbances, terrorists threats/incidents, hazardous materials incidents, mass casualty events, and earthquakes. Standard strategies and organizational frameworks are reviewed, including NIMS/ICS, mutual aid and automatic response, training and preparedness, communications, and disaster mitigation and recovery. Prerequisite: FRS 321

FRS 355
Hazardous Materials Awareness & Operations (3)
This course involves basic fire chemistry relating to the main categories of hazardous materials. Topics include recognizing hazardous materials and their characteristics, including those related to health issues encountered by emergency responders.

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

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

FRS 365
Fire Related Human Behavior (3)
Students learn about how humans respond to fire and how that knowledge has been integrated into life safety systems design and development. Students examine 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.

FRS 404
Fire investigation & Analysis (3)
This course examines the technical, investigative, legal, and social aspects of arson, including principles of incendiary fire analysis and detection, environmental and psychological factors of arson, legal considerations, and intervention and mitigation strategies. Prerequisite: FRS 304

FRS 415
Political & Legal Foundations for Fire Protection (3)
This course examines the legal aspects of the fire service and the political and social impacts of legal issues. This course contains a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters, administrative and

operational matters, planning and code enforcement, and legislative and political processes with regard to the fire service. Prerequisite: FRS 317

FRS 420
Management of Emergency Medical Services (3)
Introduces 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.

FRS 436
Critical Incident Stress Management for Emergency Services (3)
Introduces the student to the multi-faceted area of interpersonal relations. Topics include crisis intervention, critical incident stress, post traumatic stress disorder, conflict resolution, and professional relationships.

FRS 455
Managerial Issues in Hazardous Materials (3)
This course presents issues in the management of a department-wide hazardous materials program. Issues that are pertinent to officers and managers in public safety departments are the focus, including regulations and requirements for hazardous materials preparedness, response, storage, transportation, handling and use, and the emergency response to a terrorism threat/incident involving hazardous materials. Subjects 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

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.

FRS 465
Community Risk Reduction for Fire & Emergency Services (3)
This course provides a theoretical framework for the understanding of the ethical, sociological, organizational, political, and legal components of community risk reduction. Students apply the knowledge and methodologies to the development of a comprehensive community risk reduction plan. Prerequisite: FRS 365

Fourth year Core seminars

Fourth year Core seminars are structured as a capstone experience under the theme “Seeking Integration”. They provide an opportunity for all students to participate in an interdisciplinary seminar that integrates background in their major field of study with the skills and knowledge acquired throughout the Core Curriculum. The second seminar is intended to involve active learning through activities such as research, projects, service learning, or internships.

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.

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.

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 119

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 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 113/114
Modern Mathematics I, II (3, 3)
A study of modern mathematics and its applications. Topics include set theory, logic, number theory, numeration systems, finite systems, equations, graphing, and geometry. Three lecture hours per week.

MTH 118

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
Thomas W. Connelly, Jr., Ph.D., R.N.
508-849-3285
tconnelly@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 Mayof 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.

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.

Bachelor of Science in Nursing

Program Director
Thomas W. Connelly, Jr., Ph.D., RN.
508-849-3285
tconnelly@annamaria.edu

A Contemporary Nursing Curriculum

The Bachelor of Science in Nursing at Anna Maria College is an RN-BSN program designed for busy professionals. It provides an opportunity for registered nurses to expand their professional options for nursing practice in the 21st century. Whether a seasoned professional RN or a newly minted Associate in Science in Nursing graduate, students in the program will find here a contemporary nursing curriculum with themes of transcultural nursing, the environment and health, and concern for ethical and moral values—all built on a strong foundation in the liberal arts to prepare our graduates to provide compassionate care for diverse populations. Our unique curriculum includes courses in case management, environmentally related illness, biomedical moral issues, complementary health care, and cardiac nursing. Throughout the program we stress evidence-based practice, nursing informatics and critical thinking and writing.

Nursing Program

At Anna Maria College we are a caring learning community, where adults share knowledge as colleagues. Busy professionals will find here a schedule of classes suited to their needs. Classes are taught in the late afternoon and evening and individually designed clinical experiences are scheduled by the student. Upon entrance into the program the student with his or her academic advisor develops an individual educational plan that allows him/her to choose nursing courses of particular interest and to progress through the program quickly. Students meet with their academic advisor each semester to plan their courses for the upcoming semester.

Organization of the Nursing Program

As with the Associate degree program at Anna Maria College, the RN-BSN program is organized around the Neuman Systems Model which guides nurses in providing holistic care in the physiological, psychological, socio-cultural, and spiritual dimensions of life.

Students are required to complete the 300- level courses before going on to the 400-level courses. The first nursing course, NUS 301 Professional Nursing, provides the foundational knowledge and skills to assure success in the program. NUS 302 focuses on health assessment, health promotion and health education. In NUS 304 students develop research skills and formulate a plan to utilize nursing research in their own practice.

Following completion of the 300-level nursing courses students progress to two clinical courses and may choose two additional nursing courses which present important aspects of professional nursing, such as leadership and management skills, case management, environmentally related illness, and cardiac care.

Admission Requirements—RN to BSN Program

1. A completed application form
2. A non-refundable application fee of $40.00, fee is waived if applying online at www.annamaria.edu/admissions.
3. A current Massachusetts RN License
4. Official transcripts of previous college courses
5. Two letters of recommendation
6. An interview with the Program Director

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

Program Requirements

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

College Core requirements drive the selection of some required and elective courses, including nursing and non-nursing options. Most RN-to- BSN students enter with junior-year standing, which means they are required to complete the third year Core curriculum comprised of COR 304 Catholic Social Teaching (Justice type I course) and NUS 408 Public Health nursing (Justice type II course). The fourth year Core curriculum requirements are met by NUS 415 (Core IV seminar), and the practicum associated with the clinical course the student elects. College distribution requirements also must be met.

In addition, RN-to-BSN students must demonstrate their technological literacy either by passing the College's competency test or by passing COR 204 Technological Literacy. Students also must satisfactorily complete a course in statistics, generally BLP 250, Applied Statistics. Credits toward the degree may be earned in the following ways:
1. taking and passing the course at Anna Maria College
2. transferring credits from another college 3. passing CLEP, NLN or Anna Maria College Challenge Exams
4. for work experience and specialized training, if specific criteria are met

Required Nursing Courses

Generally all nursing courses are taken at Anna Maria College.
NUS 301 Professional Nursing
NUS 302 Physical Assessment and Health Promotion
NUS 304 Nursing Research Utilization
NUS 415 Transcultural Nursing
Two clinical nursing courses, one of which must be NUS 408 Public Health Nursing (Core Justice II requirement)

Two additional nursing courses (choices are described below)

Choices of Nursing Courses

Students choose one of the following courses:

NUS 405 Leadership and Management in Nursing
NUS 409 History of Nursing in the United States

Students choose one of the following theory courses:

NUS 201 Managing Chronic Illness
NUS 202 The Human Dilemma: Dealing with Grief and Loss
NUS 203 Complementary Health Care
NUS 204 Working with Older Adults
NUS 412 Nursing Case Management
NUS 416 Cardiac Care

Students complete a clinical course:

NUS 404 Acute Care Nursing

General education courses, including philosophy, ethics, fine arts and religious studies, provide a liberal arts background which helps students understand the many dimensions of the human person and form a basis for sensitive assessment of the physical, psychological, spiritual, and socio-cultural aspects of clients. The capstone course, NUS 415 Transcultural Nursing, examines socio-cultural and cultural components of health and prepares students to deliver culturally competent care to diverse populations.

BSN Nursing Course Offerings

NUS 201
Managing Chronic Illness (3)
This course explores ways of mediating the impact of chronic illness on the chronically ill person, the family/caregiver, the health care provider and the health system. Concepts of chronicity, wellness and illness roles, stigma, body image, powerlessness and empowerment are examined. Coping with pain, social isolation, altered mobility, fatigue and sexuality are discussed. No prerequisites.

NUS 202
The Human Dilemma: Dealing with Grief and Loss (3)
This course explores the concepts of grief and suffering, across the spectrum from every day crises to dealing with death and dying. No prerequisites.

NUS 203
Complementary Health Care (3)
This course provides an overview of non-traditional therapies. Alternative therapies such as manual healing methods, pharmacological and biological treatments, herbal medicine, and diet and nutrition, Chinese medicine and Ayuvedic medicine are presented. No prerequisites.

NUS 204
Working with Older Adults (3)
This course emphasizes the unique strengths and abilities of older persons. It provides an overview of gerontology, using a multidisciplinary approach. No prerequisites.

NUS 301
Professional Nursing (3)
This foundational course is designed to introduce students to concepts in professional nursing practice and to the Anna Maria College BSN nursing program. The course explores the components of professionalism, social responsibility and service in nursing practice, ethical issues in nursing, spirituality in nursing, current health issues, legislative issues in health care, nursing theorists, with emphasis on Betty Neuman's Systems Model, and career planning, including the development of the professional portfolio. Using nursing informatics, oral and written communication skills and critical thinking are stressed. No prerequisites.

NUS 302
Physical Assessment and Health Promotion (3)
The Neuman Systems model is utilized as the organizing framework in completing comprehensive wellness assessments, health promotion activities, health education, and illness prevention. Competencies in physical assessment, patient education, and oral and written communication are stressed. Enrollment is limited to 12 students. Prerequisite: NUS 301 or permission of Program Director.

NUS 304
Nursing Research Utilization (3)
This is an introductory nursing research course designed to prepare registered nurses to become critical consumers of nursing research, to utilize nursing research in practice and to develop an understanding of the research process in preparation for graduate study. Prerequisites: NUS 301, NUS 302 and Statistics.

NUS 404
Acute Care Nursing (6)
In this clinical course, students identify variances in physiological, psychological, sociocultural, developmental and spiritual health, using the Neuman Systems Model. Based on this assessment, plans of care for actual and potential health problems are developed. This course prepares students to take the American Nurses'

Credentialing Center Certification Examination. Enrollment is limited to 10 students. Prerequisites: NUS 301, NUS 302, NUS 304.

NUS 404P
Clinical Practicum for NUS 404
Using a preceptor model, students complete a practicum in acute care facilities.

NUS 405
Leadership and Management in Nursing (3)
This course focuses on leadership and management styles and models, mentorship, media relations, the nurse's role in the development of health care policy, and the professional nurse's responsibility to advocate for a healthy environment. Students continue the development of their professional portfolio and explore their professional growth through narrative and self analysis. Prerequisite: NUS 301.

NUS 407
Community Health Nursing (3)
Using the Neuman Systems Model as the organizing framework, this course explores values, beliefs, standards and practices as they relate to health care in the community setting. Students utilize conceptual frameworks from nursing and related disciplines as a frame of reference in planning care in the community. Knowledge from the sciences, humanities, and the arts is integrated to stimulate insight, dialogue and discovery. The role of the nurse in advocating for a healthy environment and developing strategies to promote health and healing is developed. Prerequisites: NUS 301, NUS 302, NUS 304.

NUS 407P
Clinical Practicum for NUS 407 (3)
Using a preceptor model, students complete individually arranged clinical practica in traditional and non-traditional community settings.

NUS 408
Public Health Nursing (3)
Using the Neuman Systems Model as an organizing framework, this course focuses on the work of the public health nurse in the care of populations. Ethical, environmental, economic, legal, political, spiritual and sociocultural stressors affecting health care are targeted for inquiry and decision-making. Prerequisites: NUS 301, NUS 302, NUS 304.

NUS 408P
Clinical Practicum for NUS 408 (3)
The clinical practicum provides students with a broad overview of public health nursing. Learning opportunities are in selected public health agencies, including the Town Boards of Health, the Massachusetts Public Health Association, and free health clinics.

NUS 409
History of Nursing in the United States (3)
This course traces the development of nursing practice and education in the United States from the Civil War to the present. Set in the context of the times it focuses on the political, social and economic events which shaped nursing practice and education. Topics include Nightingale's influence, early hospital nursing schools, nursing experiences in the American Civil War, the Spanish-American War, and the wars of the twentieth century; Red Cross nursing, segregation in American nursing; the Great Depression; the development of public health nursing, the impact of scientific medicine on nursing, nursing's struggle for professionalism, the development of managed care and the changing images of nursing. Students participate in original historical research. Prerequisite: NUS 301 or permission of instructor.

NUS 412
Nursing Case Management (3)
This course is designed to broaden students'skills and open career possibilities as case managers. Course content includes the historical development of case management, state and federal policies that impact service delivery; the range of case management settings/interventions, ethics and principles that guide the provision of case management services and empowerment and social justice in case management.

NUS 414
Environmental Illness (3)
Our environment contains many environmental hazards. Some of these lead to disability, morbidity, and mortality. This seminar course is designed to raise awareness of environmental hazards as the basis for illness and to explore ways to mediate the effects of such hazards in the home, workplace and environment.

NUS 415
Transcultural Nursing (3)
This capstone seminar course prepares students to deliver culturally competent care to diverse populations. Students are expected to utilize health assessment, environmental assessment, care planning and research skills to develop a health care plan for members of an ethnic population

present in the greater Worcester area. In developing this plan, students are expected to utilize and integrate Catholic Social Teaching, historic and cultural knowledge, and the Neuman Systems Model. For their final assignment, 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.

NUS 416
Cardiac Care (3)
This course focuses on the physiological factors and pathogenesis of cardiovascular disease, comprehensive assessment of the adult cardiac patient, contemporary diagnostic procedures and primary and secondary interventions. It prepares the student to take the American Nurses' Association Credentialing Center Certification Examination in Cardiac/Vascular Nursing.
Prerequisites: NUS 301, NUS 302, NUS 304.

DIVISION V
VISUAL AND PERFORMING ARTS

Division Chair
Ronald G. Sherwin, Ph.D.
rsherwin@annamaria.edu

Faculty
Professor: Lisa Summer (Music Therapy); Associate Professors: Maureen Connors (Music), Roger Greene (Music), Alice Lambert, (Art), Mary Lynn Ritchey (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 Faculty
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

Many students opt to take advantage of the double major in:

• Music Education/Music Therapy
• Music Education/Music Performance
• Music Therapy/Music Performance

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, a 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 20th century. Through lecture, discussion and museum visits, students become acquainted with the purposes of art and art making throughout the ages. Semester one completes the Medieval era, 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 20th century. In addition to class lectures, students examine a select number of artists such as Copley, Jefferson, Eakins and Chicago, discuss primary sources and visit local collections of American Art. 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
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

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

Muriel Audette, SSA ’60
Pastoral Assistant
St. Bernadette Parish
Northborough, Massachusetts

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

Rev. John E. Brooks, SJ
President Emeritus
The College of the Holy Cross
Worcester, Massachusetts

David C. Brough ’00 ’01G
PriceWaterhouseCoopers, LLP
Boston, Massachusetts

Brian J. Buckley, Esq.
Fletcher, Tilton and Whipple, PC
Worcester, Massachusetts

Alina O. Chand ’97
Partner, CEO
Shenango Advanced Ceramics
New Castle, Pennsylvania

Maureen L. Coghlin ’57
Alumna Class of ’57
Shrewsbury, Massachusetts

Peter J. Dawson, Esq., Secretary
Partner
Mirick O’Connell
Worcester, Massachusetts

Rita M. DeRoy, SSA ’68
Provincial Treasurer
Sisters of Saint Anne
St. Marie Province
Marlboro, Massachusetts

Paul A. DiPierro
Retired
Millbury, Massachusetts

Barbara A. Flynn, SSA ’55
Spiritual Director
Sisters of Saint Anne
Worcester, Massachusetts

Rose Clarisse Gadoury, SSA ’65
Adjunct Professor
Blessed John XXIII National Seminary
Weston, Massachusetts

Lloyd L. Hamm, Jr. ’81 ’83
Executive VP/CIO
Eastern Bank
Lynn, Massachusetts

Sally A. Jacobson ’99
Alumna
Wellesley, Massachusetts

Michéle Jacques, SSA ‘69
Director, Marie Anne Center
Worcester, Massachusetts

William F. Jones
Retired President
Steam Turbine Business Unit/ Dresser-Rand Corp.
Worcester, Massachusetts

Rev. Paul D. Kennedy, DD
Retired Pastor/Community Leader
Worcester, Massachusetts

Madeleine Lanoue, SSA ‘72
General Secretary, Congregation of the Sisters of Saint Anne
Lachine,Quebec, Canada

Paul J. Lynskey ’81
Director of Secondary School Relations
Massachusetts Educational Financing Authority
Boston, Massachusetts

Peter J. McDonald, Ed.D.
Headmaster
Eagle Hill School
Hardwick, Massachusetts
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

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

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

Eric Gustafson (2007)
Director of Advancement

Paula Green (2007)
Director of Marketing and Community Relations

Andrew O. Klein (2007)
Dean of Student Affairs and Retention

Mike Miers (2005)
Director of Information Technology

Cheryl St.Pierre-Sleboda (2009)
Chief Financial Officer

TELEPHONE DIRECTORY

Main Telephone
(508) 849-3300 or
800-344-4586

Academic Programs Office
Telephone: (508) 849-3371
Fax: (508) 849-3343

Admission
Telephone: (508) 849-3360
Fax: (508) 849-3362

Alumni and College Relations
Telephone: (508) 849-3342
Fax: (508) 849-3339

Athletics
Telephone: (508) 849-3446
Fax: (508) 849-3449

Bookstore
Telephone: (508) 849-3461
Fax: (508) 755-4696

Business Office
Telephone: (508) 849-3425
Fax: (508) 849-3278

Campus Security
Telephone: (508) 849-3456
Fax: (508) 849-3484

Career Development Center
Telephone: (508) 849-3345
Fax: (508) 849-3362

Financial Aid
Telephone: (508) 849-3366
Fax: (508) 849-3229

Health Services
Telephone: (508) 849-3458
Fax: (508) 849-3471

Information Technology
Telephone: (508) 849-3327

Library
Telephone: (508) 849-3405
Fax: (508) 849-3408

Registrar
Telephone: (508) 849-3400
Fax: (508) 849-3430

Residence Life Office
Telephone: (508) 849-3459

ADA Coordinator
Dennis Vanasse, M.Ed.
(508) 849-3372
dvanasse@annamaria.edu

Affirmative Action Coordinator
Lisa Driscoll
(508) 849-3398
ldriscoll@annamaria.edu

FACULTY

Marcel Beausoleil (2003)
Assistant Professor, Criminal Justice
B.S., Bryant College
M.S., C.A.G.S., Ph.D., Salve Regina University

James K. Bidwell (2005)
Assistant Professor, Humanities
B.A., University of Maine, Orono
M.A., Ph.D., Boston College

Michael A. Boover (2005)
Assistant Professor, Religious Studies
B.A., Worcester State College
M.A., Assumption College
D. Min., Andover Newton Theological School

Allen Brown (2009)
Associate Professor, Criminal Justice
B.A. University of Florida
Ph.D., J.D., University of Nebraska

Lisa Carpino (2005)
Assistant Professor, Psychology
B.S., Worcester State College
M.H.A., Clark University

Anne Marie Catalano (2009)
Assistant Professor, Nursing
B.S. (Nursing), Binghamton University
M.S., Boston University
Ph.D., Boston College

Maureen M. Connors (1975)
Associate Professor, Music
B.M., Anna Maria College
M.Mus., University of Hartford

Richard L. Connors (1965)
Associate Professor, Psychology
A.B., St. Mary's Seminary College (Baltimore)
M.A., C.A.G.S., Assumption College

Michael Donnelly (2008)
Assistant Professor, Criminal Justice
Director of Masters in Public Administration
B.A., Wesleyan University
J.D., Suffolk University
M.P.A., Harvard University

Barbara Driscoll de Alvarado (2008)
Assistant Professor, Humanities and Spanish
B.A., Boston State College
M.A., Ph.D., University of Notre Dame

Susan Eliason (2001)
Assistant Professor, Education
B.S., Iowa State University
M.Ed., Worcester State College
Ed.D., Nova Southeastern University

Paul A. Erickson (1995)
Associate Professor, Biology
A.B., M.A., Ph.D., Clark University

Jan M. Evans (2000)
Assistant Professor, Philosophy
B.A., Houghton College
M.A., University of Illinois
Ph.D,. Boston College

Patricia W. Gavin (1996)
Director of Criminal Justice Programs
Associate Professor, Criminal Justice
B.A., University of California
M.S., Northeastern University
Ph.D. (cand.), Rutgers University

Joan-Beth Gow (2006)
Assistant Professor, Biology
B.A., Colby College
Ph.D., Clark University

Roger W. Greene (1974)
Associate Professor, Music
B.M., The New England Conservatory of Music
M.Mus., Boston University

Virginia R. Heslinga (2006)
Assistant Professor, English
B.A., Marshall College
M.A., Widener University
Ph.D. (cand.), University of Phoenix

Denise Hildreth (2002)
Assistant Professor, Social Work
B.A., Anna Maria College
M.S.W., Boston University

Christine Holmes (1999)
Director, Education Programs
Chair, Division of Human Development and Human Services
Associate Professor, Education
B.S., Fitchburg State College

M.S., Wheelock College
Ed.D., University of Massachusetts-Amherst

Joanne M. Jenal (2006)
Assistant Professor, Education
B.A., M.Ed., University of Massachusetts

Judith Kenary (2007)
B.S.N., Pace University
M.B.A., Anna Maria College
Ed.D. (cand.), University of Hartford

Alice M. Lambert (1987)
Chair, Division of Fine Arts
Associate Professor, Art
B.F.A., Anna Maria College
M.A., Rhode Island College

Lisa LeBlanc (1997)
Chair, Division of Humanities
Associate Professor, English
A.B., Regis College
M.A., Boston College
Ph.D., The Catholic University of America

Robert J. Lemieux (1965)
Associate Professor, Philosophy
A.B., M.A., Assumption College
M.A., Anna Maria College

Travis Maruska (2008)
Assistant Professor of Humanities and Media
B.F.A., University of North Dakota
M. F. A., Chapman University

Christine Limb (2007)
Assistant Professor, Music Education
B.M., M.M., West Virginia University
D.M.A., University of Southern California

L. Michael McCartney (2006)
Associate Professor, Criminal Justice
B.A., Fordham University
M.A., American International College
Ph.D., University of Massachusetts-Amherst

MaryKate McMaster (2000)
Lecturer, American Studies
B.A., College of the Holy Cross
M.L.S. (cand.), University of Rhode Island
M.A., Boston College
Ph.D., The College of William and Mary

Kathleen B. Magee (2004)
Assistant Professor, Legal Studies
B.A., Boston College
M.A., Regis College
J.D., Suffolk University

Elzbieta Manos (1988)
Chair, Division of Business, Law and Public Policy
Associate Professor, Business
B.S., M.B.A., Anna Maria College

Ann Marie Mires (2008)
Assistant Professor, Criminal Justice
B.A., University of New Hampshire
M.A., University of Arkansas
Ph.D., University of Massachusetts-Amherst

Carl F. Moxey (2004)
Associate Professor, Biology
B.A., M.A., Ph.D., Harvard University

Gary M. O'Bireck (2005)
Associate Professor, Criminal Justice
B.A., M.A., Ph.D., York University-Canada

Seth Racusen (2003)
Associate Professor, Criminal Justice/Political Science
S.B., Massachusetts Institute of Technology
Ed.M., Harvard University
Ph.D., Massachusetts Institute of Technology

Paulette Remijan (2002)
Assistant Professor, Nursing
B.S.N., Anna Maria College
M.S.N., University of Massachusetts

Mary Lynn Ritchey (1989)
Associate Professor, Music
B.A., Dominican College of San Rafael
M.A., University of Washington

Doryl Rourke (2000)
Field Placement Coordinator, Education
B.A., University of Connecticut
I.P.C.G., Southern Connecticut State University

Paul A. Russell (1986)
Professor, History
A.B., State University of New York at Potsdam, College of Arts and Sciences

M.A., Ph.D., Boston College

Louise N. Soldani (1954)
Professor Emerita, English
A.B., Anna Maria College
M.A., Boston College
Ph.D., University of Notre Dame

Lisa Summer (1995)
Professor, Music
B.M., Western Michigan University
Master of Creative Arts Therapy, Hahnemann University

Susan R. Swedis (2001)
Chair, Division of Environmental, Natural, and Technological Sciences
Associate Professor, Environmental Science
A.B., M.A., Ph.D., Clark University

Richard Talbot (2007)
B.A., University of Maine
M.A., University of New Hampshire
Ph.D., University of New Hampshire

Julienne Ugalde (2008)
Assistant Professor, Education
B.A., Worcester State College
M.A., Wheelock College

Mary Ann Ulevich (2005)
Assistant Professor, Social Work
B.A., Clark University
M.A., Assumption College
M.S.W., Boston University

Dianne M. White (2005)
Assistant Professor, Criminal Justice
B.S., Suffolk University
M.A., Boston College
M.A., Brandeis University
J.D., New England School of Law
Ph.D., Brandeis University

Bernard Wood (1985)
Associate Professor, Business Administration
B.S.M.E., M.S.M.E., M.B.A., Worcester Polytechnic Institute

Joanne Zannotti (2006)
Assistant Professor, Social Work
B.A., Anna Maria College
M.S.W., Boston College

ADJUNCT FACULTY

Paul Antonellis (2004)
Lecturer, Fire Science
B.S., M.A., Empire State College

Stephen Arlinghaus (2007)
Lecturer, Business
B.S., Boston College
M.A., Yale University

David Armstrong (2001)
Lecturer, Criminal Justice
B.S., M.A., Anna Maria College
M.P.A., Clark University

Susan Begley (2003)
Lecturer, Business
B.S., M.B.A., Anna Maria College

Sheri Bemis (2007)
Lecturer, Emergency Medical Services
B.S., Johnson & Wales University

Timothy Bibaud (2003)
Lecturer, Criminal Justice
B.A., College of the Holy Cross
J.D., New England School of Law

Carl Bindoo
Lecturer, Business
B.S., Atlantic Union College
M.B.A., Clark University

Thomas Bogart (2003)
Lecturer, Fire Science
B.S., Salem State College
M.S., Anna Maria College

Keith Bourdon (1999)
Lecturer, Division II
B.A., Southeastern Massachusetts University
M.A., Bridgewater State College

Francis Brennan (1998)
Lecturer, Criminal Justice
B.S., Norwich University
M.Ed., University of Hawaii
M.S., Northeastern University

Suzanne M. Buglione (2008)

Lecturer, Education
B.S., Worcester State College
M.Ed., Worcester State College

Paul Burgess
Lecturer, Business
B.S., Emmanuel College
M.B.A., Nichols College

Gerard Campbell (2006)
Lecturer, Legal Studies/Paralegal
B.A., State University of New York
J.D., Rutgers University School of Law
M.S., Anna Maria College

Maureen Caouette (1999)
Lecturer, Art Education
B.A., New York Institute of Technology
M.A., University of Massachusetts

Ralph Caouette (2000)
Lecturer, Drawing, Art Education
Certificate, School of Worcester Art Museum
B.F.A., University of Mass., Amherst
M.A., CAGS, Anna Maria College
Ed.D. (cand.) University of Mass., Amherst

Michael Cassidy (2007)
Lecturer, Fire Science
B. S., Harvard University
M.S., National University

John Clark (2008)
Lecturer, Business
B.S., M.B.A., Anna Maria College

Stephen Coleman (2006)
Lecturer, Fire Science
B.S. Anna Maria College
M.P.A. Clark University

Mark Conlon (2000)
Lecturer, Division II
B.A., University of Rhode Island
M.P.A., University of Massachusetts – Amherst
J.D., Suffolk University

Shawn Conrad (2006)
B.A. Assumption College
M.Ed. Anna Maria College

Judith Cournoyer (2009)
Lecturer, Special Education
B.S., M.Ed., Westfield State College
C.A.G.S. American International College

Eileen Costello (2002)
Lecturer, BSN Nursing
B.S.N., Boston College
M.S.N., Catholic University

David R. Currier (2004)
Lecturer, Fire Science
B.A., Anna Maria College
M.B.A., Cambridge College

Gary Daugherty (2006)
Lecturer, Fire Science
B.A., Holy Family University
M.S., Villanova University

Douglas Dawson (1993)
Lecturer, Education. Science
B.A., Princeton University
Ph.D., University of California

Kathleen Derzius
Lecturer, Business
B.S., M.B.A., Anna Maria College

Michael J. DeTore (2009)
Lecturer, Fire Science
B.S., University of Massachusetts
M.A., Anna Maria College

Richard Devine (2009)
Lecturer, Psychology
M.A., University of Minnesota
Ph.D., University of Minnesota

Joe DiGregorio (2005)
Lecturer, Stained Glass, Watercolor
B.A., Anna Maria College
M.Ed., Fitchburg State College
CAGS, Clark University

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

Dennis Dowd (2005)
Lecturer, Fire Science
B.S., University of Massachusetts–Amherst
M.Ed., University of Massachusetts–Boston

Hayden Duggan (2005)
Lecturer, Fire Science
A.B., Ed.D., Harvard University

Janet Dupuis (2004)
Lecturer, Art History
B.A., Framingham State College
M.Ed., Fitchburg State College

Gerard Durand (2009)
Lecturer, Criminal Justice
B.S., Roger Williams Univeristy
M.A., Boston University

Edward Durbeck (2008)
Lecturer, Geographic Information Systems
B.S., Framingham State College
M.A., Boston University

Alan Feltham
Lecturer, Business
B.S., Wentworth College of Technology
M.B.A., Anna Maria College

Cheryl Flynn (2008)
Lecturer, Business
B.A., Framingham State College
M.S., Regis College

Patricia Duszlak (2007)
Lecturer, Education
B.S., Worcester State College
M.Ed., Anna Maria

William George (1998)
Lecturer, Criminal Justice
B.A., Providence College
B.S., Northeastern University
M.A., Anna Maria College

Janet Ginkus-Allen (1992)
Lecturer, Education. Mathematics
B.S., M.Ed., Worcester State College
C.A.G.S., Ed.D.(cand.), University of Massachusetts-Amherst

Jude Gonsalvez (2001)
Lecturer, Social Work
B.A., Madurai Law College, B.A., The American College
M.A., Loyola College
Ph.D., Madras Christian College

Evangelina Gonzalez-Dufresne (2009)
Lecturer, Social Work
B.S., Worcester State
M.A., Springfield College

Vincent Gorgoglione (2001)
Lecturer, Criminal Justice
B.S., M.A., Anna Maria College

Richard Green (2008)
Lecturer, Paralegal Studies
B.A., Trinity Western University
J.D., Chapman University School of Law

Gregory Habgood (2007)
Lecturer, Fire Science
B.S., West Chester University
M.S., University of New Hampshire

Ricci Hall (2006)
Lecturer, Emergency Medical Services
A.S.N. (RN), Mt. Wachusett Community College
B.A., M.A., Clark University
M.Ed., M.Ed. (History), Worcester State College

Gary Haywood (2006)
B.A. University of Massachusetts
M.D.,D.M, Gordon-Conwell Theological Seminary

Bobby Hazelton (2006)
Lecturer, Legal Studies
B.S., Auburn University
J.D., Suffolk University Law School

James G. Hedlund (2004)
Lecturer, Core Curriculum
B.S., Fitchburg State College
M.A., Clark University
C.A.G.S., Clark University

Nadine Henderson (2000)
Lecturere, Education
A.B., Our Lady of the Elms
M.Ed., Clark University

Michael A. Holbrook
Lecturer, Business
B.A., Fairfield University
M.B.A., Anna Maria College

J. Isaac (2009)
Lecturer, Division II
B.S., Cornell University
J.D., New England School of Law

Joyce Johnson (2009)
Lecturer, Criminal Justice
A.B., Clark University
J.D., New England School of Law

Richard Kalinowski (1999)
Lecturer, Criminal Justice
B.S., Worcester State College
J.D., University of Tulsa

Amanda Katz (2008)
Lecturer, Core Curriculum
B.A. Worcester State College
M.Ed. Eastern Connecticut State University

Paul E. Kirby, Jr. (2005)
Lecturer, Core Curriculum
B.A., Assumption College
B. Ph., Laval University
M.A., University of Massachusetts

Holly Lafrance
B.S.N., Russell Sage College
M.S.N., Anna Maria College

Carol Lambert (2008)
Lecturer, Core Curriculum
B.A., Worcester State College
M. Ed., Worcester State College

Francis Leahy (2002)
Lecturer, Criminal Justice
B.A., Fitchburg State College
M.A., Anna Maria College

Robert LeBlanc (2006)
Lecturer, Core Curriculum
B.A., College of the Holy Cross
M.A., Fitchburg State College
Ph.D. (cand.) University of Rhode Island

Francyne Lefemine (1999)
Lecturer, Criminal Justice
B.A., Clark University
M.A., Anna Maria College

James Lindsey (2006)
Lecturer, Core Curriculum
B.A. Houghton College
M.A. SUNY-Brockport

Jack Lizewski, (2007)
Lecturer, Core Curriculum
B.A Worcester State
M.A. Worcester State
M. Div. Pope John XXIII Seminary

Racheal Lochner (2007)
Lecturer, Sculpture, Ceramics
B.F.A., Alfred University, School of Art & Design
Master of Science in Art Education, Rochester Institute of Technology

Darlene Louchart (2008)
Lecturer, Special Education
B.S., Fitchburg State College
M.Ed., Fitchburg State College

Patricia Markley (2008)
Lecturer, Core Curriculum
B. A. College of Our Lady of the Elms
M.Ed. Worcester State College

David Mager (2003)
Lecturer, Fire Science
B.S., Suffolk University
M.A., Anna Maria College

Gary McCarraher (2006)
Lecturer, Fire Science
B.S. University System of New Hampshrie
M.P.A., Framingham State College

James Markowski (2006)
Lecturer, Criminal Justice
B.A., St. Francis College
M.A., Anna Maria College

John F. Marzilli (1979)
Lecturer, Business
A.S., Becker Junior College
B.B.A., Nichols College
M.B.A., Anna Maria College

Lucille A. Marcigliano (1997)
Lecturer, Education
B.A., Assumption College
M.Ed., Anna Maria College

Victoria McCarthy (2001)
Lecturer, Education
B.A., College of the Holy Cross
M.Ed., Anna Maria College

John McIntyre (1999)
Lecturer, Division II
B.A., College of the Holy Cross
M.P.A., Harvard University
J.D., New England School of Law

William McClune (1990)
B.A., Worcester State College
M.A., Clark University

Elizabeth McGregor (2008)
Lecturer, Core Curriculum and History
B.A. Boston College
M.A., Ph.D. SUNY-Stony Brook

John W. Medbury (1989)
Lecturer, Paralegal Studies
B.S., University of Denver
M.S., Rensselaer Polytechnic Institute

Julia Micks (2008)
Lecturer, Core Curriculum
A.S. Springfield Technical Community College
B.S. Ithaca College
M.S. Rhode Island College

Jeanne Moore (2008)
Lecturer, Core Curriculum, Italian
B.A. Millersville University
M.A., Ph.D. Tufts University

Martha L. Morris (2005)
Lecturer, Core Curriculum
B.A., University of Washington-Seattle
M. Phil., M.Sc., London School of Economics

John M. Moschella (2004)
Lecturer, Fire Science
A.B., St. Anselm College
M.A., Salem State College
M.S., Anna Maria College
M. Phil., University of Kansas
Ed.D., Cambridge College

Jacob Nunnemacher (1999)
Lecturer, Fire Science
B.S., Assumption College
M.S., Worcester Polytechnic Institute

John J. O'Brien, C.P. (2005)
Lecturer,Theology
B.A., Passionist Monastic Seminary
M.A., St. Michael's Seminary
M.A., Saint John's University
S.T.L., S.T.D., Weston Jesuit School of Theology

William O'Brien (2008)
Lecturer, Business
B.A., George Washington University
J.D., Ludwig-Maximilians Universität
J.D., State University of New York at Buffalo
L.L.A., Ludwig-Maximilians Universität

Andrew Obuchowski (2003)
Lecturer, Computer Science
B.S., Anna Maria College
M.S., University of New Haven

Meghan O'Connell (2009)
Lecturer, Social Work
B.S., Worcester State College
M.A., Bridgewater State

Thomas F. O'Connell (2005)
Lecturer, Fire Science
B.S., University of Massachusetts–Amherst
M.S., University of Massachusetts–Lowell

Patrick C. O'Sullivan (2003)
Lecturer, Fire Science
B.S., Salem State College
M.A., Anna Maria College

Wendy Parker (2009)
Lecturer, Psychology
B.S., Boston College
M.A., Boston University

John E. Parow (2003)
Lecturer, Fire Science
B.S., University of Cincinnati
M.A., SUNY Empire State College

Kathleen Pastore (2003)
Lecturer, Education
B.S., Worcester State College
M.S., Worcester State College

Andrew Peck
Lecturer, Criminal Justice
B.S., Springfield College
M.A., University of Massachusetts-Lowell

Anthony Pellegrini (2009)
Lecturer, Criminal Justice
B.A., College of the Holy Cross
M.A., Boston University

Everett G. Pierce (2002)
Lecturer, Fire Science
B.S., Assumption College
M.S., Anna Maria College

Claudia Plasse (2007)
Lecturer, Core Curriculum, Media
M.A. University of Cologne, Germany
Diploma, University of Munich, Germany

Gerard Proulx (2005)
Lecturer, Special Education
B.S., Worcester State College
M.A., Anna Maria College

Timothy J. Rabbitt (1995)
Lecturer, Fire Science
B.A., Fairfield University
M.B.A., Western New England College

David Rawson (2004)
B.A., Ph.D. The College of William and Mary

Timothy S. Rogers (1996)
Lecturer, Fire Science
B.A., Western New England College
J.D., Western New England College of Law

David Shea (2003)
Lecturer, Business
B.S., M.Ed., Anna Maria College

Donalyn Schofield (2003)
Lecturer, Art History
B.A., Fine Arts, Marygrove College, Michigan
M.F.A., Drawing & Printmaking, Wayne State University

Andrew Sluckis (2008)
Lecturer, Criminal Justice
B.S., M.S., Western New England College

Linda St. John (2009)
Lecturer, Business
B.S., Utica College
M.B.A., Anna Maria College

Alicia Sobocinski
Lecturer, Business
B.A., Worcester State College
M.B.A., Nichols College

Jennifer Safford-Farquharson (2008)
Lecturer, Education
B.S., Worcester State College
M.Ed., Cambridge College

Francis E. Sullivan (1999)
Lecturer, Fire Science
B.S., M.Ed., Eastern Nazarene College

John F. Sullivan (2000)
Lecturer, Fire Science
B.S., Anna Maria College
M.P.A., Clark University

Matthew Tarallo (2006)
Lecturer, Business
B.A., Assumption College
M.A., Worcester Polytechnic Institute

Jack Tobin (1994)
Lecturer, Division II
A.B., St. Anslem College
M.P.A., Northeastern University

David A. Taylor (2009)
Lecturer, Fire Science
B.S. , M.P.A., Anna Maria College

Sumiyo Toribe (2001)
Lecturer, Art
B.A., Phillips University
M.F.A., Savannah College of Art and Design

Gail Turner (2000)
Lecturer, Legal Studies/Paralegal
B.A., Anna Maria College
J.D., Western New England College School of Law

Keith A. Ventimiglia (2006)
Lecturer, Emergency Medical Services
B.A., College of the Holy Cross
M.Ed., Cambridge College

Michael Walker (2008)
Lecturer, Fire Science
B.S., Southern Illinois University
M.P.A., Devry University

Stephen F. Walsh (2000)
Lecturer, Fire Science
B.S., University of Massachusetts—Boston
M.A., Framingham State College

Elinor Waskevich (2006)
Lecturer, Core Curriculum, Sociology
B.A., Clark University
M.Ed., University of Massachusetts-Amherst

Stacey Weego (2007)
Lecturer, Legal Studies/Paralegal
B.A., Atlantic Union College
J.D., Suffolk University

Charles Wellens
Lecturer, Business
B.S., San Diego State College
M.B.A., Bryant College

Richard Wheeler
Lecturer, Business
M.B.A., Anna Maria College

Charles V. White (2009)
Lecturer, Fire Science
B.S., University of Massachusetts-Amherst
B.S., Empire State College
M.A., Anna Maria College

Marsha Williams (1993)
Lecturer, Nursing Programs
B.A., Western Michigan University
B.S., Case Western Reserve University
M.S., Boston University

Timothy Woodward (2007)
Lecturer, Psychology
B.S. Northeastern University
M.A. Anna Maria College