



## Academic Catalog 2016-2017

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

UPDATED FALL 2016

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## **Mission**

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

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

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

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

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

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

## President's Message

### President's Message

Dear Anna Maria College Student:

Welcome to Anna Maria College and to our College community. We are pleased that you have entrusted Anna Maria with the important responsibility of preparing you for your intended career. Our reputation as a pre-eminent institution of higher learning is based on more than 70 years of providing top quality education through a personalized learning experience.

As an Anna Maria College student, you will receive a career-focused, liberal arts-based education consistent with the College's Catholic values. Accessible and responsive faculty share their real and relevant experience with students in the classroom; while study abroad, internships and other experiential learning opportunities will carry your education beyond it.

We trust you will thrive as an Anna Maria student and take advantage of all that our College has to offer in fostering your intellectual curiosity; offering life-changing experiences; and preparing you to succeed as a professional and citizen.

This catalog serves as an important resource for you as you work through your course selections with your faculty advisor. It also provides helpful information on College policies, procedures, programs and activities to help you better navigate your first days, weeks and months as a new student here.

We look forward to supporting you now and throughout your college career.

Sincerely,

Mary Lou Retelle

President

## 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.

Accreditation Commission for Education in Nursing

American Music Therapy Association  
Council on Social Work Education  
National Association of Schools of Music

Anna Maria College Programs are approved by the:

Board of Regents of Higher Education—programs for veterans  
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  
Massachusetts Department of Elementary and Secondary Education—teacher licensure in visual art, music, history, English, early childhood, elementary education, and moderate disabilities  
The Massachusetts Office of Emergency Medical Services

Anna Maria College is a member of the:  
Academy of Criminal Justice Sciences

Accreditation Commission for Education in Nursing

American Association of Colleges of Nursing  
American Art Therapy Association  
American Assembly of Collegiate Schools of Business  
American Library Association  
American Society of Criminology  
Association for Supervision and Curriculum Development  
Association of American Colleges and Universities  
Association of Catholic Colleges and Universities  
Association of College Research Libraries

Association of Collegiate Registrars and Admissions Officers  
Association of Governing Boards

Association of Independent Colleges and Universities of Massachusetts  
Association of Independent Liberal Arts Colleges for Teacher Education  
Catholic Library Association  
College Entrance Examination Board  
Council of Independent Colleges  
Commonwealth Coast Conference  
Council for Adult and Experiential Learning  
Council for Exceptional Children  
The Eastern Collegiate Athletic Conference  
HECCMA: Higher Education Consortium  
International Reading Association  
International Assembly for Collegiate Business Education  
Massachusetts Association of Colleges of Nursing  
Massachusetts Association of Colleges of Teacher Education  
Massachusetts Association for Intercollegiate Athletics for Women  
Massachusetts/Rhode Island League for Nursing  
National Art Education Association  
National Association for Music Therapy  
National Association for the Education of Young Children  
National Association of Independent Colleges and Universities  
National Association of Schools of Music  
National Association of Student Personnel Administrators  
National Collegiate Athletic Association  
National Commission on Accreditation  
National Council on Social Work Education  
National League for Nursing  
National Middle School Association  
New England Association of Collegiate Registrars and Admissions Officers  
New England College Athletic Conference  
New England League of Middle Schools

## 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 192-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.

Worcester is home to a world-class art museum, a beautifully refurbished 19th Century concert hall, a 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 Advancement, Alumni, Human Resources. All the other buildings have been erected since the College moved from Marlboro to Paxton in 1952.

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

offices of the Vice President of Academic Affairs and the Director of College Relations.

Trinity Hall East, a newly renovated extension of Trinity Hall, houses the Student Success Center as well as Career Services and Health and Counseling Services.

St. Joseph Hall is a classroom 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 Art Center with its gallery, studios, and classrooms.

Foundress Hall, with its annex, Cardinal Cushing Hall, contains the admission, financial aid, registrar and business offices. It also houses classrooms, the information commons, faculty offices, conference rooms, the Madore chapel, The Mondor-Eagan Library, the Campus Ministry office, Mission Effectiveness office, Public Safety 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-Eagan 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. Alumni Hall houses resident students and is reserved for juniors and seniors. Adjacent to Alumni Hall is, Coghlin Hall, and South Hall. Most recently Saint Anne Hall, a suite-style hall, opened in Fall 2011.

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 Director of Student Activities and Multicultural Affairs are also located in the campus center.

The Fuller Activities Center houses the College's athletic facilities and physical fitness equipment. The Center accommodates sports teams and fitness enthusiasts. Fitness classes are offered on a daily basis during the academic year.

AMCAT Center is an athletic support building including locker rooms, varsity weight room, offices and an athletic training room. It is located next to AMCAT field, built in 2012

#### 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-Eagan Library, and is available during library hours of operation. This air-conditioned lab, as well as the others on campus, provides 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. 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 email accounts. Resident students may connect their personal computers in their rooms to the College network.

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



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

#### Alumni Association

As of August 2014, Anna Maria College has graduated over 15,000 men and women. These alumni are members of the Alumni Association of Anna Maria College and constitute a permanent, established resource and foundation for the future of the College.

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

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

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

#### The Faculty

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

There are many opportunities for frequent and close faculty and student interaction. After-class exchanges between faculty and students contribute to the social, as well as to the intellectual growth of students. Small classes provide the opportunity for individual

participation in the creation of a stimulating atmosphere for learning.

Full-time faculty members within the College hold academic rank. Adjunct or part-time faculty members hold the rank of Lecturer. Lecturers are professional educators and practitioners who bring a special expertise to the classroom.

#### Campus Security

Anna Maria College offers 24-hour security throughout the academic year through a relationship with the Paxton Police Department.

#### Non-Discrimination Policy

Anna Maria College does not discriminate on the basis of gender, race, creed, color, religion, national origin, ethnic background, disability, military status, genetic information, age, sexual orientation, or socioeconomic status in the administration of its educational policies, admissions policies, scholarships, loan programs, and other College administered programs.

#### Affirmative Action Coordinator:

Director of Human Resources  
Socquet House  
Anna Maria College  
Paxton, MA 01612-1198  
508-849-3398

## **Admission**

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

Anna Maria College seeks to admit candidates who are college ready and 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 on the basis of past academic performance, and evidence of motivation and leadership as demonstrated through involvement in athletics, community service or other extracurricular experiences.

#### **General Requirements:**

Freshman applicants must submit the following credentials:

Completed application form and a \$25 nonrefundable application fee. Anna Maria College is a member of the Common Application. Alternatives to the Common App include either Anna Maria's own on-line application or a downloadable paper application. All may be accessed at [www.annamaria.edu/admissions/undergrad-apply](http://www.annamaria.edu/admissions/undergrad-apply).

An official copy of the high school transcript, including first quarter/semester grades of senior year, or GED.

250-600-word essay or personal statement. If applying via the Common Application the topic must be selected among those provided. If using the AMC on-line application or the downloadable paper application, the topic can be of the applicant's choice.

Letter of recommendation from a teacher, guidance counselor or employer.

#### **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. The following is the recommended program of study:

- 4 units in English;
- 3 units in mathematics;
- 2 units in social science;
- 2 units in laboratory science;
- 2 units in a language other than English.

## Homeschooled Students

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

## Post Graduate Work

If a student attends a post graduate program after graduating high school, they will be required to submit official transcripts from both the high school and their post graduate institution before a decision can be made on admission.

## Transfer Admission

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

### General Requirements

Undergraduate students who have attended a regionally accredited college beyond high school graduation may be accepted for admission to Anna Maria College provided they meet the general Anna Maria College admission requirements. Falsification or omission of application information will void admission to Anna Maria College.

### Application Procedures

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

- Completed application form and a \$25 nonrefundable application fee.
- Official copies of all college or university transcripts.
- Official high school transcript with the date of graduation or GED certificate (required for applicants with fewer than 12 transferable credits; otherwise, an admission decision can be made without this but an official copy must be submitted prior to matriculation).
- A letter of reference from current college/university official stating no

outstanding violations or discipline issues pending.

- A personal statement about your previous college experiences(s) and why you have chosen to apply to Anna Maria College.

## Transferring Credits

Anna Maria College accepts transfer credits received from regionally accredited colleges and universities.

Anna Maria College will accept up to 75 transfer credits for those students without a previously earned Bachelor's degree

All transfer students without a previously earned Bachelor's Degree must complete a minimum of 45 credits at Anna Maria College in order to earn a bachelor degree from Anna Maria College. Some programs may require more than 45 credits taken at Anna Maria College to fulfill degree requirements.

Students pursuing a second Bachelor's degree may transfer up to 90 credits and must complete a minimum of 30 credits at Anna Maria College in order to earn an AMC bachelor degree.

Anna Maria College generally grants transfer credit for courses taken at other colleges or universities that correspond to or are comparable to those offered at Anna Maria College. Courses taken at the remedial level, usually designated by a course number that is less than at the 100 level (e.g. 090 level) will not be accepted in transfer. In most cases, a grade of C- or better must be earned to be considered for transfer unless the applicant has an earned Associate's Degree and/or completed 60 credits or more elsewhere. In such cases credit will be granted for courses completed for which a passing grade was earned.

All courses applied as transfer equivalencies for Anna Maria College courses ENG103 Freshman Composition, or ENG104 Writing through Literature, must have been completed with minimum grades of C or better in order to meet the general education requirements of Anna Maria College as stipulated in the college catalog. In cases where equivalent courses have been completed to satisfy requirements of an earned associate's degree with grades below a C, students will receive transfer credits applied to their student transcripts for the completed

coursework, however, students will still be required to meet the course standards set forth by Anna Maria College (successful completion of ENG103 and ENG104 with Minimum grades of C or better). In cases where equivalent courses have been completed, yet no associate's degree from an accredited institution has been earned, the courses in question must have been completed with a grade of C- or better in order to have the transfer credit applied to a student's record at Anna Maria College. In such cases, students still must complete the necessary Anna Maria College courses required to successfully satisfy the general education requirements of the college as stipulated in the college catalog (ENG103 and ENG104 with minimum grades of C or higher).

Certain majors may require higher grades in specific courses in order for them to be accepted in transfer to that specific major. Examples include:

- Social Work – a grade of C+ or higher is required for any Social Work course(s) taken elsewhere and must have been from another CSWE accredited college to be accepted in transfer.
- Nursing – a grade of C+ or better is required for Introduction to Chemistry, Anatomy and Physiology I and II, Microbiology, Introduction to Psychology, Human Life Span Development and Introduction to Sociology. All science courses must have been taken within the past 7 years.

Official credit evaluations are provided at the time of acceptance to the college. After matriculation at Anna Maria College, students may not transfer credits earned at another institution without the prior written approval of the Anna Maria College Registrar's Office.

The final decision regarding credits acceptable for transfer to Anna Maria College is made by the appropriate academic department in conjunction with the Anna Maria College Registrar's Office.

### **Students with an Associate's degree or 60 or more transfer credits**

Anna Maria College recognizes the accomplishments of transfer students and seeks to assure value in the application of their completed coursework without

compromising the academic integrity of their bachelor's degree. As such, the college rewards overall achievement (completion of an associate's degree with a cumulative GPA of 2.0) over performance in individual courses with the exception of foundational writing courses deemed critical for the academic and professional success of Anna Maria College graduates.

Students who have completed an associate's degree from a regionally accredited institution with a cumulative GPA of 2.0 or above or who have completed 60 or more transferrable college credits from a regionally accredited institution will be accepted into Anna Maria College with General Education complete status through the sophomore year, unless the program/major requirements dictate otherwise. In achieving this status, students will enter the college exempt from the following courses:

- First Year Experience
- Freshman Composition\*
- Writing through Literature\*
- Introduction to Philosophy
- Explorations in Natural Sciences
- Introduction to Theology
- Western Cultures in History
- Language I
- Language II
- Societies of the World
- Creativity and Imagination

\* In cases where equivalent courses have been completed to satisfy requirements of an earned associate's degree with grades below a C, students will receive transfer credits applied to their student transcripts for the completed coursework, however, students will still be required to meet the course standards set forth by Anna Maria College (successful completion of ENG103 and ENG104 with Minimum grades of C or better). In cases where equivalent courses have been completed, yet no associate's degree from an accredited institution has been earned, the courses in question must have been completed with a grade of C- or better in order to have the transfer credit applied to a student's record at Anna Maria College.

In addition, a student transferring to Anna Maria College with an Associate's degree or 60 or more transfer credits is eligible to transfer to Anna Maria College all college-level (as defined by the Anna Maria College Registrar's Office) coursework successfully completing (defined as earning D- or .7 on a 4.0 scale or above) curricular requirements of their associate's degree. Eligible students, thus, enroll at Anna Maria College with no fewer than 60 earned credits unless dictated by their associate's degree curriculum.

Under this policy, qualified transfer students still must satisfy all minimum grade requirements of their declared program of study as stated in the Anna Maria College catalog. In cases where accepted transfer coursework does not meet these standards, the course(s) must be retaken and passed with sufficient minimum grade or higher.

### **Additional Transfer Policies**

Transfer students with 30 or greater transferrable college credits (as evaluated by the Anna Maria College Registrar's Office) but less than 60 transferrable college credits may be eligible for first-year General Education exemptions.

Transfer students with fewer than 12 credits in transfer will be required to take AMC100.

Students with an earned Bachelor's degree from a regionally accredited institution who are seeking a second Bachelor's degree may transfer in up to 90 credits. Regardless of the number of transfer credits, all major requirements will need to be satisfied.

### **Credit by Examination**

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) or Excelsior College Exams (ECEs) in order to hasten progress toward a degree. Credit by examination programs must have received a recommendation by the American Council for Education (ACE). Up to 30 credits may be accepted

in place of traditional course work. These credits will count toward the total number of transfer credits a student may receive. Scores must meet minimum requirements as determined by the College. Scores from the examinations may not be submitted after the student has matriculated without prior permission of the Dean of a School and the Vice President for Academic Affairs.

Accepted transfer students may request a preliminary transfer credit evaluation. Official credit evaluations are available to students online once they have officially committed to Anna Maria College and activated their online student account. Official reviews of credit evaluations and course schedules are made by transfer students at their Transfer Student Orientation Session. After matriculation at Anna Maria College, students may not transfer credits earned at another institution without the prior written approval of the Anna Maria College Registrar's Office.

### **Articulation Agreements**

Anna Maria College has entered into numerous articulation agreements with regionally accredited institutions designed to ease the transfer of students from select Associate's degree programs to appropriate programs at Anna Maria College. Students entering the college under such agreements should refer to the guidelines and standards set forth within the specific agreement for information regarding the evaluation and application of previously earned credits. All Articulation Agreements are reviewed within three-year cycles and updated copies made available online and through the Office of Academic Affairs.

### **CollegeBoard - Advanced Placement Exams**

High school graduates with Advanced Placement Examination scores of three or higher may apply for college credit. Submission of test scores is the responsibility of the student. The College will evaluate and notify student of accepted credit once scores are received.

### **International Students**

International students may apply for admission to Anna Maria College. Anna Maria College is a member of the Common Application. Alternatives to

the Common App include either Anna Maria's own on-line application or a downloadable paper application. All may be accessed at [www.annamaria.edu/admission](http://www.annamaria.edu/admission). With the official application, international applicants must furnish original documents or official certified copies indicating the nature and scope of their educational program.

Applicants must submit the following:

Official English translation and evaluation of secondary school transcripts and, if applicable, all college transcripts. If submitting college transcripts, course descriptions must be included.

Students whose native language is not English must submit official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores. Applicants should request that the Educational Testing Service (Princeton, New Jersey, 08541-6151, USA) send official TOEFL scores or that IELTS USA (825 Colorado Blvd. Suite 201, Los Angeles, CA 90041) send official IELTS scores to the Office of Admission at Anna Maria College. The College's institutional code is 3005.

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

Countries Anna Maria College 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, India, Liberia, New Zealand, United Kingdom (England, Northern Ireland, Scotland, Wales), and the United States.

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

An original 250- to 500-word essay detailing educational objectives must be submitted.

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

## **Returning or Re-Admitted Students**

Students who attended Anna Maria College within the past two academic years, have not taken any coursework elsewhere and would like to re-enroll as the same status in which they left should be in contact with the Student Success Center. Nursing majors may only be re-admitted to the nursing program once. A leave of absence from the nursing program may not exceed two academic semesters and will be granted on space availability. Returning students must abide by the policies and guidelines of the Nursing Student Handbook for the class in which they re-enter.

Students who attended Anna Maria College more than two academic years ago must reapply to the program through the Office of Admission. They will be considered on the bases of the requirements listed above for either high school or transfer applicants. Any coursework completed after leaving Anna Maria College must also be submitted.

## **Special Requirements**

Some Academic Programs at Anna Maria College require additional special requirements to complete the official admissions process. These requirements can be viewed online or reviewed with qualified counselors in the Office of Admission. Successful completion of these requirements is necessary for enrollment in these programs.

### **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 a minimum of 10 works 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 School of Visual and Performing Arts for audition guidelines at 508-849-3450. \*

### **Nursing**

Students accepted into the nursing major will be required to take and pass a criminal background check, provide documentation of immunizations recommended for healthcare workers in Massachusetts, undergo drug screening and meet core performance standards for nursing students. In compliance with policies of the Massachusetts State Board of Nursing, nursing applicants must be aware that completion of the BSN degree does not guarantee admittance to the registered nurse licensure examination (NCLEX-RN). According to the Board Licensure Policy 00-01, any individual convicted of a felony or misdemeanor conviction, and/or who has been disciplined by a licensure/certification body must be evaluated by the Board to determine an applicant's compliance with the "good moral character" licensure requirements established at Massachusetts General Laws, Chapter 112, section 74 and 74A. Individuals convicted of certain criminal convictions are permanently excluded from nurse licensure in Massachusetts. Further information may be found on the Massachusetts Division of Health Profession Licensure's website.

### **Honors Acceptance**

Incoming first-year students who meet the necessary requirements are invited to participate in the Honors Program at Anna Maria College. The Honors Program is directed by Dr. Lisa LeBlanc, Professor of English. Students must meet the following requirements:

A high school GPA of 3.25 or higher

Completion of the Accuplacer sentence skills and reading assessment and placement into the appropriate Anna Maria College freshman writing course level (ENG103)

A separate letter of acceptance to the Honors Program will be forwarded after review by the Honors Program director.

Once admitted to the program, students will enroll in special Honors sections of required General Education courses.

### **Admissions Dates and Deadlines**

#### **Recommended Application Deadlines:**

##### **Fall Semester**

Freshmen:	March 1
Transfers:	June 15

##### **Spring Semester**

Freshmen	December 1
Transfers	December 1

Candidates for admission are reviewed once the application is complete. 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.

### **Deposit**

Once students have been admitted, a deposit of \$300 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 Anna Maria College. The \$300 will be credited to the student's tuition and fees balance.

#### **Recommended Deposit Deadline**

##### **Fall Semester**

Freshmen	May 1
Transfers	August 1

##### **Spring Semester**

Freshmen	December 15
Transfers	December 15

### **Deferring Admission**

Students admitted to Anna Maria College may defer their entrance for up to one year without having to re-apply for admission unless they have chosen to enroll elsewhere. Students choosing to defer their enrollment are assured a place in the following year's class but are not guaranteed a place in all majors. Some programs, including Nursing, have strict enrollment levels. Placement into such majors is done on a space available basis.

\*Students enrolling elsewhere must re-apply by submitting another application for admission and an official transcript of all coursework completed. \*

### **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 [admission@annamaria.edu](mailto:admission@annamaria.edu), or visit the college website at [www.annamaria.edu](http://www.annamaria.edu).

#### **Tour Schedule**

Monday–Friday (Year-round)  
Campus Tours by appointment:  
10 a.m. and 2 p.m.

#### **Saturdays**

The Admission Office is open on selected Saturdays during the academic year. Please visit the college website for dates and times.

#### **Admission Events**

Anna Maria College hosts **Open Houses** on selected dates during the academic year. They include a presentation about Anna Maria College and the admission requirements followed by a campus tour and lunch.

Accepted Student Days are designed to give prospective students and their families an opportunity to speak with faculty, staff, and administrators about academic, social, financial and co-curricular life at Anna Maria College before making the final decision to enroll at the College.



## 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 Student Accounts Office. These rates are subject to change each year.

### Undergraduate Expenses (2016–2017 Academic Year)

Tuition: \$33,840.00

Comprehensive Fee: \$2,040.00

Student Government Fee: \$2230.00

Room & Board (10 or 15 meals): \$13,510.00

Room & Board (19 meals): \$13,910.00

### 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 and lab and testing fees for nursing majors). Please consult the Schedule of Payment and Fees published online by visiting the Student Accounts Office webpage:

<http://www.annamaria.edu/resources/student>.

### Payment Due Dates

For the 2016-2017 academic year, all accounts must be paid in full for the fall academic semester by Monday, August 1st, 2016 and for the spring academic semester by Monday, January 2nd, 2017. The due dates change annually based on the academic calendar. Financial clearance is necessary for continued enrollment in the College. Grades, transcripts, or diplomas will not be released until satisfactory settlement on the student's account is made. Students will not be allowed to pre-register for an upcoming semester without financial clearance.

### Payments

The College accepts checks and cash in the Student Accounts Office. Credit card payments can be made online. We accept Visa, Discover, American Express and MasterCard. Additionally, the College utilizes a third party vendor that manages monthly payment

plans for students and their families. Please contact the Student Accounts Office at 508-849-3425 for details or check online at <http://www.annamaria.edu/resources/student>.

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 an outside collection agency. Students are responsible for all charges incurred due to registration selection of courses unless the student notifies the Registrar's Office or Office of Student Affairs in writing of a complete withdrawal from the college prior to the closing of drop/add. If charges are incurred while attending and it should be necessary for Anna Maria College to use a collection agency, which is subject to the Fair Debt Collection Practices Act, the student agrees to pay all collection costs and attorney's fees.

#### Student Health 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 comparable coverage, the health insurance charge will be removed from the student's account. Students must waive their health insurance online at [www.gallagherkoster.com/annamaria](http://www.gallagherkoster.com/annamaria). Proof of coverage must be submitted annually online with the insurance broker by the last business day in

September each year. The date is September 28th, 2012 for the 2012-2013 school year and subject to change each year. No health insurance charges will be removed after this date. It is recommended that the student submit the health insurance waiver online by the tuition bill due date each fall.

#### Refunds

Non-attendance does not relieve a student from the financial obligation to the College or entitle a student to a refund. To qualify for refunds, a student must formally withdraw from the College by completing a withdrawal form. This form is available from the Office of Student Affairs. The date of the written withdrawal will determine the charge and/or refund a student may be eligible for. There is no refund in the case of withdrawal from individual courses. Please contact the Student Accounts Office for information regarding the deadlines for refund levels at 508-849-3425 or review the refund schedule for that semester online <http://www.annamaria.edu/resources/student> under the Tuition and Fees Section.

Please see Financial Aid Refund section for information regarding refunds on Financial Aid funds and how a withdrawal may impact a refund. Any refunds are determined by the date of withdrawal as the tuition and fees may be adjusted based on this date, as well as the financial aid package (due to Federal, State and College guidelines.) Any questions on Financial Aid adjustments due to withdrawals should be directed to [finaid@annamaria.edu](mailto:finaid@annamaria.edu) or 508-849-3366.

#### Fully on-line Undergraduate Program Tuition:

Undergraduate Tuition	\$1200 per 3 credit course
RN-BSN Tuition	\$1497 per 3 credit course

#### Refund Schedule

Accelerated 8-week semester  
Withdrawal during the first week of class - 100%  
Withdrawal after the first week of class: - No Refund

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

## Financial Aid

### Financial Aid Office

The Financial Aid Office is located on the first floor of Foundress Hall. The staff is available for consultation on a walk-in or appointment basis between 9:00 a.m. and 4:30 p.m., Monday through Friday. The financial aid staff is also accessible online at [financialaid@annamaria.edu](mailto:financialaid@annamaria.edu) or by phone at (508) 849-3604.

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

### Application for Financial Aid

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

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

The FAFSA should be filled out as early as possible in the calendar year. The FAFSA is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Tax information from the previous year is required on the FAFSA except for the 2017/2018 FAFSA which will use the 2015 tax information which should be populated by using the IRS upload button on the FAFSA. If taxes have not been filed, then estimated information may be used but it must be updated once taxes are filed. The FAFSA takes about one to two weeks to process. Once it has been processed, a Student Aid Report is sent as a link to the student's e-mail address. An electronic copy of the Student Aid Report is sent to every school whose code was entered on the FAFSA. The Anna Maria College code is 002117.

Applicants are reviewed on a first-come, first served basis. Awards are granted throughout the year until all funds are exhausted. To qualify for the programs

listed below, a student must be enrolled as a full-time undergraduate day student. To maintain financial aid eligibility, a student must complete the FAFSA annually and meet Satisfactory Academic Progress standards.

#### Institutional Financial Aid

##### Anna Maria College Merit Scholarships

Anna Maria College offers institutional merit-based grants and scholarships for full-time entering freshmen and transfer students. Merit grants and scholarships do not require the FAFSA. Eligibility is determined by the Admission Aid Office based on the Admission Office's G.P.A. information during the admissions process. They are renewable each year as long as the student maintains satisfactory academic progress, meets the outlined criteria below, and remains a full-time undergraduate day student.

Merit Amounts and requirements may change from year to year. The student's merit award is based on the year they enter Anna Maria College.

For 2016/2017 entering students:

Merit Award per academic year	Required AMC Cum. GPA to retain from year to year
\$20,000	3.00
\$ 19,000	2.80
\$ 17,000	2.50
\$ 15,000	2.00

Note: Students who drop below the yearly required AMC cumulative G.P.A. for the merit award will also see a drop of \$2,000. A student may gain back the original award amount only one time during their enrollment at AMC.

##### Anna Maria Opportunity Grant

The Anna Maria Opportunity Grant is an institutional, need-based grant for full-time undergraduate day students. Amounts vary based on

financial need. The FAFSA must be completed annually and the student's EFC on the FAFSA remain eligible to maintain eligibility for these funds.

##### Anna Maria New England Catholic High School Scholarship

The Anna Maria New England Catholic High School Scholarship is an institutional scholarship of up to \$15,000 each year for four years if the college cumulative G.P.A. remains at 3.00. This scholarship is available to students who attended a Catholic High School in New England, who graduated with a 3.00 cumulative high school G.P.A. and are recommended by their high school administration. One student per high school will be chosen. Check with your specific high school.

##### Endowed Scholarships

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

##### Title IV Federal Student Aid

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

##### Federal Pell Grant

Federal Pell Grants are awarded to students with demonstrated exceptional financial need and are working on their first undergraduate degree (earned in any country). Any student eligible for this grant as determined by the federal needs analysis must be awarded this grant.

##### Federal Supplemental Educational Opportunity Grant

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 may be required to match and will 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 awarded to Pell Grant recipients.

#### Federal Work-Study

Federal Work-Study is a self-help program where the student works a job and earns the Work-Study award. Work-Study money may be put toward tuition if the student chooses or it goes to the student in the form of a bi-weekly paycheck. Students may sign up to have their funds deposited directly to a savings or checking account. 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 secure a job. The award amount represents the amount a student may earn, and not all students will earn the award maximum. Students may get a job on campus or perform off campus community service work. Work-Study is an opportunity and it is not guaranteed. It is the responsibility of the student to find and keep a job. Work-Study contracts and a list of available positions may be obtained from the Financial Aid Office.

#### Federal Subsidized Direct Loan

This is a need-based, low-interest, long-term educational loan. The government will pay the interest while the student is enrolled and during the six-month grace period. Students receiving a Subsidized Direct Loan will need to complete a Master Promissory Note and first time borrowers will need to complete Entrance Counseling. Once the MPN and Counseling have been completed, and all other requirements met for the financial aid office, the Financial Aid Office will process the loan through the federal government and funds are applied to the student's account. The Direct Loan is disbursed in two installments, one for each semester. Amounts students may receive are limited by grade level. Freshmen may receive \$3,500 per academic year, sophomores, \$4,500 and juniors and seniors, \$5,500.

Repayment is deferred until a student graduates, withdraws or drops below half-time attendance. There is no penalty for early repayment. After that, a student has a six-month grace period, then repayment begins and the interest starts to accrue. Standard repayment is over a ten-year period; however, the student has the option of choosing from various repayment options when entering into repayment. Interest rates are set by the Department of Education each year on July 1st but will never go above 8%. The Department of Education also keeps a percentage as a processing fee and send the net amount to the College.

#### Federal Unsubsidized Direct Loan

This is a non-need-based, low-interest, long-term educational loan. The Unsubsidized Direct loan is for dependent students, dependent students whose parents have been denied the Federal Direct PLUS loan and students who are considered independent. Dependent students whose parents have applied for and been denied the Direct PLUS loan and independent students may receive the Unsubsidized Direct loan in addition to the Subsidized Direct loan. Unlike the subsidized loan, the student is responsible for the interest during school. The Unsubsidized Direct loan process is the same as for the Subsidized Direct Loan. Interest rates are set by the Department of Education each year on July 1st but will never go above 8%. The Department of Education also keeps a percentage as a processing fee and send the net amount to the College.

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

principal and interest payments until enrollment cease. Repayment is over a ten-year period.

#### Massachusetts Financial Aid

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

#### Massachusetts State Grant (MASSGrant)

The MASSGrant is a need-based grant. To be eligible for the MASSGrant, the student's FAFSA must have been processed before May 1 and have been a MA resident for at least two years. The first time a student receives this grant, it may be required by the Commonwealth of MA to send proof of MA residency to them within 10 days of being notified. 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. It is up to the student to resolve any issues with the Commonwealth of MA.

#### Gilbert Grant

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

#### Massachusetts Part Time Grant

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

#### Massachusetts No Interest Loan

The Commonwealth of Massachusetts offers no interest loans to residents of MA. A funding level is granted to the college and the Financial Aid Office determines who receives the loan funds based on need and availability. Junior and senior level students have priority to these loans. Funding is limited.

#### Scholarships from Other States

The states of New Hampshire, Rhode Island, and Vermont, and the District of Columbia may 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. States may adjust amounts of grants at any time or may choose not to participate in the program every year.

#### Alternative Financing Options

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

#### MEFA Loan

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

#### Federal Direct Parent PLUS Loan

This loan is for the parents of undergraduate students. The interest rate is a variable rate and may be revised by the Department of Education each July. There is an origination fee charged by the federal government to process the loan. A standard 10-year repayment schedule begins immediately although deferment

options may be available by contacting the servicer of the loan. Loan applicants must pass a credit check and complete a Master Promissory Note. The pre-application form for the Direct PLUS loan is available on the Anna Maria web site.

fee. Call TMS at 1-888-216-4258 or visit them online at [www.afford.com/annamaria](http://www.afford.com/annamaria) for more information.

#### 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.

For more information, log on to the Anna Maria website under admission and aid/financial aid/financing options/ [www.elmselect.com](http://www.elmselect.com). Anna Maria College will work with any lender a family chooses to process student alternative loans. Information must be given to the Financial Aid Office for timely processing.

#### Tuition Management Systems (TMS)

TMS is a monthly, interest-free payment plan. It offers families the opportunity to spread all or part of the college expenses over a three twelve-month period. There is an enrollment/automatic insurance

## 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.

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).

## Satisfactory Academic Progress (SAP)

### Graduate Satisfactory Academic Progress

#### Financial Aid Policy

Graduate students must maintain a GPA of 3.0 at all times.

### Undergraduate Satisfactory Academic Progress

#### Financial Aid Policy

In order to be eligible for financial aid at Anna Maria College (AMC), 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

that have been attempted. Attempted includes all classes passed, failed, withdrawn, repeated, incomplete and pass/fail classes.

Required percentage of classes passed:

\*Freshman must pass 50% of all classes attempted

\*All upper classman (students earning 30 or more credits) must pass 67% of all classes attempted

The qualitative evaluation is determined by the cumulative Grade Point Average (GPA) which is calculated by the Quality Point Average or QPA (please see Academic Policies and Procedures for more information on the QPA).

\*Freshman must earn 1.50 cumulative GPA

\* All upper classman (students earning 30 or more credits) must maintain a 2.0 cumulative GPA or higher

When SAP is verified in June of each year, a student who does not meet either of the two categories above, are immediately placed on financial aid suspension and all financial aid through the federal government, state or commonwealth, and institution are placed on hold if the student is eligible to appeal, or cancelled if they are not eligible to appeal. A letter is mailed to the student to inform them of their financial aid status.

## Appeals

Students who have been placed on Financial Aid Suspension, but are allowed to return academically, may have the right to appeal their suspension in writing within 10 days of the notification.

A student may appeal by submitting a letter with the following information:

A complete explanation as to why the student was not academically successful – must be extenuating circumstances such as illness, injury, death in the family, etc. Any medical verification, death certificate or other documentation must be attached.

The changes to be put in place to address the situation so that the student will be successful in the future semesters.



The letter should be submitted to the AMC Financial Aid Office. Allow five days for review and response. If a student's appeal is approved, the financial aid will be reinstated for one semester. At the end of that academic year, the student's cumulative GPA and number of credits earned will be reevaluated. If they are not at the required level, the student will not be eligible for any federal, state, or institutional aid but may apply for a credit-based student loan that does not require SAP for the cost of education or pay cash.

\*A student may not appeal two consecutive years.

\*A student's SAP will be checked after the next academic year to determine if they will continue to be eligible for financial aid

\*A student may appeal only two times, but not consecutive semesters, while enrolled at AMC

\* Courses that are repeated due to failure may have financial aid if all other requirements are met unless a course is taken over more than one time simply to better the grade.

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

Incompletes affect the qualitative and 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 student may request the Financial Aid Office to calculate the changes.

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.

For financial aid purposes a student may receive financial aid for a repeated class only one time to improve a grade unless the course has been failed.

Transfer credits are NOT included in determining the cumulative QPA, but ARE counted toward the number of credits earned.

Change in program affects Satisfactory Academic Progress. Classes from the previous program count toward the new program for both cumulative GPA

and number of credits earned. Classes from the previous program that do not count toward the new program will not be counted in the aggregate amount of credits attempted. CAUTION: a student may run out of eligibility for loans if they change programs and are enrolled longer than five years.

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.

#### 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, or are dismissed prior to completing 60 percent of a semester. The recalculation determines the amount of federal and/or state aid the student has "earned" by determining how many days the student has attended class based on the date of official withdrawal received by the Registrar's office. If no such official withdrawal is received, then the financial aid office may use the midpoint of the term. If the percent of the term completed is 60% or more, the student is said to have earned 100% of his/her federal aid.

Unearned aid is returned to the federal government. \* Earned aid is applied to the student's tuition balance which is determined by the Anna Maria College Withdrawal and Refund Policy, which is different than the basis of the federal refund policy.

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

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

## **Student Affairs**

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

Students are responsible for their own success, and it is the goal of the Division of Student Affairs to provide the support systems necessary for students to attain that success. In order to assist students in achieving their goals,

### **Student Activities**

The Office of Student Activities is committed to the education of the whole student. Through programming, service outreach, and leadership opportunities, the Office of Student Activities strives to foster a campus community that is conducive to all aspects of student development including academic, social, spiritual, cultural, and physical dimensions. Anna Maria College students are encouraged to get involved, whether through Student Government, the Leadership Series, community outreach, or one of the many intramural sports, clubs, and organizations.

The Office of Student Activities fosters an environment where students learn outside of the classroom. AMC students plan, implement, and evaluate many student events on campus. Community outreach programs show students how to be good global citizens. Leadership skills are developed by hands-on experience and through workshops. Students involved in activities gain many of the leadership skills required to be successful in their lives after Anna Maria.

### **Multicultural Affairs**

The Office of Multicultural Affairs is a vibrant, student-centered space on campus where all are welcome. Extending beyond multicultural programming, O.M.A is an office where students come to explore and debate ideas, plan and host meetings, exchange information, or to just relax. The Office also offers a range of resources such as educational resources, supplemental advising, social support services, programs, workshops, summits, events, etc. Enhancing and supporting the personal success of all students and recognizes the basic human rights of all community members.

The Office of Multicultural Affairs is charged with the task of development and implementation of educational, cultural, and social programs. It reaches beyond the activities only models – intentionally drawing on the intellectual and social capital that every student brings to the learning enterprise; valuing what equality, inclusion, and multicultural diversity brings to the total educational experience.

### Residence Life

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.

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 St. Anne Hall. 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. Most first year students live in Madonna Hall focusing on the First Year Experience. South Hall is designed with double and single rooms. St. Anne Hall is a suite style building housing upper-class students. Alumni and Coghlin Halls house upperclassmen in double rooms on two floors.

The Residence Life staff is the heart of the residential program. There is at least one Resident Assistant (RA) living on almost every floor in all of the buildings. The RAs are upper-class 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 RAs have offices in Madonna Hall, South Hall and St. Anne Hall. Living in Madonna Hall and South 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 Area Coordinator for the First Year Experience Hall has an office located in Madonna Hall and works directly with first year students as they transition into life at AMC. The Area Coordinator has an apartment on campus and participates in the on call rotation, responding to emergencies after office hours. The Director of Residence Life and Housing supervises the Residence Life staff. The Director's office is located in St. Anne Hall. The Director is responsible for all aspects of the residential experience, lives on campus and participates in the on call rotation.

Residence Hall Counsel (RHC) is the programming board for all resident students. RHC plans and implements large scale programs in the halls and is at the forefront of AMC's efforts to go green. RHC provides an alternate place for students to voice any concerns or changes they would like to see in the halls.

### Student Government Association

The Student Government Association (SGA) represents all undergraduate students at Anna Maria College. The SGA is the link between administration, faculty, and students. During the academic year, SGA meets almost every week and any student is welcome to attend these meetings.

Many of the student activities are planned and sponsored by AMCAB, the programming board at AMC. All students are welcome to join AMCAB to be involved in planning, implementing, and evaluating all types of events throughout the year. AMCAB often joins with other clubs and organizations to co-sponsor events. Events sponsored or co-sponsored by AMCAB have included dances with DJs and live bands, African drummers, trips to off campus sporting events, bowling with the faculty, laundry bingo, field day, stress free nights, international dinners, hypnotists, comedians, open-mike nights, leadership retreats, and educational speakers.

Numerous student organizations on campus provide many activities that enhance student life at Anna Maria College. A list of currently active organizations is available from the Student Activities Office. The list changes often as students develop new interests and organizations arise to meet the need. All AMC organizations are open to any undergraduate student.

#### Academic Support

Anna Maria College provides academic support services to all enrolled students free of charge. Supports range from academic assistance in general skills such as academic writing or college reading, to subject specific areas focused on student success in a particular course or program of study.

Academic support services are delivered by a variety of staff including trained peer advisors, graduate students, and qualified professionals. Students may access support during defined hours of operation at any of three campus locations – Trinity Hall East, Madonna Hall, or the Information Commons – or contact the Student Success Center for more information. Students should consult the Anna Maria College website and/or the Student Success Center prior to the start of each academic semester to confirm times of available subject specific services and hours of operation.

#### Career Advising

Anna Maria College offers comprehensive career support to all of its current students and alumni. Recognizing that appropriate career decisions and development are a campus and college-wide responsibility, Anna Maria College delivers career advising through a variety of means both virtual and on-ground.

The student success center offers a career resource center open to all current students and alumni providing career information as well as internship and job search resources. Much of this information is available online as well through the college website. Additionally, the Career Center provides career support in many areas including but not limited to exploratory career services such as career and personality assessments, and job search support such as resume/cover letter writing, basic job search techniques, and interview preparation.

Recognizing that no one office can adequately address the career needs of all students, much of this information and these skills are re-iterated and emphasized in classroom experiences and co-curricular programs ranging from AMC100 (taken during the first semester) to Senior Seminars (required for all students prior to graduation), as well as residence hall programs and other co-curricular programming.

#### Disability Support

In accordance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973, Anna Maria College provides appropriate reasonable accommodations to all eligible individuals ensuring the equal access of all students to quality academic and student services. All such accommodations are coordinated by the Student Success Center and the designated Disability Support Specialist.

Students seeking accommodations are required to provide the college with official documentation of their disability. Students then meet with the Disability Support Specialist to review the information and discuss available “reasonable accommodations,” as determined by the Disability Support Specialist. Commonly applied accommodations include but are not limited to extended time on exams, quiet testing areas, note-taking assistance, and forms of assistive technology.

Please consult the Student Success Center for acceptable forms of documentation, the process required to request accommodations and/or to schedule an appointment.

#### Health and Counseling Services

All students may utilize the Health and Counseling Services, which consists of both physical and mental health services. The center provides medical care including assessment, treatment, referrals, and resources. 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 and Counseling Services provides on-going health education programming on topics such as nutrition, breast and testicular cancer detection, fitness and cardiac conditioning, alcohol/substance abuse, STDs,

HIV/AIDS, stress, anxiety, depression, and other issues facing the college student population. Health Services is an urgent care, walk-in center staffed by a licensed nurse practitioner. When the office is closed, the Residence Life staff, Paxton Police 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 and Counseling Services are free. The records kept by Health and Counseling Services are completely confidential. No one outside of Health and Counseling Services may have access to them and no one may be given information from them without the consent of the student involved.

Counseling Services provided through the center 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.

Caring and qualified mental health providers in Counseling Services are seen by appointment and daily walk-in hours as posted. 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 Health and Counseling Services are held in the strictest confidence.

All Health and Counseling Services are located in the Health and Counseling Services Center in the building adjacent to the east end of Trinity Hall.

#### Orientation and Student Transition

Anna Maria College recognizes the critical role of orientation programming in the future success of our students. Thus, the college offers a variety of orientation programs including one-day summer and winter programs, week-long summer programs, and August orientation and welcome week prior to the start of fall classes. With contributions from administrative offices from the areas of Financial Services, Student Success, Academic Affairs, and

Student Affairs, Orientation at Anna Maria College recognizes the important role of the entire campus in successfully transitioning newly enrolled students. All orientation programs address the following areas of student success and transition:

1. Academic Preparation
2. Policies and Procedures
3. Health, Wellness, Safety and Awareness
4. Strengthening Peer and Institutional Connections
5. Introduction to the Physical and Virtual College Environment

All incoming first-year and transfer students are required to attend an orientation program prior to starting classes. Exceptions to this policy may be made for students traveling great distances or indicating personal reasons for failure to meet this requirement. Such instances are reviewed on a case-by-case basis and exceptions provided by the Vice President for Student Affairs and Dean of Retention.

Additional required enrollment actions take place during all orientation programming such as required placement testing, student ID photos, and course scheduling. These services are coordinated by the Student Success Center for all those students receiving waivers for the orientation enrollment requirement.

“Other Student Involvement Office” (find a much better name if you are using a subheading here)

#### 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, Sunday and weekday Mass offered for all members of the college community; Sacrament of Reconciliation offered by appointment with our Catholic Chaplain. Liturgical Ministries opportunities for students include Lectors, Eucharistic Ministers, Greeters Altar Servers and Music Ministry for Sunday Masses. Students with musical talents are welcome to be part of our Music Ministry.

Religious Christian Initiation for Adults (RCIA) This program is offered to those students interested in becoming Catholic or completing their Christian initiation – Sacrament of Baptism and/or Eucharist and/or confirmation. Students who would like to grow and deepen in their faith are also welcome.

Presentations and activities on community building and peace and justice in collaboration with other college departments, discussion and informative programming, weekend retreats and fellowship are important components of Campus Ministry's role with the Anna Maria College community.

Alternative winter and spring break trips at various sites around the country, and participation in the United Way Day of Caring program in the fall, as well as ongoing local volunteer service opportunities throughout the year are offered along with spiritual direction and compassionate listening.

## Athletics

The athletic program at Anna Maria College currently sponsors 13 NCAA Division III teams. These include women's soccer, tennis, volleyball, basketball, field hockey, cross-country and softball, as well as men's lacrosse, football, cross-country, soccer, basketball and baseball. All teams compete at the Division III level of the National Collegiate Athletic Association (NCAA), the Eastern Collegiate Athletic Conference (ECAC), and The Great Northeast Athletic Conference (GNAC). Participation on any varsity team requires adherence to all NCAA rules and regulations.

Athletic facilities include the Fuller Activities Center; AMCAT 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 enhanced fitness center, and a variety of intramural, recreation and wellness options. Physical fitness, conditioning, open gym hours, and yoga and Pilates programs round out the offerings.

## Academic Policies and Procedures

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

### Matriculated/Non-Matriculated Students

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

### Special Student Category

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

### Class Standing

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

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

### Course Load

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

Continuing Education students in traditional 15-week semester programs may take a maximum of 9 credits per 15-week semester. Continuing Education students in accelerated semester programs may take a maximum of 6 credits per accelerated term.

### Definition of the Credit Hour

In a lecture course, every one hour of credit equals one hour of classroom instruction and two hours of work outside of class for each 15-week period/semester. In lab courses, one hour of credit equals two to three 50-minute recitation periods per week. For ensembles, one hour of credit is awarded based upon the amount of student preparation required (3 hours of practice).

### Change of Major

Students who, after matriculation, wish to change their major should consult with and receive approval of the academic advisor or program director of the intended major before the change is affected. The new academic advisor will submit a change of major request using the in-house forms program. Once the change is processed, the student, previous advisor and new advisor will receive an email confirmation through their Anna Maria College email account.

### Grades and Quality Points

A (4.0) Excellent achievement

A– (3.7)

B+ (3.3)

B (3.0) Above average achievement

B– (2.7)

C + (2.3)

C (2.0) Average achievement

C– (1.7)

D+ (1.3)

D (1.0)

D– (0.7) Minimal achievement

P Pass No quality points

F Failure No quality points

I Incomplete\*

W Withdrew Not computed in GPA



\* The grade "I" is permitted when unavoidable circumstances prevent the completion of a course. Requests for an incomplete must be submitted by the instructor in writing to the Vice President for Academic Affairs for prior approval. If an "I" grade is not removed within the first four weeks of the following Spring or Fall semester the grade reverts to the grade the student earned during the semester. Students with more than 15 hours of unexcused classroom absences will not be granted an Incomplete. Exceptions to this policy may be made by the faculty member, in consultation with the faculty member's immediate supervisor.

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

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

#### Academic Advisement

Advising at Anna Maria College engages students and campus professionals in a collaborative process designed to ensure academic and life success. Upon entrance to the College, advisors help connect students to important campus resources and work with each student to identify their educational, career, and life goals. Advisors then assist students in understanding their academic program requirements and important college policy while mapping out necessary steps to achieve their goals. Advisors provide accurate and timely advice while creating a nurturing and supportive environment for students as they grow into their roles as learners and leaders on campus and beyond.

#### Anna Maria College Email Policy

It is the policy of the IT department at Anna Maria College that only the amcat.edu account is used for student academic and business electronic communications. All official electronic communication initiated by College offices for

students are sent to students' College email accounts. This applies to all students. It is important that students check their Anna Maria College Web mail often. Students who need help with the log-in should contact the IT department at [itsupport@annamaria.edu](mailto:itsupport@annamaria.edu)

#### Registration

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

#### Drop and Add

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

#### Standards of Academic Conduct

The following actions, among others, constitute a violation of the Standards of Academic Conduct:

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

- direct or literal copying of a source without proper attribution;
- paraphrasing of a source without proper attribution;
- resubmission of one's work in another academic exercise without the knowledge of both instructors;
- submission of another's work in whole or part with intent to deceive.
- giving or receiving unacknowledged, inappropriate, or unauthorized aid in an academic exercise.
- intentional falsification of data, sources, or information in an academic exercise.

- deceiving or lying to a Faculty member or Administrator in matters relating to an academic requirement, policy, or procedure.
- Acting in a disorderly or discourteous manner in an academic exercise or to a faculty member or students during an academic exercise.

The following sanctions are available to the Vice President for Academic Affairs and Conduct Code Administrator for a violation of the Student Standards of Academic Conduct:

- **Administrator Warning:** An oral reprimand that does not become part of the student's record or a written reprimand that does become part of the student's record. The College may consider that if the student graduates and he/she has had no further difficulty, the written warning may be removed from the student's file.
- **With the agreement of the faculty member involved a grade of "failure" on the assignment with no opportunity for "make-up."** The sanction will be recorded in the office of the Vice President for Academic Affairs and will be included in the student's records.
- **With the agreement of the faculty member, a grade of "failure" for the course.** The sanction will be recorded in the office of the Vice President for Academic Affairs and will be included in the student's files.
- **Suspension from the College:** the student is ineligible to apply to re-enroll at the College for at least one semester. The Vice President for Academic Affairs must approve the re-enrollment. Any student who is found in violation of the Standards of Academic Conduct on more than one occasion will be subject to a minimum sanction of suspension from the College.
- **Dismissal from the College:** the student is permanently removed from the College.

#### 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 GPA (CGPA) of 2.00 overall and

a CGPA of 2.00 in their major course of study in order to meet graduation requirements. The CGPA is monitored each term by the Vice President for Academic Affairs. Students whose CGPA falls below 2.00 may be placed on academic warning or academic probation. Any student who incurs more than two grades of F in one semester or who receives a semester GPA (SGPA) below 2.00 may also be placed on warning or probation.

Any student whose academic record reflects persistent academic deficiencies is also eligible for suspension or dismissal.

#### Academic Dismissal: Forced Withdrawal

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

1. The student has been on probation for more than two semesters;
2. The student's semester or cumulative GPA is substantially below the 2.0 minimum requirement;
3. The student has been found in violation of the College's Standards of Academic Conduct in the Student Code of Conduct.

#### Voluntary Withdrawal

Students who wish to withdraw are required to file an official date of withdrawal with the Vice President for Student Success 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 earn no credit. The last day to withdraw from the college with a grade of W is stipulated in the academic calendar. Students withdrawing after that date will receive F's for the semester.

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

## Readmission

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

Students who have been away from the College for two years or more or who have attended another college while away will need to reapply through the admissions office as well as being cleared by the Vice President for Academic Affairs.

## Courses Taken at Other Colleges

Once enrolled, a matriculated student who wishes to take a course at a college outside HECCMA: Higher Education Consortium must first seek permission from their academic advisor. The academic advisor will submit a permission form to the Registrar's Office

## 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 each semester on a pass/fail basis. Students have eight weeks from the first day of class to complete the pass/fail request from the Registrar's office. A minimum grade of C- must be achieved to be considered a passing grade. The grade of P does not receive quality points and is not counted in determining the quality point average. The grade of F is included in the CQPA. Pass/Fail grades may not be changed to letter grades after the posted deadline.

## Withdrawal from a Course

Students wishing to withdraw from a course after the drop/add deadline, published in the academic calendar, must meet with their academic advisor. The academic advisor will submit a Course Withdrawal form to the Registrar's Office using the

in-house forms program. Once the change is processed, the student, the instructor and advisor will receive an email confirmation through their Anna Maria College email account. Students are not considered officially withdrawn until they receive a confirmation email from the Registrar's Office. A grade of "W" will be recorded once the student is withdrawn from a course. The Withdrawal period is stipulated in the academic calendar for each semester. Ceasing to attend classes or notifying the instructor does not constitute an official withdrawal. A student who fails to properly withdraw from a class will receive a grade of "F" for the course.

## Grade Reports

Midterm grades – After the seventh week of classes, student midterm grades are accessible on the Anna Maria College web page.

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

## Semester Quality Point Average (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 (first name, last name)
- Student ID
- AMCAT Email address
- Photograph
- Enrollment Status
- School Address (P.O. Box)
- Class Year
- Major
- Participation in officially recognized activities and sports
- Degrees
- Honors
- Awards
- If the student is a member of an athletic team, the following information is added to the above: Height and/or weight, home city/town

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

#### Transcript

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

#### Academic Integrity

As an academic community centered in the Catholic Tradition, Anna Maria College expects all members of the College community to act in a responsible and ethical manner and to uphold the values, rules, and regulations of the College. The principles of individual honor, integrity, responsibility, and respect for the rights of others are essential to students. If a

faculty member or fellow student suspects that a student has violated the standards for honesty and integrity in academic work, he or she must report the matter to the Vice President for Academic Affairs. If the Vice President determines a violation has occurred, sanctions may include, but are not limited to, a letter of reprimand, failure on the assignment, failure in the course, suspension, or dismissal from the College.

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 (Program Chair or School Dean), in which the course is taken. If no resolution is reached, the student can appeal to the Vice President for Academic Affairs. The decision of the Vice President 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 CGPA (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 requirements for a field of concentration;
- complete the requirements of the General Education Requirements;
- complete Intent to Graduate form one semester before the planned date of graduation

Failure to comply with this last requirement will mean a delay in graduation. Details of college requirements and major course requirements may be found in section two 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 CGPA 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

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 held a Ph.D. from the Catholic University of America and was President Emerita of the College and a Sister of Saint Anne—the founding community of Anna Maria College.

Sister Yvette Bellerose Award for Academic Excellence

The Sister Yvette Bellerose Award for Academic Excellence, established in 2014, is bestowed upon the graduating senior judged to have demonstrated academic excellence and a commitment to the mission and the values of the College throughout the community.

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.

#### Kappa Delta Pi

Kappa Delta Pi, an International Honor Society, recognizes excellence of scholarship and distinguished achievement in the study of Education.

#### 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 Beta Delta

Sigma Beta Delta, recognizes the top 20% of Business students.

### Sigma Theta Tau International

Sigma Theta Tau International, the Honor Society of Nursing, recognizes BSN students for superior academic achievement, academic integrity and professional leadership potential.

### Conferring Degrees

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

### Student Success

In support of the college mission, the Division of Student Success represents the intersection of Academic and Student Affairs. Focused on increasing student awareness of the interconnected nature of curricular and co-curricular student development and campus awareness for the means associated with this development, the Division of Student Success contributes to the personal success of Anna Maria College students as well as the growth and development of the institution itself.

Comprised of administrative offices ranging from Public Safety to Academic Support, the Division of Student Success contributes to the evolution of the Anna Maria College community through its collaborative efforts and commitment to student development and student learning.

Anna Maria College defines student success within the context of the individual student as well as the institution's responsibility to external constituencies at the state, regional, and federal levels. Anna Maria College defines student success as a student's ability to meet their own stated academic, professional, and personal goals through successful engagement with the college community leading to the completion of an undergraduate and/or graduate credential. This

success is measured by academic, social, and post-college indicators including, but not limited to – academic performance, academic progression, fall-to-spring and fall-to-fall retention rates, four, five, and six-year undergraduate degree completion rates, student learning at the course, program, and institutional levels, student satisfaction, and student engagement.

The Division of Student Success recognizes that student success is a campus and college-wide endeavor and thus encourages collaboration across all areas of the college – academic affairs, student affairs, and financial services – in support of student success.

## 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  
Teacher of Visual Art (PreK-8, 5-12)  
Catholic Studies  
English  
Graphic Design  
Health Science  
History  
Human Development and Human Services  
Law and Society  
Liberal Studies  
Music  
Psychology  
Social Work  
Studio Art  
Teacher Preparation/Licensure (available through School of Humanities, School of Education, School of Justice and Social Sciences, School of Visual and Performing Arts)

#### **Bachelor of Music**

Music Education  
Music Therapy

#### **Bachelor of Science**

Business Administration  
Criminal Justice  
Forensic Criminology  
Emergency Medical Administration Services  
Fire Science  
Marketing and Communication  
Nursing  
Paramedicine  
Sport Management  
School of Humanities  
  
Teacher of English (5–8; 8–12)  
Teacher of History (5–8; 8–12)

## **School of Education**

Elementary Education (1–6)—major in Liberal Studies

Early Childhood Education (PreK–2)—major in human development and human services or liberal studies

School of Justice and Social Sciences

Early Childhood / Early Education and Care – major in human development and human services

School of Visual and Performing Arts

Teacher of Visual Art (PreK–8; 5–12)  
Teacher of Music (All)

School of Humanities

English (5-8; 8-12)

History (5-8; 8-12)

The Second Bachelor's Degree at Anna Maria College

Persons holding a bachelor's degree from an accredited institution 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; No credit will be given for courses with a grade below C-.

Anna Maria College General Education 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.

## **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 program. Degree completion programs in Fire Science, Nursing (RN-to-BSN), Social Work and Emergency Medical Services Administration are offered on a flexible schedule for students seeking to further their education, but whose work commitment prevents the pursuit of full-time or day studies.

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 admission process. All special students must submit proof of a high school diploma or GED prior to registration.

\*-The BSN degree completion program is for students who already possess a Registered Nurse License.

### **Degree Requirements**

Candidates for a bachelor degree through the Continuing Education Division are required to complete successfully the General Education requirements of the College, as well as those for the area of concentration. They are also subject to all academic policies and procedures as published in this catalog.

### **Transfer Credits**



For transfer credit policies please see the [Transfer Admissions](#) section of this catalog

#### Credit by Examination

For credit by examination policies please see the [Transfer Admissions](#) section of this catalog

#### 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 Dean of the School 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.

#### [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.

#### Refund of Tuition and Fees

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

#### Traditional 15-week semester

Withdrawal prior to second class meeting 100%  
Withdrawal prior to third class meeting 60%

Withdrawal prior to fourth class meeting 40%  
Withdrawal after the fourth class meeting No Refund

#### Accelerated 8-week semester

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

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 (CGPA 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.

Students interested in completing an Internship should discuss opportunities with their academic advisor. The advisor will submit an Internship Approval Form through the In-house forms program. The student will be required to obtain an "Internship Packet." All required paperwork must be submitted to the Academic Affairs Coordinator no later than December 15 for the spring semester, and May 15 for the fall semester.

## Study Abroad Program

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 director will help students find programs in other countries as well. For students who would prefer a shorter, more structured visit, the College offers travel opportunities in the summer, fall, and spring semesters. In such short study tour, students study the history, culture and language of a foreign country and spend spring break exploring the city/country with the professor. Countries and cities explored in the past have included Chile, Italy, German, Ireland, India, Berlin, Budapest, and Vienna. Students must be at least second semester freshman with a 3.0 GPA or permission of the Study Abroad Director (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 a GPA lower than a 3.0.) Also, the student must be in good standing with the Dean of Student'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.

## **Anna Maria College and Western New England University School of Law**

### **3+3 Pre-Law Partnership Agreement**

Anna Maria College offers all students the advantages of a strong liberal arts education as well as prepares students for a host of vocations. For example, students interested in a pre-law program have access to individualized guidance from practicing attorneys and help with the preparation required to apply to law school.

The Bachelor of Arts degree in Law, Politics, and Society prepares students who are interested in a pre-law program and has an established a 3+3 partnership with Western New England University School of Law. With advisement, other academic majors may also participate in the 3+3 partnership.

Students who successfully meet the requirements and complete the 3+3 partnership with Western New England University School of Law:

- Attend Anna Maria College for 3 years.
- Fulfill Anna Maria College general education and major requirements and are admitted to Western New England University School of Law in their fourth year at Anna Maria College.

- Successfully complete their first year at law school at Western New England University School of Law and receive their bachelor's degree from Anna Maria College.
- Finish their bachelor's and law degrees in 6 years instead of 7.

### **Pre-law program advantages**

Anna Maria College students will have the opportunity to:

- Take classes relating to law.
- Select courses that prepare them for the LSATs and law school.
- Experience individualized pre-law advising.
- Attend speaker series at Western New England University School of Law
- Host Western New England University School of Law students and faculty at Anna Maria College events
- Participate in Moot Court Competition
- Attend LSAT preparation at Western New England University
- Network with Western New England students and faculty prior to attending law school.
- Gain practical experience and participate in a variety of internships directly related to the law and legal professions.
- Complete a bachelor and law degree in 6 years instead of 7.
- 

### **Specialized Advisors**

Anna Maria College has an established pre-law advising committee who work with students to design their coursework and meet their academic interests. Two experienced Anna Maria College faculty members who are practicing attorneys work directly with students interested in the pre-law program. Additional faculty members, representing various majors, are also dedicated to help students to meet their academic goals.

### **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 HECCMA: Higher Education 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.

### **Fifth Year option**

Through the Fifth Year Option at the College, advanced undergraduate students may take up to three courses (nine credits) of graduate coursework to be applied to both their undergraduate and graduate program.

To qualify, undergraduate students must have the following:

- Earned a minimum of 90 credits toward their degree
- Have a minimum GPA of 3.0
- Dean/Program Director Approval

### **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.

### **Higher Education Consortium of Central Massachusetts**

As one of the institutions constituting Higher Education Consortium of Central Massachusetts, 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. Students may take one cross-registration course per semester.

#### Religious Observances

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

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

Students who wish to exercise their right under this law may make an application in writing to the Vice President for Academic Affairs for an excused absence within 15 calendar days after the day of commencement of classes each semester or five working days before the day of the religious observance if the observance comes within 15 days after the day of commencement of classes. The applicant must name in the application the religious observance, the religion encouraging the observance, and the exact period that the absence will cover. In order for

the request to be honored, not only must it be presented within the designated time span, but the religion in question must be recognized by the United States Internal Revenue Service as one that is eligible for tax exemption under federal law. The Vice President for Academic Affairs will determine whether the given religion is so recognized. If the

religion does not qualify under this definition, the request will be denied.

Additionally, the Vice President will determine whether or not any make up examination or work will place an “unreasonable burden” upon the institution. If in the judgment of the Vice President the terms of the request place an unreasonable burden on the institution, the request will be denied.

If the student’s request is approved by the Vice President, the student and the instructors of each of the student’s classes will be notified of the decision by the Vice President’s office within five working days after the receipt of the request. If the request is denied, the denial, accompanied by the reason therefore, will be sent to the student by the Vice President’s office within five working days after the receipt of the request.

## General Education Curriculum

### Explorers 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.

AMC recognizes that intellectual development is inseparable from character development and ethical decision making and seeks to prepare students to be citizens of a global community with a goal of constructing a more just and peaceful world. The General Education curriculum is mission consistent, provides a developmental four-year sequence, and is defined as both the foundation and framework of undergraduate education at AMC. Emphasis is placed on interdisciplinary approaches to knowledge and skills while integrating the Catholic identity of the institution throughout the curriculum.

The General Education requirements, together with major requirements at AMC, embody the mission of the College, seeking to foster in its students’ intellectual involvement, career preparation, social awareness, dedication to peace and justice, religious and moral sensitivity, a lifestyle capable of sustaining these within balance, nurturing development of a sense of respect for oneself and others, and nurturing a sense of responsibility to society and the world. Learning goals for the General Education are directly derived from this mission and are identified as:

- Critical and integrated thinking
- Oral, written, and technological literacy
- Quantitative reasoning
- Conversational proficiency in a foreign language
- Moral reasoning and problem solving
- Historical evolution of human societies and institutions
- Nature and scope of scientific inquiry
- Aesthetic, moral, and spiritual dimensions of human thought and action

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- Self-understanding and understanding of others
- Civic and social responsibility

### Overview of General Education Required Courses

\* Students will be required to take three sequential writing courses – possibilities follow:

- ENG 103, ENG 104, EC in Writing for Career and Creativity
- ENG 102, ENG 103 and ENG 104

**\*\* Students are required to achieve a grade of C or better in ENG 102, 103 and 104. Each course may only be repeated twice. If a student fails any one of these courses twice the student will be dismissed from the college.**

The General Education Exploration Courses (EC) listed below may be taken during any semester – Freshman through Senior year.

- Explorations in Natural Sciences
- Explorations in Western Cultures and History
- Explorations in Societies of the World
- Explorations in Creativity and Imagination
- Explorations in the U.S. and the World
- Explorations in Global Dynamics
- Explorations in Catholic Worldview

Exploration Courses available for any given semester will be indicated through the online course scheduling system and available to students through the, faculty advisors, and the Registrar's Office. All courses approved to meet these requirements will be identified as such in the AMC online student registration portal. A list of courses approved prior to September 2016 is [listed below](#). This list will be updated periodically.

#### Global Language Course(s)

All students will be required to take any two Global Language courses. Students are exempt from the first course in the Global Language sequence through two years of a global language in high school. The only exception to the Global Language requirement is

granted to students who can prove competency in a Global Language other than English. The exemption is granted either through documentation (such as school transcripts) that they are fluent in a language other than English or demonstration of that competency determined by a formal assessment conducted by a designated member of the School of Humanities.

#### Quantitative Reasoning Requirement

This course may be taken during any semester – Freshman through Senior year. Students should consult their program of study prior to selecting a course to meet this requirement.

#### Philosophy, Theology, Catholic Worldview Sequence

Students must complete the three-course philosophy and theology sequence. Students first take PHL 110 Introduction to Philosophy during their freshman or sophomore year. After successful completion of PHL 110, students complete THE 210 Introduction to Theology. Finally, after successfully completing both PHL 110 and THE 210, students select an approved course to meet the Explorations in Catholic Worldview requirement.

General Education Course	Recommended Year
First Year Experience	Freshman year
Freshman Composition*	Freshman year
Writing Through Literature*	Freshman year
Introduction to Philosophy	Freshman year
Explorations in Natural Sciences	Freshman year
Introduction to Theology	Sophomore year
Explorations in Western Cultures & History	Sophomore year
Global Language I	Sophomore year
Global Language II	Sophomore year
Explorations in Societies of the World	Sophomore year
Explorations in Creativity and Imagination	Sophomore year
Quantitative Reasoning	Junior year
Explorations in Writing for Career and Creativity	Junior year
Explorations in the U.S. in the World	Junior year
Explorations in Catholic Worldview	Senior year
Explorations in Global Dynamics	Senior Year
Capstone course in major	Senior year

## **General Education Requirements for Transfer students**

Transfer students enrolling at Anna Maria College with an earned Associate's Degree from a regionally accredited institution or who have earned a minimum of 60 transferrable credits from a regionally accredited institution are potentially eligible for General Education exemptions for first and second year general education courses. Anna Maria College reserves the right to require transfer students to successfully complete ENG103 and/or ENG104 and any additional first and second year General Education courses if needed for the major. Please refer to the Transfer Admissions Section of the Course Catalog for complete information regarding Transfer Enrollment policies.

All Undergraduate students must complete the College's General Education curriculum requirements in addition to those required of the major and/or division. All undergraduate programs require the General Education curriculum, regardless of how the program is delivered or where programs are offered.

### **Placement Testing**

#### **Traditional Freshman**

All first-time traditional freshman students are required to complete the Accuplacer test. Anna Maria College administers the Sentence Skills and Reading Composition portions of the Accuplacer to determine appropriate initial placement in first-year general education writing courses. The Accuplacer is administered during college orientation programming.

Students will be placed as following:

77 (or under) + 4 (or under) = ENG 102

77 (or under) + 5 (or above) = ENG 103

4 or under = ENG 102 (unless combined with a score of 100 or above.

5 or above = ENG 103 (unless combined with a score of under 77)

### **Transfer Students**

Transfer students enrolling at Anna Maria College may be required to complete Accuplacer testing. Transfer students without an earned Associate's degree from a regionally accredited institution or with less than 60 transferrable college credits and without transferrable English courses are required to complete Accuplacer to testing to determine appropriate writing course placement and sequencing.

### **Honors Students**

All students seeking admission to the honors program are required to successfully place into ENG103 in both the Sentence Skills and Reading Composition portions of the Accuplacer. New first-time students invited to join the honor's program may complete placement testing prior to their orientation program by contacting the Student Success Center. Please refer to honor's program guidelines in the academic catalog and the honor's program handbook for complete honor's program requirements.

### **Placement Testing Accommodations**

Accommodations for the Accuplacer are available to eligible students and must be coordinated via the Student Success Center. In accordance with college policy, students seeking accommodations for the placement test must provide official documentation of their disability to the Director of Student Success who then coordinates reasonable accommodations for the assessment prior to the Accuplacer.

### **Placement Testing Retake Policy**

Requests by new traditional freshman to retake the Accuplacer test are reviewed by the divisions of student success and academic affairs on a case-by-case basis. Final approval of any retake must be provided by the Vice President for Academic Affairs.

### **Test Score Eligibility**

Accuplacer scores completed during Anna Maria College enrollment activities (i.e. orientation) will remain effective for one calendar year should a student defer enrollment. Accuplacer results taken in

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conjunction with enrollment processes at an institution other than Anna Maria College may be acceptable if completed within six months of enrollment at Anna Maria College and accompanied by official dated documentation. All such cases will be reviewed on an individual basis by the divisions of Student Success and Academic Affairs.



## General Education Course Offerings

### **AMC 100 First Year Seminar (3)**

The First Year Seminar is designed to orient students to life at Anna Maria College. The primary aim of the course is to prepare students for the academic, social, and emotional changes they may face during their transition to Anna Maria and to provide the skills necessary for a successful college experience. This course will support students in the development of their academic skills, including critical reading and thinking, writing and oral presentation, and information literacy, the use of electronic technology for learning, study skills, and academic integrity. In addition, this course will advise students in life skills critical to success in college and beyond. Skills such as time management, wellness, civic engagement, social responsibility, personal ethics, cultural competency, and personal growth will be addressed.

**A grade of C or better is required for graduation.**

### **ENG 102 Foundations (4)**

Foundations (ENG 102) is a writing course for students who need to further develop the basic skills needed for formal academic writing. By focusing on stylistic and grammatical conventions, ENG 102 prepares students for success in ENG 103, ENG 104, and beyond. Students improve their knowledge of English grammar, usage, and vocabulary by completing a variety of writing-centered activities. Among the many writing and reading assignments, ENG 102 students practice pre-writing techniques, sentence construction (in the context of short writing assignments), and paragraph organization. This course will also introduce students to the conventions of the academic essay. **A grade of C or better is required to move on to ENG 103. This course may only be repeated twice. If a student does not receive a C or better after 3 attempts the student will be dismissed from the college.**

### **ENG 103 Freshman Composition (3)**

Freshman Composition (ENG 103) focuses more intensively on building student skills in critical thinking, reading, and writing. Its course goals include the development of analytical reading, thoughtful discussion, evidence-based arguments, composition, draft writing, self-editing, and research skills. By the end of the course, students will be prepared for all aspects of academic writing,

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including the essay, research paper, and the accompanying skills of developing a thesis and preparing a page of sources in varied academic styles (MLA, APA, Chicago). **A grade of C or better is required to move on to ENG 104. This course may only be repeated twice. If a student does not receive a C or better after 3 attempts the student will be dismissed from the college.**

### ENG 104 Writing Through Literature (3)

Writing through Literature (ENG 104) introduces students to the essential tools for understanding and analyzing literary texts and writing insightful arguments about them. In addition, students will examine language, ideas, and the cultural/political values of works of literature and what they reveal about our evolving, increasingly global society. This course uses poetry, drama, and fiction/creative nonfiction texts to build on skills acquired in ENG 103 and increase proficiency in analytical reading, thoughtful discussion, evidence-based arguments, composition, draft writing, self-editing, and research skills. Students will be prepared for various aspects of academic writing, including the explication essay, comparative essay, and research paper with accompanying annotated bibliography. **A grade of C or better is required for graduation. This course may only be repeated twice. If a student does not receive a C or better after 3 attempts the student will be dismissed from the college.**

### PHL 110 Introduction to Philosophy (3)

Introduction to the discipline of philosophy. Course focuses on the most fundamental questions that human beings have always asked. Topics include a critical examination of theories about reality and truth, moral values and social justice, personal identity and free will, aesthetic values, and systems of religious beliefs.

### THE 210 Introduction to Theology (3)

Theology is an ongoing search for understanding and truth about God, humanity and all reality. It is a core discipline of the Catholic intellectual tradition. The study of theology involves a structured exploration of the Bible, Tradition and Church teaching. Topics studied in this course are: one God in three divine Persons; creation and new creation; sin and forgiveness; the Church and the communion of

saints. This course builds on the introductory course in philosophy and also prepares students to take other theology courses at the college.

### Capstone Seminar (3)

In their Senior year, usually in the spring semester, students are required to take a Capstone Seminar. The intention of this seminar is both integrative and professional: A Capstone Seminar is structured as an interdisciplinary course that integrates the student's coursework in their major field with the skills and knowledge acquired throughout the General Education Curriculum experience. Capstone Seminars typically involve individual research or other projects and may be integrated with service learning or internship requirements.

### Global Language I and II (6)

To acquire minimal conversational level in a foreign language and develop corresponding cultural competence, each AMC student will be required to take any two courses in Global Languages. In order to build proficiency, students are strongly encouraged to complete two sequential global language courses.

Upon completion of this requirement, the student will be able to identify and reproduce the basic sounds and rhythms of the language, analyze the basic principles of grammar and structure introduced at this level, and apply these principles in oral and written communication, as well as communicate with others in the language about simple topics of everyday life. Currently available courses include Spanish, Italian, French, and American Sign Language.

Students are exempt from the first course in the Global Language sequence through successful completion of at least two years of a global language in high school.

Exemption from the entire Global Language requirement (both courses) requires proof of competency in a Global Language other than English. The exemption is granted either through documentation (such as school transcripts) showing a student to be fluent in a language other than English and/or demonstration of that competency through an interview with an individual designated by the School of Humanities.

## **Explorations Courses**

Note: Faculty from different Schools and Programs certify their courses to qualify as fulfilling requirements for each Explorations category. Each Semester eligible courses are listed on the AMC online course search tool and visible within the AMC student web registration portal.

### **Explorations in the Natural Sciences**

Courses approved to meet this requirement focus on selected elements of the Natural Sciences, with particular emphasis on processes and mechanisms that underlie individual disciplines, including earth sciences, cosmology, biology, chemistry, physics, ecology, health sciences, and anthropology.

### **Explorations in Western Cultures and History**

Approved courses explore focus on the study of values, ideas, self-perceptions and aspirations by examining human creative expression during a specific period of Western history. These classes explore the philosophical and artistic heritage of the West by investigating the intellectual foundations of the defining works of literature, music and the visual and performing arts from each historic period. The exploration of interrelationships between the products of human imagination and the ideas that inspire their creation enables one to explore the west's answers to the fundamental questions regarding the nature of humankind and the purpose of human existence in one of the four major historic eras of Western Civilization.

### **Explorations in Writing for Career and Creativity**

Anna Maria College recognizes that the ability to write effectively is a basic and increasingly important skill for college graduates, regardless of their major or career plans. The General Education Curriculum is designed so that all students will take at least three writing courses; for many students, this will include either a Professional Writing course or a Creative Writing course, both of which emphasize specialized writing. In these courses, students opt to further hone their writing skills.

## **Professional Writing**

Professionals in many fields are required to prepare a variety of reports, communicate with peers, and present projects, programs and other written products to a variety of audiences. This is a more specialized approach to writing than encountered in freshmen writing composition courses. Therefore, in this course the student learn to develop, draft and execute various forms of writing useful for an array of professions.

### **Creative Writing**

The course blends building blocks of language, locale, apprentice, and artistic effort with a goal of strengthening writing skills that can lead to lifelong learning, expression, and publication. Students will have opportunities each week to explore topics, practice elements of writing, and complete formal examples of creative writing.

### **Explorations in Creativity and Imagination**

Courses identified as Experience of Creativity, Imagination, and Beauty will contribute to the development of aesthetic responsiveness. These courses will present students with opportunities to analyze the objects and experiences which are identified in various societies as representative of beauty. As such, the courses are intended to contribute to cultural competency through the awareness of culturally conditioned perception and how selected cultures transmit meaning. In sympathy with the experience of beauty are the imaginative and creative processes which yield human artifacts that appeal to (or are repulsive to) the aesthetic sense and are intended to carry meaning. Students will have the opportunity to critically explore these processes and engage them through encounters with their application in cultural artifacts.

### **Explorations in Societies of the World**

The courses in the Societies of the World category seek to acquaint students with values, customs, and institutions of other countries, and to explore how different beliefs, behaviors, and ways of organizing society come into being. These courses may take a variety of disciplinary approaches to the examination of economic, political, and legal systems, social relations, and social beliefs. Courses may also

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address cultural practices or religious traditions, and their effect on social structures. Topics may be treated from a contemporary perspective or a historical one, as long as they help students develop an awareness of the diversity of ways in which human beings have organized their social existence. Some courses in this category might concentrate primarily on a single society, past or present, but they should demonstrate its connections, across time or geographical space, to one or more other societies. There are many topics of wide practical and intellectual interest that courses in Societies of the World might explore, including ethnic identity and statehood, gender, religion and government, constitutionalism.

### **Explorations in the United States in the World**

The influence of the United States in the world is unprecedented in many areas, such as culture, military power, scientific development, and economics. At the same time, the USA is in continuous interaction with societies around the world, sometimes cooperatively and sometimes confrontationally. Courses in this category the USA from the inside and the outside by analyzing US social, political, legal, cultural and economic practices and institutions, and either compare those practices and institutions to those of other countries (in part to examine “American exceptionalism”) or explore the connections between the US and other societies. These courses will help students to understand the US as a heterogeneous and multifaceted nation situated within an international framework. These courses help prepare students for civic agency by framing the study of social, political, legal, and economic institutions of the United States in a historical and/or comparative context.

### **Explorations in Global Dynamics**

The world has become more complex in virtually all dimensions. Economies are increasingly interdependent: no large company exists with its workforce, assets, raw materials and customer base in a single country. Economic well-being for any one country is dependent on the well-being of its suppliers, customers, investors, and its workforce. Many other problems cannot be solved within the borders of a single country: including social problems, such as combatting terrorism and curbing

the drug trade; international disputes, such as territorial conflicts and the problems of submerged ethnic groups. In addition, significant changes in science, technology, and the environment are also increasingly vital for the future of the planet. Courses in this category examine international or transnational dynamics between countries, regional or international institutions, and key non-state actors in social, political, legal, cultural, and/or economic institutions, practices, and behaviors, from contemporary, historical, and/or analytic perspectives. There are many topics that an Exploring Global Dynamics course might explore, including international relations, global markets, environmental changes, scientific and technological developments, and social change in a globalized world. By this category’s nature, precedence should be given to courses in the Social Sciences that examine social, cultural, political, legal, linguistic, scientific, technological or economic issues.

### **Explorations in Catholic Worldview**

These courses begin with the understanding that students come to Anna Maria College from a variety of religious backgrounds and levels of engagement and interest. What students hold in common is participation in, responsibility for, and potential to influence a complex and fragile world. Courses in this category offer students perspectives on this engagement with the world from the experience of Catholic Scholars, Scientists, Religious leaders, Theorists, and Pastoral Practitioners. In keeping with the mission of Anna Maria College, these perspectives are shaped by a system of belief in a God who is revealed in the beauty of the natural world and the loving desire for each person’s greatest good in the social world. Readings, projects, discussions, and experiences will probe the depths of course topics to yield new ways of thinking. Sometimes these perspectives will complement other courses across the curriculum and sometimes it will challenge them.

### **Quantitative Reasoning**

Quantitative Reasoning courses teach students how to think, write, and read mathematically in order to better understand the world and themselves. Approved courses include those from disciplines

such as Mathematics, Philosophy, Fire Science, and Music.

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### Approved Exploration Courses as of 09/2016

#### Creativity and Imagination

ART 101	Drawing I
ART 102	Drawing II
ART 103	Fundamentals of Color & Design
ART 105	3D Design
ART 113	Japanese Woodblock Printing
ART 204	Sculpture and Clay
ART 205	Calligraphy: Design & Lettering
ART 242	Photography I
ART 248	Introduction to Digital Photography
ART 201	Watercolor
ART 215	Printmaking I
ART 220	Stained Glass
ART 252	Art History II
ART 253	American Art History
CRJ 207	Forensic Photography
DES 103	Introduction to Computer Graphics
DES 110	Typography I
DES 240	Introduction to Graphics Design
ENG 220	Origins of Literature
ENG 222	Gothic Literature
ENG 233	British Literature
ENG 242	Psychological Study
ENG 330	Shakespeare
FOR 207	Forensic Photography
MCO 203	Introduction to Media Studies
MCO 241	The Horror Film
MIS 380	Web Design and Research
MUS 257	Music Appreciation
MUT 410	Music Therapy III
MUT190	Music as Health Resources

#### Global Dynamics

BIO 406	Epidemiology
BLP 410	Diversity in the Workforce
CRJ 230	Homeland Security
ECO 201	Macroeconomics
ENG 350	Banned Books
ENV 301	Environmental Equity
HST 332	Drug Trafficking in Latin America
HST 371	Famine, Floods and Microorganisms: Global Ecological Challenges in the 21 <sup>st</sup> Century
MUT 411	Psychology of Music: A Global Perspective
NUS 401	Family Health Nursing
NUS 402	Community Health Nursing
NUS 408	Public Health Nursing
PSC 220	Introduction International Relations
PSC 320	How Countries Relate
SWK 307	Issues of Diversity and Oppression

#### Societies of the World

HST 118	Global History II
HST 216	Coups, Conflicts and Revolutions

HST 217	Latin American History through Film, Art and Music
HST 296	Canada
HST 381	Modern Middle East
LPS 211	Global Studies through Film
MCO 211	Global Studies through Film
PSC 211	Global Studies through Film
PSC 390	The Politics of Reconciliation
SOC 201	Introduction to Sociology
SOC 207	Sociology of a Multicultural World

#### US in the World

ECO 200	Microeconomics
EDU 201	Education, Culture and Society
EMS 440	International/Comparative pre- Hospital
ENG 230	US Literary Traditions
HST 111	American Nation I
HST 112	American Nation II
HST 203	Modern American Urban History
HST 227	African American History II
HST 229	Contemporary Immigration to the U.S.
HUM 205	New England Global Destination
HUM 216	Geography of the Americas
HUM 217	Introduction to Latino Studies
JSS 101	Interpersonal Communication
MCO 219	Vietnam War through Film
NUS 313	History of Nursing
PHL 304	Healthcare Ethics
PSC 201	Introduction to Politics
PSC 307	US Foreign Policy
PSC 330	Politics of Terrorism
PSC 407	American Foreign Policy
SWK 242	Introduction to Social Welfare as a Social Institution Care

#### Writing for Career and Creativity

ART 347	Junior Seminar
BUS 292	Business Writing Digital
CRJ 490	Capstone Seminar
EDU 307	Authentic Writing for Professional Communication
EDU 420	Teaching Seminar
ENG 102	Dev Writing (by placement only)
ENG 201	Creative Writing
ENG 212	Memoir Writing
ENG 307	Writing for the Professions
ENG 217	Detective in Fiction
ENV 325	Topics in Environmental Studies
ENV 491	Senior Seminar II
HON 490	Senior Seminar (Honors Program only)
HUM 490	Senior Seminar
JSS307	Authentic Writing for Professional Communication
JSS 490	Senior Seminar
LPS107	Legal Research and Writing
MCO 250	Screenwriting

MUT 250	MT Pre-Practicum
MUT 350	MT Practicum I
MUT 351	MT Practicum II
NUS 304	Nursing Research (online students only)
NUS 314	Essentials of Nursing Research
PSY 327	Experimental Psychology
SWK 401	Social World Research
SWK 454	Senior Capstone
THE3XX	Special Topics in Spirituality

#### **Catholic Worldview**

THE 304	Catholic Social Teaching
THE 308	Perspectives Christian Scriptures
THE 360	Society, Science and God in the Catholic Tradition
THE 361	Biblical Explorations in Justice
THE 362	Dying before Their Time: The Morality of Life Ending Treatments
THE 363	Latin@ Present, Past and Future: Contributions of Latin@ Catholics to the Struggle for Justice in the USA
THE 364	Exploring the intersection of Christian History and Contemporary Catholic Social Teaching
THE 365	War Peace and God
THE 366	Hell, Evil and Punishment

#### **Exploring the Natural Sciences**

BIO 103	Intro to Biology
BIO 104	Ecology and Evolution
BIO 130	Nutrition and Health
BIO 212	Anatomy and Physiology I
BIO 213	Anatomy and Physiology II
BIO 222	Microbiology
BIO 230	Human Genetics in Society
BIO 240	Exercise Physiology
BIO 345	Biological Anthropology
BIO 360	Occupational Health & Safety
BIO 370	Cancer, the Environment and Workplace
BIO 373	Biotechnology Laboratory Methods
BIO 402	Genetics
BIO 408	Toxicology
CHM 110	General Chemistry I
CHM 111	General Chemistry II
CRJ 480	Forensic Anthropology
CRJ 481	Forensic Archaeology
EMS 220	EMT Basic
EMS 240	Paramedic Studies I
EMS 250	Paramedic Studies II
ENV 260	Principles of Sustainable Development
ENV 320	Environmental Hazard and Risk Analysis
FOR 480	Forensic Anthropology

FOR 481	Forensic Archeology
FRS 103	Fire Behavior and Combustion
PHY 201	College Physics I
PHY 202	College Physics II
PSY 448	Neuropsychology
SCI 101	Intro to the Natural Sciences
SCI 120	Earth Science

#### **Western Cultures in History**

ART 251	Art History I
ART 252	Art History II
ENG 227	King Arthur Past and Present
ENG 232	Irish Identity
ENG 320	Medieval Literature
ENG 321	Medieval Studies
HST 108	Ancient Medieval History
HST 109	Western Civilization I
HST 110	Western Civilization II
HST 214	Early Modern Humanities
HST 222	History of Medieval Crusades
MUS 255	Music History
MUS 256	Music History II

#### **Language I and II**

ASL 102	Intro to American Sign Language II
ASL101	Intro to American Sign Language I
EDU 656	ESL Theory and Practice
ITL 101	Beginning Conversational Italian
ITL 102	Italian and Humanities
SPN 101	Beginning Conversational Spanish
SPN 201	Spanish for Outreach

**List of approved Exploration Courses that have been certified to meet with the requirements as stipulated by the Core Exploration Categories, as of August 2016. Please note that this is not a comprehensive list, as additional courses will be certified from semester to semester.**

# General Education

## Liberal Studies

Anna Maria College supports a liberal arts education in the Catholic tradition along with strong career preparation. The General Education 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 General Education Seminar course.

Education Consortium may be particularly attractive to these students.

## Distribution requirements

Instead of electing only one course from each school, Liberal Studies students are required to complete at least two courses from each school. To add depth as well as breadth to this interdisciplinary concentration, one of the courses elected from each school 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.

## General Education Curriculum considerations

Students are responsible for meeting all General Education requirements. One additional consideration exists for the student in Liberal Studies. The final General Education course (seminar or internship) must be completed within the School of the student's minor. The Dean of the School (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 HECCMA: Higher



## Programs and Courses

### Academic Schools

#### **School of Business**

Business Administration  
Marketing Communication  
Sport Management

#### **School of Visual and Performing Arts**

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

#### **School of Humanities**

Catholic Studies  
English  
History  
Liberal Studies  
English Education (5–8; 8–12)  
History Education (5–8; 8–12)

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

Criminal Justice  
Forensic Criminology  
Human Development and Human Services  
Law, Politics, and Society  
Psychology  
Social Work  
Teacher of Students with or without Disabilities  
(PreK–2) teacher preparation licensure track to  
complement the Bachelor of Arts in Human  
Development and Human Services degree.

#### **School of Education**

Education

#### **School of Fire and Health Sciences**

Environmental Sciences  
Emergency Medical Services Administration  
Fire Science  
Health Science  
Paramedic Science  
Nursing

## School of Business

### School of Business

The mission of the School of Business is to develop professional competence within the chosen major; effective leadership and decision-making skills; ethical awareness; and a commitment to social justice and responsibility.

#### Majors

Business Administration  
Marketing Communication  
Sport Management

#### Minors

Business Administration  
  
Non-Profit/Non-Government Organizations  
Management  
Small Business  
Sport Management

#### Other Areas of Study

Economics  
Management Information Systems

#### Academics

All of the academic programs offered by the School of Business 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, 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 School of Business curriculum are designed to prepare students in these important ways. This curriculum is arranged in three Tiers.

Tier I contains two courses taken by all students in the School of Business:

BLP 110 Leadership

BLP 250 Applied Statistics and Quantitative Analysis

These courses are designed to develop effective leadership and decision-making 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 the School of Business. 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. Students also are encouraged to choose elective courses from other schools 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 schools 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.

## School of Business Course Offerings

### Business and Leadership Course Descriptions

#### **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, reason and leadership. This course will also include

skill development and self-assessment exercises allowing the student to use leadership theories and concepts to improve their personal and professional lives.

#### **BLP112 Court Service Project (3)**

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

#### **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.

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

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

#### **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 Senior 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.

# School of Business

## **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 dean of the school.

## **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 students take eleven 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. Students in the top 20% of the class will be invited to join Sigma Beta Delta honor society.

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

## Requirements Credits

[General Education Requirements](#): 51

The following courses are part of the major and fulfill General Education Requirements

- BLP 250 Applied Statistics and Quantitative Analysis
- BUS 490 Business Capstone Seminar
- ECO 200 Microeconomics
- ECO 201 Macroeconomics

Business Administration Core: 42

BLP 110 Leadership

Computer Applications for Business

BUS 151, 152 Financial Accounting I and II

ECO 200 Microeconomics

BUS 260 Principles of Management

BUS 268, 269 Principles of Financial Management I and II

BUS 270 Marketing Principles

BUS 380 Business Law

BUS 403 Business Ethics

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

Electives 27 - 30

Total 120

Business Administration Minor

Students in any major may minor in Business Administration.

BUS 151, 152 Financial Accounting I and II

BUS 260 Principles of Management

BUS 270 Marketing Principles

Two upper-level business administration electives (300 or 400 level)

## **Marketing Communication**

This major leads to a Bachelor of Science in Marketing Communication degree. Marketing strategies in the 21st century depend on the use of new/digital media. Social media is the fastest-growing business tool. This major combines these areas and prepares graduates for this ever-changing highly competitive field. The marketing

communication major provides the theoretical foundations as well as the creative, practical skills needed to persuade and communicate in the process of marketing. Students will be encouraged to seek internships to gain further practical experience.

Requirements Credits

[General Education Requirements](#): 51

The following courses are part of the major and fulfill General Education Requirements

- BLP 250 Applied Statistics and Quantitative Analysis
- BUS 490 Business Capstone Seminar
- ECO 201 Macroeconomics
- BUS 292 Business Writing for the Digital Age
- DES 240 Graphic Design

Marketing Communication Core: 54

BLP 110 Leadership

MIS 110 Computer Applications for Business

BUS 151, 152 Financial Accounting I and II

ECO 200 Microeconomics

BUS 260 Principles of Management

BUS 268, 269 Principles of Financial Management I and II

BUS 270 Marketing Principles

BUS 290 Introduction to Communication

BUS 311 Principles of Advertising

BUS 314 Social Media Marketing

BUS 380 Business Law

BUS 403 Business Ethics

BUS 450 Marketing Management

MIS 380 Web Design and Research

1 elective from the following list:

- BUS 223 Sport Marketing
- BUS 323 Marketing for Non-Profit Organizations
- BUS 441 Marketing Research
- BLP 310 Public Speaking and Presentation Skills
- DES 305 Typography
- MCO 302 Persuasion and the Media
- BUS 390 Visual Marketing

Marketing Communications Minor

4 Required courses:

BUS 270 Marketing Principles

BUS 290 Introduction to Marketing Communication

ENG 292 Business Writing in the Digital Age

BUS 314 Social Media Marketing

Students may choose two electives from the following courses:

GRD 240 Graphic Design

MCO 302 Persuasion and the Media

BUS 311 Principles of Advertising

BUS 441 Marketing Research

BUS 450 Marketing Management

BUS 390 Visual Marketing

Small business minor

Management areas such as in small business, family business, and franchise require a wide range of skills and provide career opportunities. Managers in these areas face the challenges of meeting payroll, providing health insurance and other benefits, human resource management, changing government regulations in such areas as accounting and taxation, succession issues, and risk management. These challenges and demands have created a need for dedicated, ethical, well-trained professionals with specialized management skills. The latest technology, as well as real-world business scenarios, will engage the students and prepare the students for success in today's business world. The Principles of Management course (BUS260) provides a foundation of the basic concepts of management and thus serve as a pre-requisite for the upper-level courses. Students are encouraged to take advantage of the various internship opportunities available that will allow them to blend classroom theory with practical application.

Required:

- BUS 385 Small Business Management
- BUS 386 Family Business Management

Four electives from the following list:

- BUS 387 Franchise Management

## School of Business

- BUS 271 Consumer Behavior
- BUS 285 Social Media and Business
- BUS 380 Entrepreneurship
- BUS 410 Managing and Marketing New Products

### Non-Profit/Non-Governmental Organizations Management minor

Management areas such as in non-profit organizations and non-governmental organizations require a wide range of skills and provide career opportunities. Managers in these areas face the challenges of meeting payroll, providing health insurance and other benefits, human resource management, maintaining facilities, and risk management. These challenges and demands have created a need for dedicated, ethical, well-trained professionals with specialized management skills. The latest technology as well as real-world business scenarios will engage the students and prepare the students for success in today's non-profit and non-governmental organizations.

Students may choose six electives from the following courses:

- BUS 286 Non-Profit Fundraising and Development
- BUS 385 Small Business Management
- BUS 321 Accounting for Non-Profit Organizations
- BUS 322 Financial Management of Non-Profit Organizations
- BUS 323 Marketing Non-Profit Organizations
- BUS 320 Managing Volunteers, Networks, and Key Organizational Contacts
- BUS 432 The Law and Government Reporting for Non-Profit Organizations
- BUS 434 Development of Social Networking Strategies and Systems

### **Sport Management**

This major is a four-year learning experience leading to a Bachelor of Science in Sport Management. Most of us take for granted the business side of sport and what it takes for sports to function and thrive behind the scenes. But as a student of sport management at Anna Maria College you will explore the business side of sport. We see sport not only for its

entertainment value, but a multibillion-dollar global business that deserves serious academic exploration from marketing, law, economics, finance, event management, sales, fundraising and much more. The Sport Management program at Anna Maria College is designed to prepare students to enter the sports industry upon graduation. We recognize that beginning a career in sports management can be difficult thus you will be provided with practical-teaching, internship opportunities, mentoring, and other customized learning opportunities. The result is a comprehensive degree program that produces everything you need to get started in your sports industry career.

#### **Potential Careers Paths in Sports:**

*Academic Coordinators:* Assist Student-Athletes academically; All DI programs required to offer academic support and tutoring;

*Business Manager:* In charge of budget projection, peer comparison, trend analysis, accounting, contract management, HR, purchase, travel, ticketing operations

*Development Officer:* Responsible for raising money via the Annual Fund or Major Gifts. Also will oversee booster clubs and liaison to alumni services

*Facilities Manager:* Scheduling, facilities improvements/upgrades, contest management, upgrades, and maintenance.

*Marketing Director:* Identify, target and market products, games and services to fans via television, print, radio and social media. Well versed in corporate sponsors, licensing, and trademarking.

*Ticket Sales Director:* Determining the pricing strategies and marketing tools to fill the seats of a stadium.

Along with all other students in the School of Business, concentrators in Sport Management take courses in Leadership, 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

[General Education Requirements](#): 51

The following courses are part of the major but fulfill general education requirements:

- BLP 250 Applied Statistics and Quantitative Analysis
- BUS 491 Sport Management Capstone Seminar

### Sport Management Core 42

BIO 240 Exercise Physiology  
BLP 110 Leadership  
BUS 151, 152 Financial Accounting I, II  
BUS 223 Sport Marketing  
BUS 262 Sport Management  
BUS 264 Sport Finance  
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
- BUS305 Fitness and Wellness for Sport Professionals
- 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-level (300–400-level) sport electives.

## Business Administration, Marketing Communication and Sport Management Course Offerings

### **BUS100 Introduction to Business (3)**

This class will give students an overview of the foundational components that exists in today's business world. Students will learn the basic elements of how business is transacted and how successful businesses function within a global economy. As well as learning foundational concepts within the business world, students will also study the latest in business practices and developments including: the economic crisis of 2008-2009, green marketing, and social network media (e.g., Facebook, Twitter) as used in business communication and marketing. Finally, the learning each student gains in this class will be demonstrated by the completion of a business plan that will integrate the concepts explored in this class.

### **BUS 151 Financial 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 and/or Excel.

### **BUS 152 Financial 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 210 Personal Finance (3)**

This course, open to all, is intended to teach students the values and vagaries of money management. It

## School of Business

will cover a wide array of topics from how to invest, how to budget, how to develop personal discipline regarding money matters, how to build wealth starting with a small amount of money, how to understand and deal with all types of economic climates, and how to be a prudent consumer. A current textbook and selected websites and other readily available resources will be used.

### **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 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 264 Sport Finance (3)**

Financial management concepts and practices as applied to sport organizations.

### **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 285 Social Media and Business (3)**

This course will explore the many strategies of social media used by businesses to stay viable and competitive. Theoretical frameworks are used to investigate social media and evaluated in regards to contributing to business success. In addition, students will become familiar with the standard modes of today's social media such as mailing lists, web forums, blogs, wikis, chat, instant messaging, and virtual worlds.

### **BUS 286 Non-Profit Fundraising and Development (3)**

Explores strategies and techniques as well as best practices for fundraising and development.

### **BUS 290 Introduction to Marketing Communication (3)**

A study of all aspects of communication in the process of marketing products, ideas, and people.



Fundamental concepts, theories, and skills in using technology to communicate, social media, verbal and nonverbal communication, organizational communication, health communication, and political communication.

### **BUS 292 Business Writing for the Digital Age (3)**

Focuses on writing strategically in today's business world. Persuasive writing in traditional media as well as digital media including email, blogs, web sites, social media and PowerPoint.

### **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 303 Coaching, Motivation, and Leadership (3)**

An interactive environment will be used to explore the effectiveness of various management styles. A focus on motivation and leadership traits in the realm of coaching will be evaluated in addition to an exploration into the array of leadership theories. Students will be challenged to effectively formulate practice plans and demonstrate the execution of the skills needed to be an effective coach, leader and motivator.

### **BUS 305 Fitness and Wellness for Sports Professionals (3)**

A study of the parameters of fitness and dimensions of wellness and how they affect disease risk, life expectancy, and overall well-being. Through lecture and some laboratory fitness assessment, students become familiar with how to implement positive programs to change behavior to improve health and

quality of life, prolong life, and achieve total well-being. Students investigate a wellness topic and present their findings to the class.

### **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 314 Social Media Marketing (3)**

A study of the four zone of social media and how marketers can obtain their objectives through each social media zone.

### **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

## School of Business

### **BUS 322 Financial Management for Non-Profit Organizations (3)**

A study of budgeting, planning, sustainability, management of grants, and allocation of resources.

### **BUS 323 Marketing for Non-Profit Organizations (3)**

Explores marketing strategies, including the use of social media, as applicable to non-profit organizations.

### **BUS336 Public and Community Relations in Sports (3)**

Explores the theoretical foundations, as well as the practical knowledge, for interacting effectively with the public and communities regarding the sport industry.

### **BUS 380 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 382 Sport Law (3)**

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

### **BUS 385 Small Business Management (3)**

A study of the functions of management as they pertain specifically to the challenges and opportunities of a small business. Pre-requisite: BUS260

### **BUS 386 Family Business Management (3)**

A study of the functions and issues of management as they pertain specifically to family businesses such as conflict resolution, succession, transition, and family dynamics. Pre-requisite: BUS260

### **BUS 387 Franchise Management (3)**

Examines the operations of a franchise, from both the franchiser and franchisee viewpoints. Additionally, the procedures for entering a franchise agreement will be explored. Pre-requisite: BUS260.

### **BUS 390 Visual Marketing (3)**

This course will explore how visual marketing is utilized not only in advertising but also in numerous consumer and marketing activities including marketing communications. Examines the issues of attention and perception, visual cognition, and action and choice.

### **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 420 Fundraising and Budgeting in Sports (3)**

Focuses on the development of and management of successful fundraising as well as budgeting techniques.

**BUS 423 Recruitment and Retention Strategies of Athletes (3)**

Investigates various theories and strategies related to the successful recruitment and retention of athletes.

**BUS 441 Marketing Research (3)**

A study of the systematic and objective approach in developing, providing, and analyzing information for the marketing management decision-making process. Pre-requisite: BUS 270.

**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 450 Marketing Management (3)**

A study of modern strategy-based approach developing, implementing, and managing marketing plans from regional to global implementation.

**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 491 Sport Management Capstone Seminar (3)**

Through an integrative and holistic approach to learning, this course will provide opportunities for reflection along with recognition and application of leadership and concepts within the larger sport management context. While the capstone course can be challenging, it provides a truly unique learning experience. Through in-class discussions, independent research, and the discussing “real world” problems, students will have the opportunity to apply the interdisciplinary knowledge acquired through their in and out-of-class experiences as student leaders to the next steps in their journey as emerging leaders in sport management.

**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 dean.

**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****MIS 110 Computer Applications for Business (3)**

This course covers the fundamental skills and proficiency of general business software applications. Topics will include word processing, spreadsheet, database, and presentation applications.

**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 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.

## School of Business

### **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 dean of the school.

### **Economics Course Offerings**

#### **ECO 200 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 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 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.

Anna Maria College Business Administration Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
BLP110	Leadership I	_____
BLP250	Applied Statistics and Quantitative Reasoning ( <i>QR</i> )	_____
MIS110	Computer Applications for Business	_____
ECO200	Microeconomics ( <i>EC in United States and the World</i> )	_____
ECO201	Macroeconomics ( <i>EC in Global Dynamics</i> )	_____
BUS151	Financial Accounting I*	_____
BUS152	Financial Accounting II ( <i>prerequisite: BUS151</i> )*	_____
BUS260	Principles of Management*	_____
BUS268	Principles of Financial Management I ( <i>prerequisite: BUS152</i> )	_____
BUS269	Principles of Financial Management II ( <i>prerequisite: BUS268</i> )	_____
BUS270	Marketing Principles*	_____
BUS380	Business Law ( <i>prerequisite: 60 credits earned</i> )	_____
BUS403	Business Ethics	_____
BUS3/4--	Business Elective ( <i>300 or 400 level</i> )	_____
BUS3/4--	Business Elective ( <i>300 or 400 level</i> )	_____

**Notes:**

\*Some major requirements can be applied to explorations course requirements.

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*BUS260 and BUS270 recommended during the freshman year

\*BUS151 and BUS152 recommended during the sophomore year

Anna Maria College Marketing Communication Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
BLP110	Leadership I	_____
BLP250	Applied Statistics and Quantitative Reasoning ( <i>QR</i> )	_____
MIS110	Computer Applications for Business	_____
ECO200	Microeconomics ( <i>EC in United States and the World</i> )	_____
ECO201	Macroeconomics ( <i>EC in Global Dynamics</i> )	_____
BUS151	Financial Accounting I*	_____
BUS152	Financial Accounting II ( <i>prerequisite: BUS151</i> )*	_____
BUS260	Principles of Management*	_____
BUS268	Principles of Financial Management I ( <i>prerequisite: BUS152</i> )	_____
BUS269	Principles of Financial Management II ( <i>prerequisite: BUS268</i> )	_____
BUS270	Marketing Principles*	_____
BUS380	Business Law ( <i>prerequisite: 60 credits earned</i> )	_____
BUS403	Business Ethics	_____
<b>Marketing Communications Requirements</b>		
ENG---	Business Writing in the Digital Age( <i>EC in Writing for Career and Creativity</i> )	_____
DES240	Graphic Design II ( <i>prerequisite: DES103 or DES140, EC in Creativity and Imagination</i> )	_____
BUS2--	Introduction to Marketing Communication	_____
BUS311	Principles of Advertising	_____
BUS314	Social Media Marketing ( <i>prerequisite: BUS285</i> )	_____
BUS450	Marketing Management	_____
MIS380	Web Design and Research	_____

**Notes:**

\*Some major requirements can be applied to explorations course requirements.

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*BUS260 and BUS270 recommended during the freshman year

\*BUS151 and BUS152 recommended during the sophomore year

## Anna Maria College Sport Management Degree Requirements

Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
BUS 491	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC		_____
<b>Major Requirements*</b>		
BLP110	Leadership I	_____
BLP250	Applied Statistics and Quantitative Reasoning ( <i>QR</i> )	_____
BIO240	Exercise Physiology ( <i>EC in Natural Sciences</i> )	_____
MIS110	Computer Applications for Business	_____
ECO200	Microeconomics	_____
ECO265	Economics of Sport	_____
BUS151	Financial Accounting I	_____
BUS152	Financial Accounting II ( <i>prerequisite: BUS151</i> )	_____
BUS223	Sport Marketing	_____
BUS262	Sport Management	_____
BUS264	Sport Finance	_____
BUS301	Sport Ethics	_____
BUS382	Sport Law	_____
<b>Required Electives (Must Choose 3 from below)</b>		
BIO130	Nutrition and Health	_____
EMS220	EMT-Basic	_____
BUS300	Governance in Sport	_____
BUS302	Coaching Strategies	_____
BUS307	Philosophy of Sport	_____
BUS311	Principles of Advertising	_____
BUS316	Human Resources Management ( <i>prerequisite: BUS260</i> )	_____
BUS318	Sports Facilities Administration	_____
PSY340	Psychology of Sport	_____
SOC351	Sociology of Sport	_____

### Notes:

\*Some major requirements can be applied to explorations course requirements.

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*BUS151 and BUS152 recommended during the sophomore year

## **School of Visual and Performing Arts**

### Academics

All of the academic programs offered by the School of Visual and Performing 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 school 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 School of Visual and Performing Arts 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, the School's 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 advisors and mentors for job placement. A



bachelor's degree from the School of Visual and Performing Arts prepares students for a wide range of graduate study and career options. The School 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
- Studio Art
- Teacher of Visual Art/Art Therapy
- Self-Designed Program of Study, School of Visual and Performing Arts

Bachelor of Arts in Music

- Music Education (all)
- Music Therapy

Minors

Students majoring in other disciplines who have an interest in the arts may choose to minor in one of the arts. Minors are possible in:

- Art
- Graphic Design
- Music
- Theater

Perspective

In addition to the special skills and knowledge acquired in the individual disciplines, students 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, 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 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 School of Visual and Performing 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

## School of Visual and Performing Arts

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, Music Therapy, or may be prepared for a career in music education through the Bachelor of 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 the eleven course Art Core, including drawing and design skills, design and color theory, knowledge of art history, and the completion of a senior seminar and senior art exhibit. Depending on their career interests or plans for graduate study, students select a concentration in a specific art field: Studio Art, Art Education (PreK–8, 5–12, or PreK–12), 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 Art Education 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.

### General Education Requirements: 51

(some general education requirements are covered by courses within the major)

Core Art Requirements: 33 - 39  
(required of all art majors):

ART 101–102 Drawing I, II (fulfills EC Creativity & Imagination)

ART 103 Fundamentals of Design and Color  
ART 105 3-D Design  
ART 251-252 Art History I, II  
Art History elective  
ART 347 Junior Seminar  
DES 103 Introduction to Computer Graphics  
ART 452 Senior Seminar in Art  
ART 461 Senior Exhibition

### **Art Requirements: 24-48 credits, dependent on major**

In addition to the College General Education Requirements and Core Art Requirements, all art majors must choose an area of focus and complete the corresponding requirements and electives as indicated to total a minimum of 120 credits. Specific courses within the major require a minimum grade of “C” (see degree requirement sheets). Students must maintain a minimum of 2.5 GPA within their major courses.

\*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

[General Education Requirements](#)

[Core Art Requirements](#): 33

Studio Art Requirements 24 - 30

Students must complete introductory courses in Painting or Watercolor, Photography, and Sculpture. Students must select and complete one or more two-course sequences, with the addition of an Advanced Elective (minimum of 3 courses in one medium).

- ART 204 Sculpture and Clay
- ART 248 Digital Photography I
- ART 249 Digital Photography II
- ART 201 or 203 Watercolor I or Painting I

## School of Visual and Performing Arts

- ART 202 or 204 Watercolor II or Painting II
- ART 312 Advanced Sculpture
- ART 3XX Advanced elective (Sculpture, Drawing/Painting or Photography)
- Two 3-credit Art electives or 6-credit internship

Total 120 Credits (additional electives, 8 courses, will be required to complete BA degree requirements)

## 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 Liberal Studies 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 101 Drawing I
- ART 103 Fundamentals of Design and Color
- DES 103 Introduction to Computer Graphics
- ART 204 Introduction to Sculpture and Clay
- ART Elective
- Art History Elective

## Art Education\*

The Massachusetts Department of Education approved program for Initial License as an Art Teacher 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 School of Education for complete details)

### Requirements Credits

#### [General Education Requirements](#)

#### [Core Art Requirements](#) 33

### Art Education Concentration 45

- PSC 231 American Government
- PSY 207 Child Development or
- PSY 215 Psychology of Adolescence
- ART 115 Methods and Materials for Educators/Therapists
- ART 204 Sculpture and Clay
- ART 201 or 203 Watercolor I or Painting I

- ART 215 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 330 Strategies for Inclusion or
- EDU 339 Special Education: History Development and Process
- EDU 656 ESL Theory and Practice
- EDU 420 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 Credits

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).

Art Education/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 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

# School of Visual and Performing Arts

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

[General Education Requirements](#) 51

[Core Art Requirements](#) 33

Art Therapy 48

- ART 115 Methods and Materials for Educators/Therapists
- ART 204 Sculpture and Clay
- ART 411 Art Education\*
- ATH 201-202 Art Therapy I, II
- ART 203 Painting I
- ART 2
- 15 Printmaking
- ATH 350-351 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)
    - PSY 202 Advanced General Psychology
    - SWK 349 Growth and Behavior in the Social Environment
- Two Art or Psychology electives

Total 120 credits

\* - At least 80 hours of monitored field-based experience

(classroom observation typically accomplished in the Art

Methods courses. HELLO717

## Graphic Design

The Graphic Design concentration is an expansive discipline which encompasses the world of visual communications. Students are expected to learn the foundations of formal, aesthetic, and analytical skills while exploring the ever-changing, ever-evolving, and context-shifting world of visual communications. The program encourages the investigation of contemporary directions in design, art, imaging and visual communication in a wide range of media including print, interactive, web-based and motion graphics. Through the combined experience of professional practice, internships and capstone experience, the students develop a portfolio for admission to a graduate program or the pursuit of a career as a design professional.

## Requirements Credits

[General Education Requirements](#): 51

Core Art Requirements 39 (includes the addition of ART248 and ART303)

Graphic Design Requirements 27

DES 110 Typography I  
DES 140 Graphic Design I  
DES 210 Typography II  
DES 220 Interactive Design  
DES 240 Graphic Design II  
DES 251 History of Graphic Design  
DES 315 Packaging Design  
DES 410 Advanced Design  
DES 499 Internship

Total 120 credits (additional electives, 6 courses, will be required to complete BA degree requirements)

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)

DES 140 Introduction to Graphic Design  
DES 251 History of Graphic Design  
DES 210 Typography II  
ART 248 Introduction to Digital Photography  
DES \_\_\_\_ One upper-level Graphic Design course  
BUS 313 Principles of Marketing

Requirements (for non-Art majors) Credits (18)

ART 103 Fundamentals of Design and Color  
DES 103 Introduction to Computer Graphics  
DES 140 Introduction to Graphic Design  
DES \_\_\_\_ One upper-level Graphic Design Course  
ART 248 Introduction to Digital Photography  
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 the School of Visual and Performing Arts.

Requirements Credits

[General Education Requirements:](#)

[Core Art Requirements](#) 33

**Major Requirements:** 24-48

Suggestions for Self-Designed Major

- Photography/Video
- Painting/Mixed Media
- Sculpture/Installation Art
- Digital Arts
- Performance Art
- Art and Business

Total 120 Credits

### **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 103 Fundamentals of Color and Design**

This course is an introductory level course in the formal concepts and principals of two-dimensional design and color theory. The course focuses on the design elements and color application that unite all the arts. Through assignments, lecture, visual aids and demonstrations the student will develop a solid knowledge of appropriate vocabulary and a skill set that applies to the basic structure of all visual arts. Color and design will be explored and discussed through a variety diverse cultures. Various media will be used. Studio fee. Open to non-majors.

#### **ART 105 3-D Design (3)**

3-Dimensional Design is an introduction to giving shape to ideas in three dimensions, i.e., building objects. This course will introduce the formal elements and basic techniques used in 3- dimensional design and construction. Lecture, visual exploration, demonstration, class discussions, readings and hands-on projects are a part of the course. Five to six projects will be assigned during the semester. Assignments will encourage students to develop concepts, work through ideas, experiment, embrace risks, and to learn from failures in the design process. Both traditional as well as non-traditional materials will be emphasized. Studio fee. Open to non-majors.

# School of Visual and Performing Arts

## **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 204 Sculpture and Clay**

This course is an introduction to three-dimensional studio art techniques, including sculpture in a variety of media. Provides students with an understanding of elements and principles of design as they apply to three-dimensional forms. Lecture, visual exploration, demonstration, class discussions, readings and hands-on projects are a part of the course. Assignments will encourage students to develop concepts, work through ideas, experiment, embrace risks, and to learn from failures in the process of design and art making. Studio fee. Open to non-majors.

## **ART 205 Design and Lettering (3)**

In this course the student will be introduced to lettering tools and materials and their specific uses. In addition to learning several lettering styles, the student will focus on the special uses and qualities of pens, nibs, assortment of papers, ink, and paints. The student will also learn the many stages of design and compositional layouts that lead to the production of a finished lettering project. Illumination will also be discussed and put into practice. 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 248 Introduction to Digital Photography (3)**

Introduction to Digital Photography explores the use of the camera and digital technology in the application of creating a unique photographic vision. The general principles studied and practiced in this course are the foundation for working with digital cameras, computer, color management and file management in service of successful visual communication. Assignments are designed to provoke new ways of thinking about how you make images. We will look at historical and contemporary photographs to expand our visual vocabulary and help clarify project objectives. Through lecture, visual presentation, assignments, discussion and critique, students will complete a series of photographic projects as they begin to develop their own voices as practitioners in the digital milieu. Studio fee. Open to non-majors.

## **ART 249 Digital Photography II (3)**

Digital Photography II continues to explore digital photography and technology in the application of creating a unique photographic vision. The principles studied and practiced in this course build on the foundation for working with digital cameras, computer, color management and file management in service of successful visual communication. Assignments are designed to provoke new ways of thinking about how you make images. We will look at historical and contemporary photographs to expand our visual vocabulary and help clarify project objectives. Through lecture, visual presentation, assignments, discussion and critique, students will complete a series of photographic projects as they begin to develop their own voices as practitioners in the digital milieu.

## **ART 251, 252 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. ART 251 prerequisite for ART 252. Open to non-majors.



**ART 231, 232 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, 103. ART 201 prerequisite for ART 202. Studio fees.

**ART 233, 234 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, 103. ART 203 prerequisite for ART 204. Studio fees.

**ART 235, 236 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 215 Prerequisite to ART 316. Studio fee. Open to non-majors.

**ART 237 Stained Glass (3)**

Introduction to the art of stained glass. Students will be provided with a brief historical overview of the development and use of stained glass in ecclesiastical and domestic settings. Students will then be instructed in methods of fabrication, with the focus being the Tiffany method of construction; they will learn to identify different types of glass, and will practice all aspects of stained glass construction including cutting, foiling and soldering. Students will then design and fabricate a window panel using the knowledge gained in the course presentation. Students will be encouraged to explore other methods of stained glass construction, including three-dimensional applications.

**ART 232 The Art of Mosaics (3)**

This course is a studio course designed to introduce students to the art of mosaics, with an emphasis on historical construction methods, applications and materials. Throughout this course, students will

examine and analyze the collection of mosaics at the Worcester Art Museum; this collection will be utilized to provide students with a foundation for understanding the construction and use of mosaics, and act as a guiding inspiration for their own studio work. Students are expected to rely heavily on this collection while designing their first studio piece. Using a choice of materials, student will fabricate a series of mosaic pieces that reflect their own aesthetic while being rooted in historic traditions. Studio fee. Open to non-majors.

**ART 300 Advanced Drawing/Painting (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 311 Advanced Clay (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 204. Studio fee. Open to non-majors.

**ART 312 Advanced Sculpture (3)**

This advanced studio course in sculpture and related media will explore a variety of topics in studio practice related to three-dimensional works. The topics will be determined by subject, context, and/or technique. Students will examine sculpture through its history, theory, and contemporary practice.

**ART 347 Junior Seminar (3)**

This advanced media, research and writing course will involve a survey of contemporary art and design practice and the execution of a concept driven project(s), which, will examine a specific theme in studio work. A wide range of media will be examined, including painting, sculpture, photography, design, film, video, performance,

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conceptual, and post-conceptual art. As well as advanced methodology and theories in visual imaging. Projects will be self-directed, can be in any medium or combination of mediums, and may also be interdisciplinary in nature. Students will also develop a concise, written statement that addresses their conceptual concerns, process, choice of materials and media. Group discussion of selected readings, short papers on contemporary art practice, and oral presentations are a part of this course. This course is a requirement of all junior art majors and is a prerequisite to senior seminar and senior presentation.

### **ART 348 Advanced Photo Media**

This advanced studio course in photography and related media will explore a variety of topics in studio practice related to lens based media. The topics will be determined by subject, context, and/or technique. Students will examine photo-media through its history, theory, and contemporary practice.

### **ART 353 American Art (3)**

American Art history will look at American art from the first European encounters with the New World to the eventual dominance of American art in the Twentieth Century. American art history is firmly grounded in the social and cultural history of the United States, and this course will serve as a retelling of American history as revealed through its visual production. The underlying assumption is that artists are as embedded in the culture, politics and values of their times, and therefore their art, whether or not it is explicitly intended to do so, reflects their culture and its political and social values. We will approach American art history as part of the American culture, which provides an avenue to understand the past.

### **ART 354 Modern/Contemporary Art (3)**

A study of the origins and development of European and American art from the late 19th century through the emergence of Contemporary Art. The course will examine painting, sculpture, photography, and architecture of the period.

Open to non-majors.

### **ART 411 Art Education I (3)**

A foundation course in preparation for initial licensure as an Art Teacher, 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. Grade of C or better required.

### **ART 412 Art Education II (3)**

A foundation course in preparation for initial licensure as an Art Teacher, 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. Grade of C or better required.

### **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 427 Practicum in Art (variable)**

Supervised work experience under qualified art professionals. Permission of art faculty supervisor required.

### **ART 432 Practicum in Art (variable)**

Supervised work experience under qualified art professionals. Permission of art faculty supervisor required.

### **ART 452 Senior Seminar in Art (3)**

This course will serve as the initial research and analysis representing the primary work toward the student's capstone experience. The student will conduct relevant research to formulate a conceptual

basis for this self-directed project. There will be an intensive analytical term paper which will work in concert with the visual production. The studio work produced during the semester will serve as both research and development toward their Senior Exhibition (ART461). In addition, the student will be required to produce a personal website and self-published document of their work. Prerequisite: Completion of all major requirements.

### **ART 461 Senior Evaluation (3)**

This course is the companion to ART 452, which together represents the capstone experience. The student will plan, prepare, and install their final project, as well as create promotional materials. The final project must be completed in time for the scheduled senior exhibition that will be held in the Art Center Gallery in Miriam Hall. In addition, the student will be required to produce a personal website and self-published document of their work. Prerequisite: Completion of all major requirements.

### **ART Internship 499 (3)**

Supervised work experience with qualified art organizations or professional artists. (120-hour minimum). Permission of art faculty supervisor required.

### **ATH 201 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. Grade of C or better required.

### **ATH 202 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 201 prerequisite for ATH 202. Grade of C or better required.

### **ATH 350 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 201–202; for majors only.

### **DES103 Introduction to Computer Graphics (3)**

This course explores the use of the computer in the application of design and visual art. The general principles studied and practiced in this course are the foundation of working with the computer in graphic design and other forms of direct visual communication. Students will study the interpretation of visible language systems and explore image and typographic expression. Conceptual interpretation and experimentation will be emphasized, as students begin to develop their own voices as practitioners in the digital milieu. Open to non-majors. Studio fee.

### **DES 110 Typography 1 (3)**

This course introduces students to the history, techniques, processes, terminology, and basic conceptual skills required in when working with letter forms and typography. Students will learn skills necessary to create and use type effectively for communication as well as creatively as an art form.

### **DES 140 Introduction to Graphic Design (3)**

This course introduces students to the techniques, processes, terminology, and basic compositional and conceptual skills required in the discipline. Emphasis is placed on composition and concept, leading to applications of principles of effective communication.

### **DES 210 Typography II (3)**

This course further builds on the theory, history and practice of typography. The students will work with various contrasts, structural and proportional systems in relation to typography in modern and contemporary design. Students will design, develop and digitize a typeface. Prerequisite: DES 103, DES 110.

### **DES 220 Interactive Design (3)**

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This course explores the world of interactivity both inside and outside the realm of the web. Emphasis is placed on user experience, information hierarchy, communication, and interactivity as an art form. Students will be introduced to current technology used in creating interactive media and expected to apply principles learned in foundation graphic design classes.

### **DES 240 Graphic Design II**

This course is a continuation of DES 140 and requires students to apply knowledge gained in prerequisite and related courses. Emphasis is placed on conceptual problem solving through conventional and experimental methods. Design is addressed as a process, a sequence of steps taken toward the final production of a design, requiring creative problem solving and methods. Prerequisite DES 140

### **DES 251 History of Graphic Design (3)**

A survey of history 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.

### **DES 300 Motion Graphics (3)**

This course focuses on the creation of animation for distribution across the Web and other interactive venues. Students will produce animation in response to visual problems that are navigational, instructional, spatial, and user dependent. Prerequisite DES 240 Graphic Design 2 or permission of instructor

### **DES 315 Package Design (3)**

This course offers an opportunity to explore design in three dimensions. By building various structures, the student will hone craft skills and expand their knowledge of materials and how to use them. At the same time this course will focus on the application of color graphic, and type to the three-dimensional surface. The course also explores the conceptual aspects of packaging package as object, container, storage, and protections, as well as the professional aspects of the design process problem solving for

clients, marketing, and manufacturing. Prerequisite: DES 240 Graphic Design 2 or permission of instructor

### **DES 405 Identity Design (3)**

This course will explore the role of identity and branding in business communication. The course combines both a seminar and studio component. The seminar component of the course will examine the history, psychology, theory, and current practice of identity design through lecture, reading, and research. In the studio component of this course students will design a comprehensive identity program. Prerequisite: ART 103, DES 240, DES 210.

### **DES 410 Advanced Design (3)**

This advanced design course will explore editorial and identity design, advanced typography and advanced page layout. We will examine these design areas through history, psychology, theory and current practice along with lecture, reading, research and various assignments.

### **DES 415 Editorial Design (3)**

This course is a study of editorial design; visualizing the written word or story. This course focuses on the design of the page and the page sequence of books, periodicals, magazines, and web periodicals through editorial concepts, content, format, image and target audience. Studio fee. Prerequisite DES240.

### **DES 499 Graphic Design Internship (3-6)**

Supervised work experience under qualified discipline appropriate professional and art faculty in a business setting such as a graphic design studio, advertising firm and printing house. The practicum provides students with practical experience in the field of graphic design or graphic communications. Permission of art faculty supervisor required. Practicum fee.

## **Music**

Anna Maria College is a full member of the National Association of Schools of Music (NASM) and all music degree programs have been approved by this association for over thirty years. The music therapy program prepares students for Music Therapy Board Certification and is fully accredited by the American Music Therapy Association (AMTA). 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 (Music Therapist-Board Certified) credential. Teacher licensure programs in music (all levels) are endorsed and accredited by the Massachusetts Department of Education (MADOE).

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 academic versatility and physical facilities.

SVPA offers the following music degree programs:

- Bachelor of Arts in Music
- Bachelor of Music: Teacher of Music (Pre-K–9 and 5–12)
- Bachelor of Music in Music Therapy

The Department of Music 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 larger seating capacity of the Zecco Performing Arts Center.

An interview and an audition are required before admission to any of the music degree 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, including chorus, band, chamber choir, various woodwind ensembles, Jazz band and various vocal/instrumental combinations needed for departmental recitals and concerts. Additional ensemble performance opportunities are also available through HECCMA: Higher Education Consortium.

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 AMC 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 music majors develop a shared set of skills and knowledge through the Music Core, which includes training in piano proficiency, ear training, 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 permission of their advisor, students may elect to take lessons in a secondary instrument. To ensure student success as a music major, a Sophomore Proficiency Review assesses each student's strength in key skill and knowledge areas so that additional support can be

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provided in any areas needing further study (see the Music Student Handbook).

### Music Minor

Program requirements total 18 credits and include:

- MUS 101, 102 Music Theory I, II (3, 3)
- MUS 255, 256 Music History I, II (3, 3)
- MUS \_\_\_\_ Individual Studio Instruction in voice or Instrument (1, 1, 1, 1)
- MUS \_\_\_\_ Ensembles (1, 1)
- MUS 100 Performance Lab (0, 0)

### Bachelor of Arts in Music

The Bachelor of Arts in Music degree program is designed for those who wish to develop 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.

Program requirements include:

[General Education Requirements](#): 51

MUS \_\_\_\_ Individual Studio Instruction in Major Instrument (1, 1, 1, 1, 1, 1)  
MUS \_\_\_\_ Ensembles (1, 1, 1, 1, 1, 1)  
MUS 013 Piano Proficiency (1, 1, 1, 1)  
MUS 100 Performance Lab (0, 0, 0, 0, 0, 0, 0, 0)  
MUS 101, 102, 201, 202 Music Theory I, II, III, IV (3, 3, 3, 3)  
MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV (2, 2, 1, 1)  
MUS 255, 256 Music History I, II (3, 3)  
MUS 260 American Music (3)  
MUS 433 Introduction to MIDI Applications (3)  
MUS 491 Senior Seminar in Music (3)  
General Electives

### Bachelor of Music: Teacher of Music (PreK-9 and 5-12)

The Bachelor of Music in Music Education degree 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. Note that 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 School of Education - Education and Teacher Licensure Preparation for specifics.

Program requirements include:

[General Education Requirements](#): 51

MUS \_\_\_\_ Individual Studio Instruction in Major Instrument (1, 1, 1, 1, 1, 1)  
MUS \_\_\_\_ Ensembles (1, 1, 1, 1, 1, 1)  
MUS 013 Piano Proficiency (1, 1, 1, 1)  
MUS 100 Performance Lab (0, 0, 0, 0, 0, 0, 0, 0)  
MUS 101, 102, 201, 202 Music Theory I, II, III, IV V (3, 3, 3, 3, 3, 3)  
MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV (2, 2, 1, 1)  
MUS 171 Percussion Class (1)  
MUS 173, Voice Class I (1)  
MUS 175 String Class (1)  
MUS 177 Woodwind Class (1)  
MUS 179 Brass Class (1)  
MUS 181 Guitar Class (1)  
MUS 196 Foundations of Music Education (1)  
MUS 255, 256 Music History I, II (3, 3)  
MUS 260 American Music (3)  
MUS 361 Form and Analysis I (3)  
MUS 365 Orchestration (3)  
MUS 411 General/Choral Music in the Elementary & School plus EDU 409 Field Placement (3, 1)  
MUS 412 Instrumental Music in the Elementary & Secondary School plus EDU 409 Field Placement (3, 1)  
MUS 413 General/Choral Music in the Secondary School EDU 409 Field Placement (3, 1)  
MUS 433 Introduction to MIDI Applications (3)  
MUS 245 Choral Conducting (2)  
MUS 246 Instrumental Conducting (2)  
EDU 200 Introduction to Teaching (3)  
EDU 201 Education, Culture, and Society (3)  
EDU 212 Developmental Disabilities (3)  
EDU 420 Teaching Seminar (3)

EDU 433 Teaching Practicum (12)  
PSC 231 American Government or equivalent (3)  
PSY 207 Child Development (3) or  
PSY 215 Psychology of Adolescence (3) or  
SWK 348 Growth and Behavior (3)

## Music Therapy

The Bachelor of Music in Music Therapy degree program prepares students for clinical practice as generalists immediately after graduation. In the first two years of the music therapy track, students acquire basic Music Core skills, learn clinical musicianship through hands-on class work and begin clinical placements in community settings. Following a Sophomore Proficiency 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 practica and internships in the community, working with children, adult and elderly clients with psychiatric illnesses, cognitive and physical disabilities, and medical conditions. Note that some students choose a 9th semester internship option.

Program requirements include:

[General Education Requirements](#): 51

MUS \_\_\_\_ Individual Studio Instruction in Major Instrument (1, 1, 1, 1, 1, 1)  
MUS \_\_\_\_ Ensembles (1, 1, 1, 1, 1, 1)  
MUS 013 Piano Proficiency (1, 1, 1, 1)  
MUS 100 Performance Lab (0, 0, 0, 0, 0, 0, 0, 0)  
MUS 101, 102, 201, 202 Music Theory I, II, III, IV (3, 3, 3, 3)  
MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV (2, 2, 1, 1)  
MUS 255, 256 Music History I, II (3, 3)  
MUS 433 Introduction to MIDI Applications (3)  
MUT 171 Clinical Percussion (1)  
MUT 173 Clinical Voice (1)  
MUT 181 Clinical Guitar II (1)  
MUT 182 Clinical Guitar III (1)  
MUT 185 Clinical Guitar IV (1)  
MUT 186 Clinical Guitar I (1)  
MUT 188 Introduction to Music Therapy (3)

MUT 210 Clinical Musicianship (3)  
MUT 250 Music Therapy Pre-Practicum (1)  
MUT 310, 311 Music Therapy I, II (3, 3)  
MUT 350, 351 Music Therapy Field Placement I, II (1, 1)  
MUT 410 Music Therapy III (3)  
MUT 411 Psychology of Music (3)  
MUT 450, 451 Music Therapy Cooperative Internship I, II (variable credit)  
MUT 452, 453 Music Therapy Field Placement III, IV (1, 1)  
MUT 460, 461 Music Therapy Senior Seminar I, II (1, 1)  
BIO 120 Topics in Human Biology (3)  
PSY 207 Child Development (3)  
PSY 201 Introduction to Psychology (3)  
PSY 306 Abnormal Psychology (3)  
EDU 336 Psychology of the Exceptional Child (3)  
Research Course (3)

## Music Course Offerings

Individual Studio Instruction:

**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)**

Ensembles:

**MUS 139 Chamber Choir (1)**  
**MUS 143 Chorus (1)**

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## **MUS 313 Chamber Music Ensemble (1)**

## **MUS 314 Jazz Ensemble (1)**

## **MUS 316 Flute Choir (1)**

## **MUS 317 Wind Ensemble (1)**

## **MUS 318 Guitar Ensemble (1)**

## **MUS 100 Performance Lab (0)**

Weekly forum providing students with the opportunity to perform repertoire learned in Individual Studio Instruction. Stage deportment and constructive criticism prepares students for formal public stage performances.

## **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 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; principles of diction and interpretation; relaxation techniques and concentration; techniques for clarifying, guiding and facilitating vocal 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 Guitar Class (1)**

Guitar tuning, basic chords, accompanying and playing from staff notation.

## **MUS 196 Foundations of Conducting (2)**

Introduction of conducting skills with an emphasis on baton technique, beat patterns, cues, cutoffs, terminology, tempi and dynamics; score reading, and style. Prerequisite: None MUS 196 Foundations of Conducting (2)

## **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 203 Foundations of Music Education (1)**

Provide students with a better understanding of a music--teaching career. Will explore the history of music education within the public schools including the philosophic, political, and social foundations. Co-requisite: EDU 200^



**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 and Romantic periods; Impressionistic and contemporary 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 301 Music Theory V (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. Study of ranges and scoring for orchestral instruments as well as instrumental combinations and sonorities. Score reading. Prerequisite: MUS 202

**MUS 361, Form and Analysis I (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.

**MUS 365 Orchestration (3)**

Study of ranges and scoring for orchestral instruments as well as instrumental combinations and sonorities. Score reading.

**MUS 411 General/Choral 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.

**MUS 412 Instrumental/Choral Music in the Elementary & Secondary (3)**

Explores the interrelated aspects of teaching and learning music in middle/secondary schools. Study and practice of skills, knowledge, strategies and materials appropriate for designing, teaching and administering performing groups at the elementary, middle, junior and senior high school levels. Philosophical, historical and theoretical principles of music education studied in MUS 411 (Gen/Choral Music in the Elementary) provide a bases for study and dialogue as do the National Standards for Arts Education. Material will cover practices of effective teachers, demonstrate various teaching methods, and develop their conducting skills for instrumental ensembles. Includes either 40 hours or 20 hours of pre-practicum (classroom observation) in a music classroom. Students must complete 40 hours in two of the three pre-practicum experiences. Prerequisite: MUS 411 (Gen/Choral Music in the Elementary)

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## **MUS 413 General/Choral 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 412 (Instrumental Music in the Elementary and Secondary School) provide a bases for study and dialogue as do the National Standards for Arts Education. Material will cover practices of effective teachers, demonstrate various teaching methods, and develop their conducting skills for vocal ensembles. Includes either 40 hours or 20 hours of pre-practicum (classroom observation) in a secondary music classroom. Students must complete 40 hours in two of the three pre-practicum experiences. Prerequisite: MUS 412 Instrumental Music in the Elementary and Secondary School.

## **MUS 433 Introduction to MIDI Applications (3)**

Introduction to MIDI computer applications used in music composition. Pro Tools, Finale and other software applications are explored.

## **MUS 245 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.

## **MUS 246 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.

## **MUS 491 Senior Seminar in Music (3)**

Individual directed study capstone senior project.

## **MUT 171 Clinical Percussion (1)**

Prepares students to utilize ethnic percussion instruments for rhythm-based individual and group music therapy sessions. Students will develop skills in hand drumming, drum circle facilitation, drum set, improvising in small ensembles and rhythmic ability. Prerequisite: MUS 102.

## **MUT 173 Clinical Voice (1)**

Prepares students to utilize basic vocal skills to lead individual and group music therapy sessions. Skills include singing a basic repertoire of traditional, folk and popular songs, and improvising original melodies extemporaneously in a variety of moods and styles with guitar accompaniment. Prerequisite: MUT 181.

## **MUT 181, 182, 185, 186 Clinical Guitar I, II, III, IV (1, 1, 1, 1)**

Four-semester 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.

## **MUT 188 Introduction to Music Therapy (3)**

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 190 Music as a Health Resource (3)**

Music listening is a health resource that addresses physiological, psychological, social and spiritual goals. Students will gain skills in music listening for relaxation, examine their own relationship with music, and understanding the differences between music medicine, music therapy, music healing, and music for self-care.

## **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 majors only. 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 majors only; taken concurrently with MUT 210.

**MUT 310 Music Therapy I (3)**

A course focusing on group music therapy practice with children with special needs; 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 Proficiency Review.

**MUT 311 Music Therapy II (3)**

This course introduces song writing and improvisation as clinical interventions for music therapy sessions. Students will gain skills in clinical listening, and in playing, composing, arranging, adapting, and improvising songs. Guitar, voice, and percussion will be utilized. 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)**

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 to internship, current music therapy practices and employment.

**MUT 411 Psychology of Music (3)**

Investigates psychological, emotional, sociological and spiritual aspects of music; examines research in music therapy.

**MUT 450, 451 Music Therapy Cooperative Internship I, II (variable credit)**

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.

On the evolution of contemporary staging and stage devices. Modern 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.

# School of Visual and Performing Arts

<b>Anna Maria College Art Education Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490 (see CORE Art Req.)	Senior Seminar ( <i>See below for required seminar course, prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Core Art Requirements Student must maintain 2.5 Minimum GPA within major courses</b>		
ART101	Drawing I minimum grade of "C" required ( <i>EC in Creativity &amp; Imagination</i> )	_____
ART102	Drawing II ( <i>prerequisite: ART101</i> )	_____
ART103	Fundamentals of Design and Color ( <i>EC in Creativity and Imagination</i> )	_____
ART105	3-D Design minimum grade of "C" required	_____
DES 103	Introduction to Computer Graphics minimum grade of "C" required	_____
ART 251	Art History I ( <i>EC in Creativity and Imagination</i> )	_____
ART 252	Art History II	_____
ART--	Art History Elective	_____
ART 347	Junior Seminar (EC Writing for Career and Creativity)	_____
ART452	Senior Project	_____
ART461	Senior Exhibition	_____
<b>Additional Art Requirements</b>		
		_____
ART 204	Introduction to Sculpture and Clay ( <i>EC in Creativity and Imagination</i> )	_____
ART 115	Methods and Materials for Teachers and Therapists	_____
ART 233/ART 231	Painting I or Watercolor Techniques I	_____
ART 235	Printmaking I ( <i>EC in Creativity and Imagination</i> )	_____
ART353	American Art ( <i>fulfills Core Art History Elective</i> )	_____
ART413	Non-Western Art	_____
<b>Education Licensure Requirements</b>		
PSC231	American Government	_____
PSY207 or PSY215	Child Development or Psychology of Adolescence ( <i>prerequisite: min. 12 credits earned</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
EDU201	Education, Culture & Society	_____
EDU---	Special Needs Course ( <i>consult advisor</i> )	_____
ART411	Art Education I ( <i>co-requisite: EDU 409</i> )	_____
ART412	Art Education II ( <i>co-requisite: EDU 409</i> )	_____
EDU656	ESL Theory and Practice ( <i>taken JR or SR year, co-requisite: EDU409</i> )	_____
EDU420	Student Teaching Seminar	_____
EDU425 or EDU427	Student Teaching Practicum Prek-8 or 5-12 ( <i>12 credits</i> )	_____

\*Some major requirements can be applied to explorations course requirements.

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All elementary education majors should consult the School of Education for complete list of teacher preparation requirements\*

## Anna Maria College Art Therapy Degree Requirements

Course Number	Course Name	
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology (prerequisite: PHL110)	_____
---490 (see CORE Art Req.)	Senior Seminar (prerequisite: minimum of 90 credits earned)	_____
Language I	Global Language I (consult advisor)	_____
Language II	Global Language II (consult advisor)	_____
QR	Quantitative Reasoning (consult advisor)	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences (consult advisor)	_____
EC	Explorations in Western Cultures and History (consult advisor)	_____
EC	Explorations in Societies of the World (consult advisor)	_____
EC	Explorations in Creativity and Imagination (consult advisor)	_____
EC	Explorations in United States in the World (consult advisor)	_____
EC	Explorations in Global Dynamics (consult advisor)	_____
EC	Explorations in Writing for Career and Creativity (consult advisor)	_____
EC	EC in Catholic Worldview (prerequisite: PHL110, THE210, consult advisor)	_____
<b>Core Art Requirements Student must maintain 2.5 Minimum GPA within major courses</b>		
ART101	Drawing I minimum grade of "C" required (EC in Creativity & Imagination)	_____
ART102	Drawing II (prerequisite: ART101)	_____
ART103	Fundamentals of Design and Color minimum grade of "C" required	_____
ART105	3-D Design minimum grade of "C" required	_____
DES 103	Introduction to Computer Graphics minimum grade of "C" required	_____
ART 251	Art History I (EC in Western Cultures in History)	_____
ART 252	Art History II	_____
ART--	Art History Elective	_____
ART 347	Junior Seminar (EC Writing for Career and Creativity)	_____
ART452	Senior Project	_____
ART461	Senior Exhibition	_____
<b>Art Therapy Requirements</b>		
ART 204	Introduction to Sculpture and Clay (EC in Creativity and Imagination)	_____
ART 115	Methods and Materials for Teachers and Therapists	_____
ATH 201	Art Therapy I	_____
ATH 202	Art Therapy II	_____
ART 233	Painting I	_____
ART 235	Printmaking	_____
ATH 350	Art Therapy Internship I	_____
ATH 351	Art Therapy Internship II	_____
PSY 201	Introduction to Psychology	_____
EDU ____	Developmental Disabilities (consult advisor)	_____
PSY 306	Abnormal Psychology	_____
<b>Child Theory Requirement (select 2 courses)</b>		
PSY207	Child Development (prerequisite: min 12 credits earned)	_____
PSY215	Psychology of Adolescence (prerequisite: min 12 credits earned)	_____
EDU331	Learning Disabilities	_____
EDU336	Psychology of the Exception Child (prerequisite: PSY207 or PSY215)	_____
<b>Adult Theory Requirement (Select 2 courses)</b>		
PSY202	Advanced General Psychology	_____
SWK349	Growth and Behavior in the Social Environment	_____
SWK408	Marriage and the Family	_____
2 ART/PSY electives		_____

## School of Visual and Performing Arts

<b>Anna Maria College Studio Art Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology (prerequisite: PHL110)	_____
--490 (see CORE ART Req.)	Senior Seminar (prerequisite: minimum of 90 credits earned)	_____
Language I	Global Language I (consult advisor)	_____
Language II	Global Language II (consult advisor)	_____
QR	Quantitative Reasoning (consult advisor)	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences (consult advisor)	_____
EC	Explorations in Western Cultures and History (consult advisor)	_____
EC	Explorations in Societies of the World (consult advisor)	_____
EC	Explorations in Creativity and Imagination (consult advisor)	_____
EC	Explorations in United States in the World (consult advisor)	_____
EC	Explorations in Global Dynamics (consult advisor)	_____
EC	Explorations in Writing for Career and Creativity (consult advisor)	_____
EC	EC in Catholic Worldview (prerequisite: PHL110, THE210, consult advisor)	_____
<b>Core Art Requirements Student must maintain 2.5 Minimum GPA within major courses</b>		
ART101	Drawing I minimum grade of "C" required (EC in Creativity & Imagination)	_____
ART102	Drawing II (prerequisite: ART101)	_____
ART103	Fundamentals of Design and Color (EC in Creativity and Imagination)	_____
ART105	3-D Design minimum grade of "C" required	_____
DES 103	Introduction to Computer Graphics minimum grade of "C" required	_____
ART 251	Art History I (EC in Creativity and Imagination)	_____
ART 252	Art History II	_____
ART--	Art History Elective	_____
ART 347	Junior Seminar (EC Writing for Career and Creativity)	_____
ART452	Senior Project	_____
ART461	Senior Exhibition	_____
<b>Studio Art Requirements</b>		
ART 204	Introduction to Sculpture and Clay	_____
ART 248	Digital Photography I	_____
ART 233/ART 231	Painting I or Water Color Techniques I	_____
ART 312	Advanced Sculpture (prerequisite: ART 204)	_____
ART 249	Digital Photography II (prerequisite: ART 248)	_____
ART234/ART 232	Painting II or Water Color Techniques II	_____
ART3XX	Advanced Elective (Sculpture, Drawing, Painting, Photography)	_____
ART/DES XXX	3-credit ART/DES elective	_____
ART/DES XXX	3-credit ART/DES elective	_____
		_____
		_____

\*Some major requirements can be applied to explorations course requirements / Minimum of 120 credits required to earn BA

\*Students must complete introductory courses in Painting or Water Color, Sculpture, Photography

\*Student must select and complete one or more two-course sequences, with the addition of an advanced elective (min 3 courses in one medium)

\*Approved 6-credit internship may replace last two ART electives

<b>Anna Maria College Graphic Design Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology (prerequisite: PHL110)	_____
--490 (See CORE ART Req.)	Senior Seminar (prerequisite: minimum of 90 credits earned)	_____
Language I	Global Language I (consult advisor)	_____
Language II	Global Language II (consult advisor)	_____
QR	Quantitative Reasoning (consult advisor)	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences (consult advisor)	_____
EC	Explorations in Western Cultures and History (consult advisor)	_____
EC	Explorations in Societies of the World (consult advisor)	_____
EC	Explorations in Creativity and Imagination (consult advisor)	_____
EC	Explorations in United States in the World (consult advisor)	_____
EC	Explorations in Global Dynamics (consult advisor)	_____
EC	Explorations in Writing for Career and Creativity (consult advisor)	_____
EC	EC in Catholic Worldview (prerequisite: PHL110, THE210, consult advisor)	_____
<b>Core Art Requirements Student must maintain 2.5 Minimum GPA within major courses</b>		
ART101	Drawing I minimum grade of "C" required (EC in Creativity & Imagination)	_____
ART102	Drawing II (prerequisite: ART101)	_____
ART103	Fundamentals of Design and Color (EC in Creativity and Imagination)	_____
ART105	3-D Design minimum grade of "C" required	_____
DES 103	Introduction to Computer Graphics minimum grade of "C" required	_____
ART 248	Digital Photography I (EC in Creativity and Imagination)	_____
ART 233	Painting I	_____
ART 251	Art History I (EC in Creativity and Imagination)	_____
ART 252	Art History II	_____
ART--	Art History Elective (DES251 recommended)	_____
ART 347	Junior Seminar (EC Writing for Career and Creativity)	_____
ART452	Senior Project	_____
ART461	Senior Exhibition	_____
<b>Graphic Design Requirements</b>		
DES110	Typography I (EC in Creativity and Imagination)	_____
DES140	Graphic Design I	_____
DES210	Typography II	_____
DES240	Graphic Design II (prerequisite: DES103 or DES140)	_____
DES 220	Interactive Design	_____
DES 315	Packaging Design	_____
DES 410	Advanced Design	_____
DES499	Internship	_____

**Notes:**

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

## School of Visual and Performing Arts

<b>Anna Maria College Self-Designed Program in Art Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology (prerequisite: PHL110)	_____
--490 (See CORE ART Req.)	Senior Seminar (prerequisite: minimum of 90 credits earned)	_____
Language I	Global Language I (consult advisor)	_____
Language II	Global Language II (consult advisor)	_____
QR	Quantitative Reasoning (consult advisor)	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences (consult advisor)	_____
EC	Explorations in Western Cultures and History (consult advisor)	_____
EC	Explorations in Societies of the World (consult advisor)	_____
EC	Explorations in Creativity and Imagination (consult advisor)	_____
EC	Explorations in United States in the World (consult advisor)	_____
EC	Explorations in Global Dynamics (consult advisor)	_____
EC	Explorations in Writing for Career and Creativity (consult advisor)	_____
EC	EC in Catholic Worldview (prerequisite: PHL110, THE210, consult advisor)	_____
<b>Core Art Requirements Student must maintain 2.5 Minimum GPA within major courses</b>		
ART101	Drawing I minimum grade of "C" required (EC in Creativity & Imagination)	_____
ART102	Drawing II (prerequisite: ART101)	_____
ART103	Fundamentals of Design and Color (EC in Creativity and Imagination)	_____
ART105	3-D Design minimum grade of "C" required	_____
DES 103	Introduction to Computer Graphics minimum grade of "C" required	_____
ART 248	Digital Photography I (EC in Creativity and Imagination)	_____
ART 233	Painting I	_____
ART 251	Art History I (EC in Creativity and Imagination)	_____
ART 252	Art History II	_____
ART--	Art History Elective (DES251 recommended)	_____
ART 347	Junior Seminar (EC Writing for Career and Creativity)	_____
ART452	Senior Project	_____
ART461	Senior Exhibition	_____
<b>Self- Designed Program in Art Requirements</b>		
24 – 48 Additional Credits	See Art section of the Catalog	_____

### **Notes:**

- \*Approval of an advisor is required for the student to undertake a self-designed program of study
- \*Some major requirements can be applied to explorations course requirements
- \*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation



Anna Maria College Music Education Degree Requirements		
Course Number	Course Name	Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490 (EDU420)	Senior Seminar ( <i>prerequisite: 90 credits earned, EDU420 required</i> )	_____
Language I-conversational	Global Language I ( <i>consult advisor</i> )	_____
Language II EDU 656	Global Language II ( <i>ESL Theory and Practice required for education majors</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Music Requirements</b>		
MUS013 (1cr)	Piano Proficiency ( <i>students take until passing competency exam</i> )	_____
MUS100 (0cr)	Performance Lab ( <i>students must take 7 semester of performance lab</i> )	_____
MUS101	Music Theory I ( <i>QR</i> )	_____
MUS102	Music Theory II ( <i>prerequisite: MUS101</i> )	_____
MUS149	Musicianship and Ear Training I	_____
MUS150	Musicianship and Ear Training II ( <i>prerequisite: MUS149</i> )	_____
MUS196	Foundations of Conducting	_____
MUS201	Music Theory III ( <i>prerequisite: MUS102</i> )	_____
MUS202	Music Theory IV ( <i>prerequisite: MUS201</i> )	_____
MUS249	Musicianship and Ear Training III ( <i>prerequisite: MUS150</i> )	_____
MUS250	Musicianship and Ear Training IV ( <i>prerequisite: MUS249</i> )	_____
MUS255	Music History I	_____
MUS256	Music History II ( <i>prerequisite: MUS255</i> )	_____
MUS 301	Music Theory V ( <i>prerequisite: MUS 202</i> )	_____
<b>Music Education Requirements</b>		
MUS171	Percussion	_____
MUS173	Voice I	_____
MUS175	Woodwind	_____
MUS177	String	_____
MUS179	Brass	_____
MUS181	Guitar	_____
MUS 203	Foundations of Music Education	_____
MUS260	American Music	_____
MUS361	Form and Analysis I	_____
MUS365	Orchestration	_____
MUS433	Introduction to MIDI Applications	_____
MUS245	Choral Conducting	_____
MUS246	Instrumental Conducting	_____
MUS---	Individual Instruction ( <i>7 semesters required</i> )	_____
MUS143 and/or MUS312	Chorus and/or AMCAT Band ( <i>7 semesters of large ensemble required</i> )	_____
<b>Teacher Licensure Requirements</b>		
PSC231	American Government	_____
PSY207 or PSY215	Child Development or Psychology of Adolescence ( <i>prerequisite:12 credits</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
EDU201	Education, Culture, and Society ( <i>EC in US in the World</i> )	_____
EDU---	Special Needs Course ( <i>EDU212, EDU3330, EDU336 recommended</i> )	_____
MUS411	General/Choral Music in the Elementary School ( <i>co-requisite: EDU 409</i> )	_____

## School of Visual and Performing Arts

MUS412	Instrumental Music in the Elementary & Secondary School ( <i>co-requisite: EDU 409</i> )	_____
MUS413	General/Choral Music in the Secondary School( <i>co-requisite ;EDU 409</i> )	_____
ESL656	ESL Theory and Practice ( <i>LAN II taken JR of SR year co-requisite: EDU409</i> )	_____
EDU433	Teaching Practicum , Music; All ( <i>12 credits</i> )	_____

Anna Maria College Music Therapy Degree Requirements		
Course Number	Course Name	Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: minimum 90 credits earned</i> )	_____
Language I	Global Language I ( <i>ASL101 required for major</i> )	_____
Language II	Global Language II ( <i>ASL102 required for major</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Music Requirements</b>		
MUS013 (1cr)	Piano Proficiency ( <i>students take until passing competency exam</i> )	_____
MUS100 (0cr)	Performance Lab ( <i>students must take 8 semester of performance lab</i> )	_____
MUS101	Music Theory I ( <i>QR</i> )	_____
MUS102	Music Theory II ( <i>prerequisite: MUS101</i> )	_____
MUS149	Musicianship and Ear Training I	_____
MUS150	Musicianship and Ear Training II ( <i>prerequisite: MUS149</i> )	_____
MUS201	Music Theory III ( <i>prerequisite: MUS102</i> )	_____
MUS202	Music Theory IV ( <i>prerequisite: MUS201</i> )	_____
MUS249	Musicianship and Ear Training III ( <i>prerequisite: MUS150</i> )	_____
MUS250	Musicianship and Ear Training IV ( <i>prerequisite: MUS249</i> )	_____
MUS255	Music History I	_____
MUS256	Music History II ( <i>prerequisite: MUS255</i> )	_____
MUS433	Introduction to MIDI Applications	_____
MUS---	Individual Instruction ( <i>8 semesters required</i> )	_____
MUS143 and/or MUS312	Chorus and/or AMCAT Band ( <i>8 semesters of large ensemble required</i> )	_____
<b>Music Therapy Requirements</b>		
MUT171 (1cr)	Percussion	_____
MUT173 (1cr)	Voice I	_____
MUT181 (1cr)	Guitar I	_____
MUT182 (1cr)	Guitar II ( <i>prerequisite: MUT181</i> )	_____
MUT185 (1cr)	Clinical Guitar III* ( <i>prerequisite: MUT182</i> )	_____
MUT186 (1cr)	Clinical Guitar IV* ( <i>prerequisite: MUT185</i> )	_____
MUT188	Introduction to Music Therapy	_____
MUT211	Clinical Musicianship	_____
MUT310	Music Therapy I	_____
MUT311	Music Therapy II ( <i>prerequisite: MUT310</i> )	_____
MUT410	Music Therapy III ( <i>prerequisite: MUT311</i> )	_____
MUT411	Psychology of Music ( <i>EC in Global Dynamics</i> )	_____
MUT250	Music Therapy Pre-Practicum	_____
MUT350	Music Therapy Practicum I	_____
MUT351	Music Therapy Practicum II	_____
PSY201	Introduction to Psychology	_____

PSY207	Child Development ( <i>prerequisite: min 12 credits earned</i> )	_____
PSY306	Abnormal Psychology	_____
EDU336	Psychology of the Exceptional Child	_____
BIO212	Anatomy and Physiology I ( <i>EC in Natural Sciences</i> )	_____

### Anna Maria College Music Degree Requirements

Course Number	Course Name	Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: minimum 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____

#### Explorations Courses

EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____

#### Music Requirements

MUS013 (1cr)	Piano Proficiency ( <i>students take until passing competency exam</i> )	_____
MUS100 (0cr)	Performance Lab ( <i>students must take 8 semester of performance lab</i> )	_____
MUS101	Music Theory I ( <i>QR</i> )	_____
MUS102	Music Theory II ( <i>prerequisite: MUS101</i> )	_____
MUS149	Musicianship and Ear Training I	_____
MUS150	Musicianship and Ear Training II ( <i>prerequisite: MUS149</i> )	_____
MUS201	Music Theory III ( <i>prerequisite: MUS102</i> )	_____
MUS202	Music Theory IV ( <i>prerequisite: MUS201</i> )	_____
MUS249	Musicianship and Ear Training III ( <i>prerequisite: MUS150</i> )	_____
MUS250	Musicianship and Ear Training IV ( <i>prerequisite: MUS249</i> )	_____
MUS255	Music History I	_____
MUS256	Music History II ( <i>prerequisite: MUS255</i> )	_____
MUS260	American Music	_____
MUS433	Introduction to MIDI Applications	_____
MUS---	Individual Instruction ( <i>8 semesters required</i> )	_____
MUS143 and/or MUS312	Chorus and/or AMCAT Band ( <i>8 semesters of large ensemble required</i> )	_____

#### Notes:

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

# School of Humanities

## **School of Humanities**

### Academics

The academic programs offered by the School of Humanities 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 Liberal Studies, 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 School also offers programs focused on specific professional skills including teaching, youth ministry, writing and editing, and media communications.

A bachelor's degree in Liberal Studies 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 School 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 Liberal Studies centered upon a coherent theme of personal intellectual interest, such as American Studies, Latin American/Latino(a) Studies or Women's Studies.

### 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.

The School mission statement provides a clear vision of our perspective. The school 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 Academic Programs, 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 School, 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 School's goals. In fulfillment of its mission and that of the College, faculty and graduates of the School 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 School of Humanities are many and varied. The School'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 School Education, 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)

#### History

- General History
- Teacher of History (5–8; 8–12)

#### Theology

- Catholic Studies

### Minor Fields

American Studies

Catholic Studies

English Literature

General History

Latin American/Latino(a) Studies

Media Studies

Medieval Studies

Modern Foreign Languages: Spanish

Philosophy

Women's Studies

Writing Minor

## 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
- PSC 231 American Government or SOC 221 Social
- 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 School of Humanities and by the School of Education. 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

## School of Humanities

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.

[General Education Requirements](#): 51

[English General Education requirements](#): 36

ENG 220 The Origins of Literature in Folklore and Myth

ENG 230 U. S. Literary Tradition

ENG 233 British Literature

Three 200 level literature elective courses (One may be creative writing)

ENG 320 or 321 Medieval Literature

ENG 330 or 331 The Works and World of William Shakespeare

ENG 340 or 341 Global Literatures and Cultures

Two additional literature courses at the upper level (300 or 400)

ENG 490 Senior Seminar in English

Minor (optional) and Electives

(may include ENG 499 Internship): 33

Total 120

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

Requirements

[General Education Requirements](#): 51

English General Education Requirements: 36

EDU 411 Teaching English in the Middle and High Schools†

Education 36

PSY 215 Psychology of Adolescence

PSC 231 American Government

EDU 200 Introduction to Teaching

EDU201 Education, Culture, and Society

Special Education Elective

EDU 412 Instructional Methods in Middle and Secondary Schools

EDU 420 Student Teaching Seminar (5–8 or 8–12, Core/Integration)

EDU 656 ESL Theory and Practice

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

Total 120

† -Includes 40 hours of Monitored Field-Based Experience. May be necessary to take in HECCMA: Higher Education Consortium.

‡ -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.

## 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

One 200 level survey course

Two additional literature courses at the 200-level  
ENG 330 or 331 The Works and World of William  
Shakespeare

Two additional literature courses at the 300-level or  
above

## **English Course Offerings**

### **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 206 Irish Literature (3)**

Explores various themes in Irish literature from ancient times to the present century. Such themes will include nature, mythology, religion, oppression and conflict and family unity.

### **ENG 210 Short Fiction (3)**

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

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

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

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

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

## School of Humanities

such as Freud, Jung, Hamilton, Graves, and Campbell.

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

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

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

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

### **ENG 233 British Literature**

Examines the development of literature in Britain from the Renaissance to the 20th century. The course looks at various movements and genres that are prominent in British literature. Students will be exposed to major writers in the British tradition, such as Milton, Austen, Dickens, Woolf, James, and the writers of the Romantic movements. The course will also cover theories of aesthetics and how they apply to British literature.

### **ENG 241 Race and Ethnicity in 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 theories 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: Studies in Literary Theory (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. Furthermore, the course looks at the psychological impacts 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 270 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.

### **ENG 307 Writing for the Professions (3)**

This course develops professional writing skills that meet contemporary professional expectations. The course will review the requirements for all basic professional writing formats and have students engage in assignments that simulate the variety of written work and presentation styles frequently encountered in private and public sector jobs. The course will review procedures for identifying and citing authoritative sources in email and other written communication formats and will also discuss how to evaluate and word personal information in the various communication formats utilized in contemporary professional careers.



**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: 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: 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: or instructor permission.

**ENG 341 Post Colonial Global Literature (3)**

This course examines poetry and prose written by and about colonial and postcolonial people. Postcolonialism includes colonialism and imperialism, individual struggles for decolonialization, post-WWII exile, migration, and diaspora. It discusses the impact of colonialization during and after the imperial period. This course fulfills the global literature requirement of the English major and the Societies of the World requirement of the core.

**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.

**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 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 pre-practicum (classroom observation) experience is required for this course. Prerequisite: Admission to a Teacher Education Program.

**ENG 490 Senior Seminar - Thesis in English (3)**

Integrates literary study with the General Education. 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 Associate Dean of Humanities 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 Associate Dean of Humanities required. Practicum fee.

# School of Humanities

## 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. The College offers specially designed programs in conjunction with the School of Education 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.

### Requirements Credits

[General Education Requirements, including:](#) 53

HST/HUM 490 Senior Seminar and HST 499 Internship

History Core 33

HST 109-110 Western Civilization I & II

HST 111-112 American Nation I & II

HST 118 Global History II

Seven other history courses, consisting of four at the 200 or 300-level, one non-Western history course and two additional history electives (may include 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

[General Education Curriculum:](#) 51

History Education Requirements:

HST 109-110 Western Civilization I & II

HST 111-112 American Nation I & II

HST 108 Ancient Civilizations

HST 118 Global History II

4 HST Electives (300 Level)

HUM 216 Geography of Americas

HST – Non-western history elective (any level)

Education:

PSC 231 American Government

PSY 215 Psychology of Adolescence

EDU 200 Introduction to Teaching

EDU 201 Education, Culture and Society

EDU 212 Developmental Disabilities

or

EDU 330 Strategies for Inclusion

EDU 656 EST Theory and Practice

HST 411 Teaching History in the Middle and High Schools†

EDU 412 Instructional Methods in

Middle and Secondary Schools

EDU 420 Student Teaching Seminar (5–8

or 8–12, Core/Integration)

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

HST/HUM 490 Senior Seminar Teacher of Students with or without Disabilities (PreK–2)

General Electives – 6 Credits

Total 120

† -Includes 40 hours of monitored field-based experience. May be necessary to take in HECCMA: Higher Education Consortium

‡ -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.

## 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

- HST 109–110 Western Civilization I & II
- Minor in American Studies 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.

### **HST 117 Global History I**

Global History I is the second course in a series that explores the unity and diversity of the world's societies, religions, and cultures and provides perspective on global geography and ecology. The focus will be on the history of global integration, cross-cultural exchange, interaction, and conflict in the making of the modern world in the period from 500 BCE to 1500 CE. Moving beyond a focus on discrete regions, this class examines the

interconnectivity of historical processes in order to understand our increasingly interdependent and multi-cultural world. The study of global history offers insight and perspective into our own national and regional histories by examining the complex historical factors that have shaped the modern world and have had direct impact on the political, economic, and ecological conditions of the world we are currently living in.

### **HST 118 Global History II**

Global History II is the second course in a series that explores the unity and diversity of the world's societies, religions, and cultures and provides perspective on global geography and ecology. The focus will be on the history of global integration, cross-cultural exchange, interaction, and conflict in the making of the modern world in the period from 1500 to today. Moving beyond a focus on discrete regions, this class examines the interconnectivity of historical processes in order to understand our increasingly interdependent and multi-cultural world. The study of global history offers insight and perspective into our own national and regional histories by examining the complex historical factors that have shaped the modern world and have had direct impact on the political, economic, and ecological conditions of the world we are currently living in.

### **HST 203 Modern American Urban History (3)**

This course will introduce the student to the modern American City in its history, form, challenges and successes. The course will depart from the American city as it presented itself in the year 1900 and will describe the physical growth of cities to include “suburbs”, the designation of the central part of the city as downtown, and exploring the many problems that American cities faced in the light of migration and immigration, economic problems, social problems such as severely blighted housing and the consolidation of governance. Further, we will compare the development of the modern American city with cities in other parts of the world to determine what parallels other countries' urban experience and what distinguishes American cities from those in other countries

## School of Humanities

### **HST 214 Early Modern Humanities (3)**

Discovering Western Cultural Traditions through the Humanities is a series of interdisciplinary classes that focus on the study of values, ideas, self-perceptions and aspirations by examining human creative expression during a specific period of Western history. The classes explore the philosophical and artistic heritage of the West by investigating the intellectual foundations of the defining works of literature, music and the visual and performing arts from each historic period. The exploration of interrelationships between the products of human imagination and the ideas that inspire their creation enables one to explore the west's answers to the fundamental questions regarding the nature of humankind and the purpose of human existence in one of the four major historic eras of Western Civilization.

### **HIS 217 Latin American History through Film Art and Music**

This course explores major themes in Latin American History through the mediums of film, art and music. We will approach themes such as slavery, religion, violence, revolt, youth, nationalism, human rights and cities, and study them in a way that balances creative expression with events. We will consider the perspective of creators, and their "perceptions" of their environments. The course will open a window for the student to Latin America to view the region from within and from without.

### **HST 222 History of the Medieval Crusades.**

This course will survey the major events of the Crusades in the Middle Ages from a historical, religious, economic, political, and artistic perspective. The students will explore both primary and secondary sources to assess causes and consequences of the crusades, both short term and long term. Furthermore, students will explore how the dynamic established between the Byzantine, Middle Eastern, and European states still impact our world today.

### **HST 223 The Black Plague in Medieval Europe**

This course examines the social, cultural and institutional history of the Catholic Church in the United States specifically and in North America more broadly. Topics studied include: the relationship of Catholics and the Church to American culture and society; the relationship of the Church in America to the global Church; the vital importance of Catholic beliefs, practices and structures to the identity and nature of the American Church; changing demographics and population characteristics in the Church in the US; and American Catholic perspectives on labor, education, politics, medicine and literature.

### **HST 227 African American History: Part II (3)**

This course examines the history of African Americans from the end of the Civil War until the present. The course will explain the transition and evolution of African Americans coming out of slavery, and navigating through the American system towards freedom and equity. Topics include Reconstruction, Jim Crow, the Great Migration, Black Nationalism, the Harlem Renaissance, black culture and society, the civil rights and restorative justice/reparations movements, and the role African Americans today play in the economic, political, and social life of the United States.

### **HST 296 Canada and the Commonwealth of Nations**

This course will examine modern domestic and foreign policy of Canada, and explore the nation's relationship to the Commonwealth of Nations, the loosely organized group of nations that share a legacy of having been a part of the once-mighty British Empire. We will compare Canada to other members of the Commonwealth, choosing one large nation (such as Australia, India or Nigeria) and one or two small nations (such as Trinity and Tobago or Tonga) to examine how their political cultures differ and coincide, study their post-colonial adjustments and analyze their current relationship to the Commonwealth.

### **HST 231 Massachusetts and New England History**

New England history allows students to learn more about this particular region and to see how past events and movements at the local level interacted with or were influenced by various political, economic and cultural changes that were occurring on the national and international levels. Massachusetts furnishes an example of a New England state that played a leading role in colonial history as well as the process of industrialization, a revolutionary event that has transformed the regional, national and global economy over the past two centuries. While Massachusetts and New England have declined in relative importance as the United States has grown in area and population, the flows of goods, people, and competing ideas continued to transform the region and these forces are still at work shaping New England today. In this course we will explore Massachusetts history as a case-study that allows a deeper and more nuanced understanding of the important forces that have transformed New England and American society over the past 500 years.

### **HST 332 Drug Trafficking in Latin America**

While Latin America has been a significant actor in the production and transportation of recreational, medicinal and illicit drugs for many, many years, global developments after World War II significantly altered and expanded the region's role. Growing out of post-war developments, cocaine related products from the Andes, and heroin and marijuana produced in Mexico today find markets in the United States, Europe and increasingly, Asia. More recently, the manufacture of synthetic drugs (i.e., meth in Mexico and now in Central America) has expanded areas of production and impacted markets. The ability of the producers and distributors of illicit drugs to respond quickly to changing markets will influence our analysis of drug trafficking. From our perspective in the United States, we have seen and continue to see the consequences of illicit drug consumption imported from Latin America, mostly on the users themselves, here in the United States. Whether the use of these drugs is considered a law enforcement problem or a health issue, the illegal nature of drug trafficking in Latin America camouflages the tentacles of violence, money and dislocation emerging from the phenomenon. The purpose of this

course is to introduce students to a meaningful and nuanced understanding of drug trafficking in Latin America through a focused examination of the production and distribution of these substances in Latin America. It will explore the extraordinary complex web of political, social and economic consequences for regions and nations in the area and examine the illegal, multinational arrangements that transport the drugs from the point of origin to markets in the United States, Europe and Asia.

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

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

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

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

### **HST 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 351 Europe in the Twentieth Century (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.

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

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

### **HST 371 Famine Floods and Microorganisms (3)**

The major purpose of this course is to heighten awareness of current global environmental challenges and of the complex interconnections between natural and human systems. This course will provide a review of all of the major environmental problems: climate change, air and water pollution, biodiversity loss, energy and water scarcity, disease, increasing population and consumption among others. As you will find out, these problems are interconnected at the global scale, and increasingly at smaller scales as well. We will discuss the various ways in which people create environmental problems, are affected by them, and take responsibility for them—as consumers and producers, as members of different socio-economic groups, as actors in institutions and social movements, and as citizens of political communities.

### **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 Associate Dean of Humanities 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

Humanities courses prepare 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, they develop a capacity for prudent response to diverse circumstances and, most importantly, an appreciation of one's ethical and spiritual responsibilities. In short, Humanities courses assist students at learning how to be decent, constructive, productive, and thoughtful parents, professionals, and citizens in whatever vocation they follow.

## Humanities Course Offerings

### **HUM 205 New England: Global Destination, Global Influence (3)**

This course explores the interaction of the United States with other societies around the world today and in history through the perspective of New England as a crossroad of peoples and ideas. Students examine this perspective informed by a series of faculty-guided visits to cultural, religious, scientific, historic, economic, and political sites and resources in the New England area. This course uses field trips to a rich variety of resources in the New England area to engage students in an active-learning experience not available elsewhere in the United States. The course will contribute to building knowledge in the content area, plus experience encountering a variety of cultural resources in the

region. Students broaden their capacity for life-long learning by gaining skill and comfort in accessing previously unfamiliar cultural offerings.

### **HUM 216 Geography of the Americas (3)**

This course explores how humans create "places" through culture and their adaption to physical environments. Geography of the Americas is designed to provide students with an understanding of spatial distributions of culture and the historical processes that led to this distribution through examination of the geography of the United States and to a lesser extent Latin America. We will focus on the internal regions across the United States but include specific units on Canada and Latin America.

### **HUM 217 Introduction to Latino Studies (3)**

This course is an introduction to Latino Studies, a discipline that studies the experiences and conditions of US Latinos/as—be they of Caribbean, Latin American or Mexican descent. It treats Latino/a Studies as an interdisciplinary area, drawing from both the Social Sciences and Humanities. The course presents and analyzes works that include theoretical models, methodological strategies and analytical approaches to learning about US Latinos—be they Chicano/Mexican Americans, Puerto Ricans, Cubans, or other groups of Latin American origin. Further, the course examines themes such as immigration, the immigrant experience, political engagement at several levels and education. As a way to understand the broader context of US Latinos, the concept of transnationalism will be. It will also provide the tools to view historic and contemporary minority communities within certain Latin American countries (Italians in Argentina, Spanish refugees in Mexico, Chinese in Peru and Mexico) as a way of understanding the culture that immigrants bring to the United States.

### **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.

## **Latin American and Latino Studies Minor**

The Latin American and Latino Studies Minor enables students to acquire an in-depth, interdisciplinary understanding of the culture, economics, history, literature, and politics of the region. It also provides students with the opportunity to study the experiences of Latin American immigrants and their descendants living in the United States. Designed to complement a major field of study, the minor in Latin American/Latino(a) Studies helps to prepare students for employment in a variety of professional and non-profit fields and for graduate studies in a number of fields. Courses from any discipline which concentrate (at least 60% of their content) on any aspect of the Latino experience or the Americas south of the United States will count toward the Latin America/Latino Studies minor, including any Spanish, Portuguese or French course. Study abroad courses that include a study trip or other stay in Latin American or the Caribbean will also count.

### **Requirements**

Two language courses in Spanish, French, Portuguese, or Creole. This requirement can be fulfilled in a number of ways that include but not limited to Language I, Language II, Study Tour to Latin America, or other relevant language courses

Either Introduction to Latino Studies or Introduction to Latin American Studies

Three courses from available electives

### **Media Minor**

The Media Minor at Anna Maria College focuses on various forms of media in our culture, their origins, implications, and impact, as well as hands on experience in creating media through video production and editing, social media marketing, and graphic design. Media is an important aspect of business and every career imaginable. Companies, whether profit or non-profit, have a presence on the worldwide web and strive for recognition through media. News industries fight for an edge in an age of instantaneous global connectivity. Every career and practice must have a working knowledge of the power of media and how it can be manipulated. A media minor supplements any major and makes a graduate of Anna Maria more attractive in a competitive job market. Being able to understand and

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utilize media in today's fast paced culture is an invaluable skill.

### Requirements

- MCO 203 Introduction to Media Studies
- MCO 220 Video Production
- Plus 4 electives from available electives

### Media Course Offerings

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

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

#### **MCO 140 The Alien in Film (3)**

This course is an examination of the alien as a character in American cinema, based on our idea of what it means to be human, American, or "normal" and how that idea has changed over time. Throughout the class, we will view alien movies from the inception of film through the Red Scare of the 1950s to today's geopolitical environment and "War on Terror." Additionally, we will examine reports of UFO sightings, abductions, and government cover-ups and discuss how these incidents affected the appearance or role of the alien. Special notice will be paid to directors who specialize in the alien genre, how they are influenced, and how they have influenced society. Finally, we will discuss how the alien relates to the "other" in America, whether terrorist, immigrant, minority, juvenile delinquent, or elderly.

#### **MCO 200 Introduction to Electronic 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 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 216 American Television: A study of American Television from its Beginning to Present (3)**

As they examine television production, distribution, and reception during the Classic TV Era, the Multi-Channel Era, and the Convergence Era, students learn about and analyze trends in genres over time, study television from the angles of producers, writers, actors, and audiences, and place television in both national and global contexts

#### **MCO 220 Video Production (3)**

This class examines the fundamentals of film production, including cinematography, direction, lighting, staging, and editing, and utilizes them in the creation of two short film projects. Students work in groups while analyzing and evaluating their work through individual papers. Commercial films are analyzed and discussed in relation to their quality of production. Broadcast journalism is discussed in relation to film production.

#### **MCO 241 The Horror Film (3)**

Both a historical examination and a study of the genre, this class discusses and uncovers what it is about horror films that attracts audiences, how they have evolved over the years, and what they might reveal about the human psyche. Course sections are divided by time period and subgenre. Film viewings accompany the lectures and discussions to give a complete understanding and context.



**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 251 Writing for Television (3)**

Examines the fundamentals of writing for television. The course will examine structure, character, scene writing, and dialogue and other skills required to write successfully for television. The course will take students from ideation through to the development of a project.

**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 304 Global Media (3)**

This course explores how globalization and media are interconnected. Students will investigate the broad range of traditional and new media and their impact on social developments and global cultures. The class examines the role of media in economic, political, and cultural globalization. Course participants will learn about media industries and media contents in various regions of the World and analyze how they relate to each other. For instance, students will find out the differences and similarities of Hollywood, Bollywood, and Nollywood. One major aspect of the class is to determine the extent and form of an "Americanization" of world and regional media.

**MCO 312 Race, Class and Gender in Film (3)**

This class explores the history of race, class, gender, and sexuality in American film, including representations of African Americans, Native and Asian Americans, Latino Americans, class systems, masculinity and femininity, and hetero and homosexuality. Students view a number of films representing these issues and discuss how they align with America's treatment of these often marginalized groups. Students are expected to analyze films while addressing form, content, and meaning.

**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.

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### 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 School offers language instruction, with a focus on conversational skills, in various languages. Opportunities to study a wide range of other languages are available through HECCMA: Higher Education 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 through HECCMA: Higher Education Consortium or in a study abroad program to complete the Spanish minor)

#### Modern Foreign Language Course Offerings

##### **ASL 101, 102 American Sign Language**

This course is designed to teach the fundamentals of fingerspelling, American Sign Language structure and sign language vocabulary. Develops skills for communication with the deaf and hard of hearing. Introduces the non-manual aspects of communications, including eye movement, signing space, facial expression and body language. Explores and develops skills for communication with the deaf and hard of hearing.

### **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 SPN 102.

### **SPN 201 Spanish for Outreach (3)**

This course is designed to prepare students to speak in Spanish with Hispanics/Latinos in a variety of contexts within which community services are delivered to clients/patients/victims. The course emphasizes learning how to apply basic conversational and written Spanish and related cultural competence to a variety of circumstances. Relevant and enriching cultural units will be integrated into the course. Students who have basic general conversational ability through personal experience or two years of high school instruction taken recently will benefit most from the course.

### **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 dean of the school required.

## **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. FRN 101 is a prerequisite to FRN 102.

## **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. ITL 101 is a prerequisite to ITL 102.

### **ITL 200 Italian Culture – An Introduction (3)**

This course on contemporary Italian Culture is taught in English and focuses on all the institutions which make *bell'Italia* so enchanting a culture. The course will study Italian art, music, film, geography, history, film, wine, cuisine and fashion. In addition, each class will develop Italian conversational language skills designed to facilitate travelling and living in modern Italy.

## **Philosophy**

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

Students interested in pursuing extended study in philosophy may choose to minor in the field or to create a self-designed interdisciplinary program in Humanities, which focuses on philosophy and/or other areas.

### **Minor in Philosophy**

Requirements: 18 credits

- PHL 110 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 110 Introduction to Philosophy (3)**

See General Education Requirements

#### **PHL 201 Introduction to Logic**

An introduction to symbolic logic. Its purpose is to familiarize you with certain formal methods for representing and evaluating arguments and inferences. These methods can be used not only for philosophy, but for any subject matter. Like mathematics, the methods you will learn are highly abstract, formal and symbolic. If math is not your

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strong suit, be prepared to devote extra time to this course.

### **PHL 219 Introduction to Social and Political Philosophy**

Course Description: An introductory study of philosophical issues and concepts central to an understanding of social and political life. This course, through both primary and secondary sources, critically examines themes from the works of classical political theorists (such as Plato and Aristotle), modern political theorists from the 17th, 18, and 19th centuries (such as Hobbes, Locke, Rousseau and Mill) and contemporary political theorists from the 20th century and 21st centuries (such as John Rawls, Susan Moller Okin, and Michael Sandel).

Topics studied may include such central issues as the justification of governmental authority and power, the role of reason in political argument, the nature of a just distribution of social resources, competing conceptions of human nature, the value of a gender-neutral society, the ideals of multiculturalism, and the proper limits of government interference with individual liberty.

### **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 304 Health Care Ethics (3)**

Course description: Course uses ethical theories to investigate moral problems in medicine and health care delivery. Particular focus will be paid to comparing healthcare delivery in the United States to healthcare delivery in other nations. Content is of value to both health care professionals and humanities students. Topics include patients' rights, professional obligations of physicians and nurses,

euthanasia, genetics and reproduction, experimentation on human subjects, and the right to health care.

### **Catholic Studies**

The Catholic Studies degree provides 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. The Catholic Studies Major prepares students for graduate study or a profession or calling in a pastorally related field. These include a vocation in the diaconate, priesthood, religious order, youth ministry, teaching in a Catholic school, religious education, religious education management, parish leadership and management, diocesan administration, publishing, religious communications, retreat direction, humanitarian and community services. In addition, such study prepares students for a variety of other professions that value the liberal arts, such as the law, journalism, or various types of business.

### **Requirements Credits**

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Catholic Studies Core: 30

In addition to completing the required Anna Maria courses: Introduction to Theology and Explorations of the Catholic Worldview, students must complete 10 courses, according to the following areas of study, with at least four at the upper level.

The 10 courses must be selected in consultation with the student's advisor who will assure that the courses shall fall within the following areas of specialization:

Catholic History	1 course
Scripture Studies	2 courses
Theology	2 courses
Catholic Art/Literature	2 courses

Catholic Spirituality or Morality 1 course

Student choice in Conjunction

with advisor 2 courses

Double Major, Minor or electives: 39

Minor and Certificate in

## Catholic Studies

Students minoring in Catholic Studies must complete the two required religion courses from the general education curriculum (even if not required as a transfer student) and four (4) additional courses from any of the Catholic Studies areas of specialization. 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:

- 6 Gen Ed credits (THE 210 Introduction to Theology; Catholic Worldview Course)
- 12 Catholic Studies Credits

18 Credits

## Theology Course Offerings

### 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 114 Bible, Tradition and Church Teaching (3)

This course introduces students to the three essential sources used in the study of Catholic theology: Scripture, Tradition, and Church teaching. Students will become acquainted with the Catholic Church's understanding of Revelation, which describes the ways that God is revealed to human beings. Revelation is communicated through both Scripture and Tradition. The course also examines the

legitimate role of the teaching office of the Catholic Church in authentically interpreting Scripture and Tradition.

### THE 210 Introduction to Theology (3)

See General Education Requirements

### THE 240 American Catholic History (3)

This course examines the social, cultural and institutional history of the Catholic Church in the United States specifically and in North America more broadly. Topics studied include: the relationship of Catholics and the Church to American culture and society; the relationship of the Church in America to the global Church; the vital importance of Catholic beliefs, practices and structures to the identity and nature of the American Church; changing demographics and population characteristics in the Church in the US; and American Catholic perspectives on labor, education, politics, medicine and literature

### THE 304 Catholic Social Teaching (3)

This Catholic Worldview course is an introduction to the social teaching of the Catholic Church through an examination of primary themes and sources. This course asks questions like: "What is the basis of a more just society, and what do society and the individual owe each other in seeking the common good?" Answers to these questions are explored as students critically analyze selected contemporary social issues which might include: life and death, privilege and oppression, poverty, violence and war, environmental damage, third-world development, and others. Service activity might be required in fulfillment of this course.

### 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.

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

This course explores the development of the Gospels and other writings of the New Testament that highlight the early Church's understanding of the meaning of life and the message of Jesus. Emphasis is placed on the origin, background and major themes of the various books in the New Testament.

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

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

### **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.

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

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

### **THE 319 Catholicism and Interreligious Dialogue (3)**

This course introduces students to the ongoing, and evolving, dialogue between Catholicism and other world religions—such as Hinduism, Judaism, other Christian communities and churches, Islam, Buddhism—as well as certain indigenous religions. The course provides students with brief introductions to specific world and indigenous religions, including concise overviews of their historical development, major beliefs, traditional practices, and perspectives on key universal questions (e.g., life, death, suffering, relationship, justice, peace). Emphasis is placed on studying the

principles of interreligious dialogue included in significant Catholic documents.

### **THE 330 Faith and Reason in the Catholic Intellectual Tradition (3)**

The theologian and philosopher St. Augustine wrote, “I believe so that I might understand.” This course examines the harmonious relationship between faith and reason that has endured as a core principle throughout the rich history of Catholic intellectuality. Students will closely examine the nature of faith/belief, as well as humanity's innate ability for rationally understanding reality. As two sources for arriving at truth, this course explores the Catholic understanding that there can be no contradiction between faith and reason. This course surveys the roots and development of this cooperative relationship throughout the history of Catholic thought. Special attention will be given to St. Thomas Aquinas' masterful synthesis of Catholic doctrine with Aristotelian philosophy. Specific topics in theology that demonstrate the mutual integration of faith and reason (e.g., Trinity, Christology, the human person) will receive close attention.

### **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 365 War, Peace and God (3)**

A fundamental aspect of Catholic social teaching and practice concerns the reality of peace and war. What differences do Christian belief and practice make in the way that Catholics understand peacemaking, violence and war? This course will draw upon Catholic sources as well as case studies and biographies.

### **THE 366 Hell, evil and punishment in Catholic teaching and imagination (3)**

The Italian poet Dante Alighieri wrote the “Inferno,” an epic medieval poem that tells the story of a guided journey through Hell and of a confrontation with evil. What was Dante trying to communicate through his carefully imagined trip in Hell, with its portrayal of often gruesome punishments for various sins? How did Dante’s Catholic imagination shape the ways that he wrote about questions of suffering, sin and the darker aspects of human nature? How does his epic fit within Catholic teaching? The “Inferno” will also be compared with contemporary poetry, novels, films and art which explore similar topics. How are contemporary writers and artists exploring problems that Dante never faced, or emphasizing ideas that Dante ignored or minimized?

### **THE 360 Society, Science and God in the Catholic Tradition (3)**

This Catholic Worldview course will explore the interface of science, technology, and society from the perspective of a theologically informed worldview with a specific consideration of social justice. Readings and discussion will consider areas where science and religion can find concurrence, avoiding any reductionist tendency, for the greater good of humankind and the natural world.

### **THE 361 Biblical Explorations in Justice (3)**

This Catholic Worldview course will explore the Bible’s “restorative” approach to justice, which is rooted in human community and human need. Topics for consideration will be the nature of justice, competing theories of justice, the Biblical approach to justice as expressed in the Old and New Testaments, and the continuities/discontinuities that exist between the Jewish and Christian understandings of justice. Special attention will be given to the ways in which theological categories guide the Judeo-Christian approach to the problem of injustice and oppression in the world, and will serve as a backdrop for exploring the Bible’s approach to a number of justice related issues, including the sanctity of life, war and peace, poverty, and stewardship of the environment.

### **THE 362 Dying Before their Time: Morality of Life Ending Treatments (3)**

This Catholic Worldview course will examine the history of Catholic Social teaching on medicine and health care, with particular attention to increasingly common ethical dilemmas concerning the beginning and the end of life. The development of the Catholic moral tradition on health care will be examined through careful study of contemporary issues affecting communities that AMC students will serve in the near future such as: Abortion, Cloning and Genetic experiments in Humans, Dilemmas at the Beginning of Life, Euthanasia and Physician Assisted Suicide (PAS). Students will become acquainted with the vision that Catholic Social Teaching presents as the purpose of human life, life in common and a just and peaceful world. This course will encourage students to critically examine the applicability of Catholic social principles in today’s society.

### **THE 490 Senior Seminar in Theology (3)**

An integration of Catholic Studies and Pastoral Studies with the General Education 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 dean of the school required.

### **THE 499 Internship (3–6)**

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

### **Writing Minor**

The writing minor is designed to make students more marketable in a variety of fields. Many industries are concerned about the lack of writing skills in new hires. In fact, *Forbes* lists writing as one of the top five skills students can develop to make themselves more marketable. This minor focuses on courses that involve writing pedagogy, that is, training in becoming a better writer. Students can take creative and professional writing courses, and both types will

## School of Humanities

help students improve their writing skills, thus making them more marketable. The minor is designed to fit any major that has room for minors, and in fact, enhances the knowledge and skills developed in any major. Schools across the country are looking toward education that is career-centered; a writing minor fits this need by giving students a valuable skill for virtually any career.

Minor in Writing (18 credits)

### Required

- ENG 201 Creative Writing
- ENG 307 Writing for the Professions
- Four electives in the field of writing. English, and Media Studies offer writing courses; courses outside of Humanities may be included at the discretion of Humanities faculty.

### Additional Courses

- Poetry Technique
- Fiction Technique
- Non-Fiction Technique
- Writing for Stage and Screen



## Anna Maria College English Degree Requirements

Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
ENG 490	Senior Seminar in English ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements</b>		
ENG230	U.S. Literary Traditions	_____
ENG233	British Literature	_____
ENG220	Origins of Literature in Folklore and Myth	_____
ENG2--	ENG Elective	_____
ENG2--	ENG Elective	_____
ENG2--	ENG Elective	_____
ENG320/321	Beowulf, Chaucer, and the Medieval Literature Tradition ( <i>EC Western Cultures and History</i> )	_____
ENG330/331	The World and Works of William Shakespeare	_____
ENG340/341	Global Literature and Cultures	_____
ENG3/400	Upper Level English Elective	_____
ENG3/400	Upper Level English Elective	_____

### Notes:

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*One 200-level ENG course may be Creative Writing

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## Anna Maria College Teacher of English Degree Requirements

Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses (required courses can be applied to meet these requirements)</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>English Major and English Education Requirements</b>		
ENG220	Origins of Folklore and Myth ( <i>EC in Creativity and Imagination</i> )	_____
ENG230	American Literature	_____
ENG233	British Literature	_____
ENG2--	English 200-level elective	_____
ENG321	Beowulf, Chaucer, and the English Medieval Tradition ( <i>EC in Western Cultures and History</i> )	_____
ENG330	The Worlds and Works of William Shakespeare	_____
ENG340	Global Literature and Cultures	_____
ENG3/400	English 3/400-level elective	_____
ENG3/400	English 3/400-level elective	_____
<b>Teacher Licensure Requirements</b>		
EDU201	Education Culture & Society ( <i>EC in US in the World</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
PSY215	Adolescent Psychology ( <i>prerequisite: min. 12 credits</i> )	_____
PSC231	American Government	_____
EDU---	Special Needs Course ( <i>consult advisor for options</i> )	_____
EDU656	ESL Theory and Practice ( <i>LAN II taken JR or SR year</i> )	_____
EDU411	Teaching English in Middle and High School ( <i>co-requisite: EDU409</i> )	_____
EDU412	Methods of Teaching Middle and Secondary School ( <i>co-requisite: EDU409</i> )	_____
EDU431	Student Teaching Practicum grades 5-8 or 8-12 ( <i>12 credits</i> )	_____
EDU490	Student Teaching Seminar	_____

\*Some major requirements can be applied to explorations course requirements.

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All middle and secondary education majors should consult the School of Education for complete list of teacher preparation requirements\*

## Anna Maria College History Degree Requirements

Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements</b>		
HST109	World Civilization I ( <i>EC in Western Cultures and History</i> )	_____
HST110	World Civilization II	_____
HST111	American Nation I	_____
HST112	American Nation II	_____
HST2/300	Upper Level History Elective	_____
HST2/300	Upper Level History Elective	_____
HST2/300	Upper Level History Elective	_____
HST2/300	Upper Level History Elective	_____
HST---	Non- Western History Elective	_____
HST---	History Elective	_____
HST---	History Elective	_____

### Notes:

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*History electives may include HUM353 and up to two HUM, PSC, or PPO courses as approved by faculty advisor

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Anna Maria College Teacher of History Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses (required courses can be applied to meet these requirements)</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>History Education Requirements*</b>		
HST109	World Civilization I ( <i>EC Western Cultures and History</i> )	_____
HST110	World Civilization II ( <i>EC Western Cultures and History</i> )	_____
HST111	American Nation I	_____
HST112	American Nation II	_____
HST 2/300	Upper Level History Elective	_____
HST 2/300	Upper Level History Elective	_____
HST 2/300	Upper Level History Elective	_____
HST 2/300	Upper Level History Elective	_____
HST 118	Global History II ( <i>EC Societies of the World</i> )	_____
HUM 216	Geography of the Americas ( <i>EC US in the World</i> )	_____
HST---	Non-western history elective ( <i>any level</i> )	_____
<b>Teacher Licensure Requirements</b>		
EDU201	Education Culture & Society ( <i>EC in US in the World</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
PSY215	Adolescent Psychology ( <i>prerequisite: min. 12 credits</i> )	_____
PSC231	American Government	_____
EDU---	Special Needs Course ( <i>consult advisor for options</i> )	_____
EDU656	ESL Theory and Practice ( <i>LAN II taken JR or SR year</i> )	_____
HST411	Instructional Methods Teaching History ( <i>co-requisite: EDU409</i> )	_____
EDU412	Instructional Methods Teaching Middle and Secondary School ( <i>co-requisite: EDU409</i> )	_____
EDU420	Student Teaching Seminar	_____
EDU431	Student Teaching Practicum 5-8 or 8-12 ( <i>12 credits</i> )	_____

## Notes:

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All middle and secondary education majors should consult the School of Education for complete list of teacher preparation requirements

## School of Justice and Social Sciences

### Academics

The School of Justice and Social Sciences prepares students to become professional teachers, social workers, psychologists, and criminal justice professionals. Students select a major from one of these programs and concentrate their studies toward their chosen profession. The School of Justice and Social Sciences offers the following professional bachelor's degrees in the social sciences:

- Bachelor of Arts in Human Development and Human Services
- Bachelor of Arts in Law, Politics, and Society
- Bachelor of Arts in Psychology
- Bachelor of Arts in Social Work
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Forensic Criminology

Teacher of Students with or without Disabilities (PreK–2) teacher preparation licensure track to complement the Human Development and Human Services Bachelor of Arts degree. Early Childhood / Early Education and Care track to complement the Human Development and Human Services 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 School of Justice and Social Sciences 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 most 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 School of Justice and Social Sciences degree program incorporates theory, research, and clinical/educational techniques to create well-rounded professionals. Upon graduation, Anna Maria

## School of Justice and Social Science

College alumni receive support and guidance from their academic advisors/mentors for job placement.

### School of Justice and Social Sciences Course Offerings

#### **JSS 101 Interpersonal Communication (3)**

An interdisciplinary course designed to expose majors in the School of Justice and Social Sciences to an overview of the disciplines within this school. It is the aim of this course not only to help students refine their thinking in regard to their chosen major, but also to understand the scope of the majors within the school and how professional in each major interact or cooperate with each other in everyday life. It is also the aim of this course to have students gain some insight into their choice of major by conducting a field based interview, taking self-assessment inventories, and maintaining a journal throughout the course.

#### **JSS 201 Professional Communication (3)**

Introduces interpersonal communication praxis (theory-informed action) in personal and professional relationships. Examines communication skills in a variety of personal and professional relationships, including friendships, work relationships, and family relationships. Explores how interpersonal justice, a requisite for social justice, requires reflection and care both stemming from and contributing to its action.

#### **JSS 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.

#### **JSS 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.

#### **JSS 307 Authentic Writing for Professional Communication (3)**

Writing effectively is an essential skill for all professionals. The goal for this course is to provide opportunities to analyze,

evaluate, and apply writing skills needed to communicate effectively with administrators, colleagues and the outside community. Students will learn to be more conscious of their own writing strengths and goals as well as the specific action steps need to become a more successful communicator. This course will focus on authentic writing used for professional communication to prepare you to develop, draft and execute various forms of writing useful for an array of professional expectations

#### **JSS 490 Senior Seminar (3)**

Serves as the capstone experience for the School of Justice and Social Sciences. It provides students with an opportunity to develop a more sophisticated understanding of their 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.

#### **JSS 491 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.

#### **JSS 499 Internship (variable)**

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

#### **JSS 498 The Washington Center Internship (variable)**

The Washington Center internships are available in either the Fall, Spring or Summer semesters. Students are housed in either the new, state-of-the art Resident and Academic Facility ("the RAF") or, for those who choose to intern with the Public Defenders organization in Maryland, in an upscale residential building in Chevy Chase (gym and pool included). Students earn 12 credits for the internship and another three credits for an academic course taught by visiting college and university faculty from around the country. Students can choose from a menu of different courses being offered each semester. TWC also provides additional opportunities for students to attend lectures, visit with prominent officials (for example at Embassies and the national press) and attend ceremonies (such as bill signing in the White House Rose Garden).

## Bachelor of Science 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 forensic criminology, 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 other majors in the school, criminal justice majors take courses in social science, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding.

Requirements Credits

[General Education Requirements](#): 51

Criminal Justice Core: 45

JSS 101 Interpersonal Communication or

SOC 201 Introduction to Sociology

JSS 210 Researching the Social World

JSS 250 Applied Statistics and Quantitative Analysis

CRJ 101 Foundations in Criminal Justice

CRJ 210 Constitutional Law

CRJ 212 Criminal Law

CRJ 220 Criminology

CRJ 250 Policing in America

CRJ 260 Corrections

CRJ 490 Senior Seminar in Criminal Justice

Six electives. Four 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 210 Constitutional Law

CRJ 212 Criminal Law

CRJ 220 Criminology

Three upper-level criminal justice electives (300 or 400 level)

### Victimology and Victim Studies Minor/Certificate

The recognition of victims' issues has taken on great importance in this day and age. Victims of all types require advocates and service providers that can assist them in understanding their rights and guiding them through the various processes and resources available to them.

In response, Anna Maria College has developed an interdisciplinary minor/certificate program in Victimology and Victim Studies.

Students enrolled in a bachelor's degree program in any field or concentration may earn a minor in Victimology and Victim Studies through the completion of four required courses and two electives.

Requirements: six courses, 18 credits

CRJ 362 Victimology

PSY 342 Counseling for Victims and Families or

CRJ 380 Disaster Victims

SWK 242 Introduction to Social Welfare

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Three upper division electives approved by the program director.

### 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 upper division electives in the areas of computer forensics and law, as approved by the program director.

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

### Forensic Studies Minor

The growth of forensic sciences in the last decade has led to a diversity of specialties that provide expertise to the criminal justice system. A minor in forensic studies can provide students with an introduction and preparation in several specialties within the field and thereby educate them in these disciplines. This minor will better prepare criminal justice undergraduates for the highly specialized work force or to pursue further graduate studies.

Requirements: Six courses, 19 credits

CRJ 311 Criminalistics  
CRJ 340 Cybercrime  
CRJ 480/BIO 341 Forensic Anthropology (4 credits)  
CRJ 407 Forensic Psychology

Elective Courses (two 300+ electives) in Forensic studies courses as approved by the program director.

### Private Security Minor

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

Requirements: six courses, 18 credits  
CRJ275 Introduction to Security  
CRJ371 Physical Security and Asset Protection  
CRJ340 Cybercrime I: Legal Issues and Investigative Procedures  
Three upper division elective courses as approved by the program director.

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

## Bachelor of Science Forensic Criminology

The growth of Forensic Sciences in recent years has been the result of the need for the application of scientific specialties to the medical and legal process of investigating and prosecuting crime. The major in Forensic Criminology will provide students with a specialized examination of the criminal justice system from both sociological and scientific perspectives. While Criminal Justice aims to study the breadth of criminal activities and its control through policing and corrections, Forensic Criminology explores the depth of crime, its causes and criminal motivation to address legal and investigative questions. Forensic means the application of science to the law. Through a focus on evidence and process, students are challenged to assess systemic and societal responses to various criminal populations and case studies.

The major serves to prepare students interested in the criminal justice system for careers in criminal justice and forensic investigations or to pursue further graduate studies. Consistent with the mission of Anna Maria College, this major will prepare students with a liberal education for professional service in society and the administration of justice.



Along with other majors in the school, criminal justice majors take courses in social science, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding.

Major consists of 16 courses, or 50 credit hours. Please note that some courses are 4 credits, given their lab component.

Major Requirements (12 courses, 38 credits):

CRJ 101 Foundations in Criminal Justice

FSC 205 Crime Scene Forensics

CRJ 210 Constitutional Law

CRJ 212 Criminal Law

CRJ 220 Criminology

CRJ 311 Criminalistics

FSC 340 Cybercrime

FSC 407 Forensic Psychology

FSC 480 Forensic Anthropology

FSC 490 Senior Seminar

JSS 210 Researching the Social World

JSS 250 Statistics

Four upper-level approved electives (300 or 400 level).

## Criminal Justice Course Offerings

Required courses are traditionally offered in semesters indicated: Fall (F) or Spring (S). Electives are rotated each semester.

### **CRJ 101 Foundations in Criminal Justice (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. (F)

### **CRJ 102 Introduction to Terrorism (3)**

An examination of the history, motives, goals and activities of major domestic and foreign terrorist organizations as well the legal measures and law enforcement approaches that have been developed to counter terrorist threats.

### **CRJ 115 Fitness and Wellness for CJ Professional (1.5)**

A study and overview of the expectations for those students who plan on entering the criminal justice professional field. This course will be combined with actual physical training/expectations in order for academy candidates to

successfully complete a Physical Agility Test (PAT). This course will also touch on the importance of nutrition, diet and wellness geared towards the working criminal justice professional.

### **CRJ 119 Evolving Concepts of Justice (3)**

This course focuses on the primary question “What is Justice?” The course then follows a line of thinking from Plato through Aristotle, St. Augustine, St. Thomas Aquinas, Machiavelli, Hobbes, Rousseau and Locke, and concludes with an analysis of how the thought of several of them helped inform the ideas of the authors of the Declaration of Independence and the United States Constitution, “the law of the land.”

### **CRJ 140 History of Crime in America (3)**

A survey of the historical, philosophical and social development of criminal justice as a concept and field.

### **CRJ 201 Leadership Courthouse Project (3)**

Course is designed to engage students in a community based service experience. Students will participate in a group service experience and will lead, plan, organize, implement, and evaluate their capacity to create change.

### **CRJ/FOR 205 Crime Scene Forensics (4)**

A hands-on examination into crime scene forensics. Course instruction provided in the areas of Physical Evidence, Crime scene Processing, types of evidence found at the crime scene, proper collection techniques, and case study. Each student will participate in the mock crime scenes and actual forensic techniques.

### **CRJ/FOR 207 Forensic Photography (3)**

An introduction to the fundamentals of photography including its history, theory and role in documenting, preserving and identifying information. Students will apply the scientific method to photography, learning techniques and methods for creating an accurate representation of a scene from both legal and technical perspectives.

### **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. (S)

## School of Justice and Social Science

### **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. (F)

### **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. (S)

### **CRJ 230 Homeland Security and Modern Jihad Terrorism (3)**

This course is designed to familiarize students with organizations that commit terrorism acts in the name of Islam and JIHAD. The course will also examine social, economic, political and ideological forces and constructs that facilitate the propagation of the crime of international terrorism. In addition, some structural, administrative and law enforcement issues related to American homeland security and preventive strategies used by the DHS will be examined.

### **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. (F)

### **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. (S)

### **CRJ275 Introduction to Security (3)**

An examination of the objectives of general and specific security programs and their implementation. Consideration is given to

administrative and physical aspects of security planning, loss prevention, and other areas of interest to the security field.

### **CRJ 304 Drugs and Society (3)**

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

### **CRJ 310 Criminal Evidence and Procedure (3)**

A survey of the law of evidence and procedure 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/FOR 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/FOR 312 Criminalistics II (3)**

A continuation of the study of fundamental principles of the scientific approach taken in solving crimes. Based solidly in the study of forensics, students will become familiar with tools, methods and techniques available to local, state, and federal investigators. Pre-requisite: CRJ311 Criminalistics I

### **CRJ 330 Probation and Parole (3)**

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

### **CRJ/FOR 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. Pre-requisite: CRJ 340 Cybercrime

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

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

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

An intermediate level computer course using the Linux/Macintosh platforms to teach the fundamentals of computer functions, hardware, and how to preserve and image digital evidence. The course includes hands-on instruction and discussion about hardware and software required for acquiring and identifying evidence, as well as different computer file systems and boot processes. Pre-requisite: CRJ 342 Computer Forensics I

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

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

### **CRJ 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 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.

### **CRJ 379 School and Workplace Safety (3)**

This course provides an in-depth analysis of workplace and school violence. Topics to be addressed include causation, prevention, emergency response, services for those directly and indirectly harmed, legal considerations, and issues involved in the recovery of the school, business, and community affected. Cases of workplace and school violence will be studied from multiple perspectives, drawing on research and practices from psychology, law, business, education, criminal justice, and sociology. Following completion of this course, students will have an understanding of the best practices for preventing, managing, and recovering from incidents of workplace and school violence. As violence in organizations can occur in any field, the issues addressed in this course are relevant to all majors.

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### **CRJ 380 Disaster Victims (3)**

Studies disaster response and recovery. Students will review what hazards and disasters are given their definitions and the roles of first responders. They will explore the approaches to responding and recovery operations from a management theories perspective. Students will be exposed to the challenges of dealing with the media and knowing when to respond with initial measures and learn how to respond to victim's needs and their own needs given the physical and emotional impacts of disasters.

### **CRJ 382 Sexual Assault (3)**

This course takes a closer look at a special category of crime. Students will examine legal definitions, the role of law enforcement, investigative processes and procedures, profiles of offenders, the victim impact and perspective and ethical issues and concerns.

### **CRJ 383 Child Abuse (3)**

This course will examine the special status of children as victims. This includes issues of need and vulnerability, impact, legal issues, services and best practices.

### **CRJ 384 Elder Abuse (3)**

This course will examine crimes against the elderly including various forms of abuse and fraud, legal issues, the special needs of the elderly as victims and best practices.

### **CRJ 385 Mental Health and Criminal Justice (3)**

This course provides an introduction to issues surrounding mental illness for criminal justice professionals. Providing services to persons with mental disorders, mental illness issues facing the criminal justice systems will also be covered. Special issues related to mentally disordered offenders and victims in the criminal justice system will also be addressed.

### **CRJ 402 Trial Practice (3)**

This course will teach students the fundamentals of courtroom application of criminal law principles and practices, including how to conduct a simple trial, from opening statements to summations. Through a combination of lectures and exercises, students learn trial concepts and techniques. Course culminates with a mock trial. Pre-requisite: CRJ 212

### **CRJ/FOR 407 Forensic Psychology (3)**

A course that explores contemporary issues confronting the criminal justice system. Students will have an opportunity to explore and analyze some of the existing research on the special focus of the course. The focus of this course is forensic psychology, the direct provision of professional psychological expertise to assist courts, parties to legal proceedings, correctional and forensic mental health facilities, and administrative, judicial, or legislative agencies in resolving issues at the interface of psychology and law. This course will provide an overview of forensic psychological theory and practice. Students will be exposed to the relevant laws, psychological theory and research, and the importance of understanding the racial, ethnic, cultural, gender, sexual orientation, and socio-economic factors that must be taken into consideration in the culturally competent practice of forensic psychology.

### **CRJ 410 Juvenile Justice (3)**

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

### **CRJ 418 Comparative Criminal Justice Systems (3)**

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

### **CRJ 420 Social Issues in Criminal Justice (3)**

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

### **CRJ 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 430 Ethics in Criminal Justice (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/FOR 440 Criminal Profiling I (3)**

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

### **CRJ/FOR 441 Criminal Profiling II (3)**

A continuation of the study of techniques and methods used to create criminal profiles to assist in criminal investigations. Prerequisite: CRJ 440 Criminal Profiling I

### **CRJ/FOR 480 Forensic Anthropology (4)**

This course is designed to teach the methods of human skeletal anatomy and archaeology (bio archaeology) as they are applied to medical-legal death investigations. Topics included in the course are the distinction between animal and human bones, profiling human skeletal remains to reveal age, sex, ancestry, stature, medical and dental history, time elapsed since death, and trauma assessment. The student will be engaged in hands-on

exercises with real and cast bone material to learn these methods and techniques utilized by Forensic Anthropologists.

### **CRJ/FOR 481: Forensic Archaeology (4)**

This course builds upon the concepts and techniques presented in CRJ 480 in order to explore the realm of Forensic Archaeology in depth. Forensic Archaeology is the application of archaeological methods to the resolution of medical-legal issues. Topics included in the course are the methods and techniques to perform the controlled recovery of human remains and other evidence at forensic scenes. The types of evidence discussed include cemetery desecration, crime scene investigation, natural disasters, mass graves and exhumations. These forensic services offer significant insights concerning the identification of human remains, interpretation of past cultural actions and the recognition of environmental alterations. The prerequisite for this class is CRJ 480.

### **CRJ/FOR 482: Advanced Bioarchaeology and Forensic Recovery (3)**

This course seeks to further explore the science of Bioarchaeology and its role in forensic recovery. The student will learn the method and theory of body recovery from ancient cemeteries, clandestine graves, and large-scale mass fatalities in order to distinguish human remains from diverse spatial and temporal contexts. The task of conducting systematic searches will be discussed, as well as, the various tools of grid sampling, ground penetrating techniques, and excavation strategies. Actual "cold" case material and literature on forensic casework will highlight the practical applications of this topic to law enforcement and forensic investigators. Students will explore the practical and theoretical framework for the interpretation of evidentiary material, the reconstruction of clandestine graves and mass fatality remains. The prerequisite for this class is CRJ 481.

### **CRJ/FOR 490 Capstone Seminar in Criminal Justice (3)**

A seminar that will serve as the exit evaluation for all Criminal Justice/Forensic Science majors. Class discussions will focus on current issues in the field. 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, including the application of ethical principles to the issue. (Seniors only: F and S)

### **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

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the context of an existing course. The proposal must be approved by the supervising professor, the academic advisor and the division chair.

### **CRJ/FOR 497 Special Topics (3)**

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

### **CRJ /FOR 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, forensics 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. (F and S)

## **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.

### [General Requirements Education Requirements](#) (51)

Human Development and Human Services Major Requirements (45)

PSY 201 Introduction to Psychology OR SOC 201 Introduction to Sociology (3)

PSY 217 Human Life Span Development (3)

JSS 201 Professional Communication (3)

HDS 310 Observation, Documentation, and Assessment (3)

HDS 315 Family and Community Relationships (3)

SWK 307 Issues of Diversity and Oppression (3)

One of the following (3):

SWK 348 Growth and Behavior in the Social Environment I OR

SKW 349 Growth and Behavior in the Social Environment II OR

PSY 207 Child Development OR

PSY 215 Psychology of Adolescence

HDS 490 Fostering Mental Health: Supporting the Human Spirit (3)

One of the following (3):

PSY 490 Group Dynamics OR

HDS 499 Internship

Choose six (6) courses from below- select at least one (1) course from each category – three (3) of the six (6) courses must be at the 300 or 400 level) – alternative courses for each category may be determined through academic advising.

#### Business and Leadership

BLP 110 Leadership I  
BLP 112 Court Service Project  
BLP 320 Group Management and Team Building Strategies (BLP 110)  
PSY 490 Group Dynamics  
Advocacy & Public Policy

JSS 210 Researching the Social World  
JSS 250 Applied Statistics and Quantitative Analysis  
LPS 201 Introduction to Politics  
SWK 242 Social Welfare as a Social Institution  
SWK 322 Contemporary Social Problems  
SWK 342 Social Welfare Policies (SWK 242)

#### The Family and Individual

PSY 306 Abnormal Psychology  
PSY 313 Psychology of Personality  
SWK 350 Child Abuse, Family Preservation, and Permanency Planning  
SWK 333 Wellness and Mental Health

#### Cultural Competency

SOC 207 Sociology of a Multicultural World  
EDU 330 Strategies for Inclusion  
EDU 336 Teaching Exceptional Children  
BLP 410 Diversity in the Workforce  
EDU 656 ESL Theory and Practice

#### Minor and Concentrations

##### Human Development and Human Services Minor (18 credits)

- PSY 201 Introduction to Psychology OR SOC 201 Introduction to Sociology (3)
- PSY 217 Human Life Span Development (3)
- HDS 310 Observation, Documentation, and Assessment (3)
- HDS 315 Family and Community Relationships (3)

- SWK 307 Issues of Diversity and Oppression (3)

One of the following (3);

- HDS 490 Fostering Mental Health: Supporting the Human Spirit
- PSY 490 Group Dynamics
- HDS 497 Contemporary Issues: Special Topics in HDHS
- HDS 499 Internship

Optional Concentrations for Students with HDHS Major (24 credits)

##### **Early Childhood Early Education and Care (EEC) Concentration (Birth to 8 Years)**

BIO 130 Nutrition and Health  
HDS 205 Guiding Children's Behavior  
PSY 207 Child Development (may be taken as part of the HDHS major)  
EDU 310 Language Arts and Children's Literature  
EDU 311 Early Childhood Curriculum  
EDU 312 Math & Science Education for Early Childhood  
EDU XXX Special needs course  
EDU 435 Teaching Practicum (Agency Preschool)  
EEC Leadership Concentration (24 credits)  
BLP 110 Leadership  
BUS 260 Principles of Management  
EDU 311 Early Childhood Curriculum  
BLP 320 Group Management and Team Building Strategies (BLP 110)  
PSY 490 Group Dynamics  
300-400 elective Discuss with advisor  
EDU 658 Childcare Administration (5th year option)  
HDS 499 Internship

##### **Human Services Track**

PSY 201/SOC 201 Introduction to Psychology or Introduction to Sociology  
ECO 200 Principles of Microeconomics  
JSS 210 Researching the Social World  
SWK 242 Social Welfare as a Social Institution  
SWK 307 Diversity and Issues of Oppression  
SWK 342 Social Welfare Policies  
HDS 344 Introduction Generalist Practice  
HDS 345 Human Services Practice and Ethics  
SWK 348 Growth & Behavior in the Social Environment  
SWK 349 Growth & Behavior in the Social Environment II  
SWK 408 Marriage and the Family  
HDS 443 Generalist Practice with Individuals  
HDS 448 Generalist Practice with Families and Group

## School of Justice and Social Science

HDS 449 Generalist Practice with Community and Organizations  
HDS 499 Internship (6 credits)

### Human Development and Human Services Course Offerings

#### **HDS 205 Guiding Children's Behavior (3)**

Examines and evaluates guidance techniques and teaching strategies used in environments for children preschool age through 12 years. This course will focus on the goals of child guidance and how those behavioral goals are achieved. The course work will emphasize preventive measures and program organization.

#### **HDS 310 Observation, Documentation, and Assessment (3)**

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

#### **HDS 315 Family and Community Relationships (3)**

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

#### **HDS 344 Introduction Generalist Practice (3)**

Provides the conceptual framework of generalist human service 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 human service worker. It teaches the basic micro, mezzo, and macro level interventive skills, techniques, and processes required for the sound practice of human service at the beginning of the professional level. Focus is on professional and personal values and knowledge of self.

#### **HDS 345 Human Services Practice and Ethics (3)**

This course will prepare students interested in human services for the field placement experience and its accompanying field seminars. The course will address field expectations from the perspective of the field instructor and the student. Human service provider behaviors, professional dispositions, competencies, and ethical dilemmas will be discussed. 100 hours of field work – Associate degree holders in Human Services are not required to do the 100 hours of field work. The format will be lectures, presentations, and discussions. Course will be in the summer / fall. Pre-requisite: 75 credits earned  
**HDS 443 Generalist Practice with Individuals (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. Prerequisite: HDS 344.

#### **HDS 448 Generalist Practice with Families and Group (3)**

The course develops the general skills required to intervene on the advanced level, stressing the integration of theory and practice. The course covers interactional models of practice in the context of human services with groups, the group as a mutual aid system, and principles of group formation with the beginning phase of group work practice. These topics are presented within the context of human services with families, focusing on family counseling, and family support functions. Prerequisite: HDS 344

#### **HDS 449 Generalist Practice with Community and Organizations (3)**

#### **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)**

An opportunity for senior students to gain practical experience in the field of human services within local agencies and community services. For majors only.



## Bachelor of Arts in Law and Society

### 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.

The Law and Society major is designed for students who are interested in careers in law, law enforcement, government, public service and/or who want to go on to law school, graduate school in political science, or graduate school in sociology to become full-fledged members of these professions.

The Law and Society majors will:

- Examine the relationships between the various branches of the U.S. government, as well as between state and federal governments to achieve a more holistic understanding of American government.
- Examine the unique role of the courts in American law and society to gain a comprehensive understanding of various theoretical and empirical perspectives on law, legal change, and the relationship between courts and society.
- Evaluate normative arguments regarding justice and equality in theory and in practice.
- Critically analyze how governmental programs and policies are formulated, implemented and evaluated, such as nationalized health care.
- Analyze the ideological underpinnings of American politics and government that constitute the basis of American political thought to gain a more nuanced understanding of it.
- Critically analyze the unique role of the U.S. in world.
- Examine the governments, political institutions, and politics of other nations to achieve a comparative understanding of them.

The Law and Society major is relevant for students who are interested in careers in law, politics, government, and/or public service in relevant government agencies, non-profit organizations, and the private sector, at the local, state, national level.

### Law and Society Program Requirements

#### 7 Core Requirements:

PSC 201 Introduction to Politics  
SOC 201 Introduction to Sociology  
PSC 231 American Government  
LPS 255 Philosophy of Law  
LPS422 Law and Society  
LPS 490 Senior Seminar in Laws and Society

### LPS 499 Internship

In addition to the above 7 core requirements, students are required to take 3 courses within one of the following 3 tracks/concentrations:

#### Pre-Law - Concentration

CRJ 101 American Justice System  
PPO 202 Contemporary Public Policy  
CRJ 210 Constitutional Law  
CRJ 360 Contemporary Constitutional Issues  
PSC 408 Modern Presidency

#### Political Science - Concentration

JSS 210 Researching the Social World  
PSC 240 Governments of the World  
PSC 320 How Do (And Don't) Countries Get Along  
ORPSC 407 American Foreign Policy

#### Sociology - Concentration

JSS 210 Researching the Social World  
SOC 207 Sociology of a Multicultural World  
SOC 211 Sociological Theory  
SOC 221 Social Problems in America  
SOC 331 Conformity, Deviance and Social Control

In addition, students are required to take 1 upper level elective within the Law and Society major or in a related field, such as Criminal Justice, in consultation with their advisor in the Law and Society Program

### Minors

#### Law and Society Minor

#### 3 Core Requirements:

- SOC 201 Introduction to Sociology
- PSC 201 Introduction to Politics
- PSC 231 American Government

3 upper level (300-400) electives within the major.

#### 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.

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The minor requires six courses in Political Science, at least two of which must be the introductory courses:

- PSC 201 Introduction to Political Science
- PSC 320 How Do (And Don't) Countries Get Along (formerly, Introduction to International Relations)
- PSC 231 American Government
- PSC 240 Introduction to Comparative Politics

### Sociology Minor

The discipline of sociology considers cultural, social, political, economic, and environmental forces as they shape the world and individuals within it. The Sociology Minor will nicely complement programs in Criminal Justice, Human Development and Human Services, Social Work, and Psychology.

#### Four Required Courses

- JSS 210 Researching the Social World
- SOC 201 Introduction to Sociology
- SOC 211 Sociological Theory
- SOC 221 Social Problems in American Society

Two electives from any of the following groups:

#### Social Inequality

- SWK 307 Issues of Diversity and Oppression
- BLP 410 Diversity in the Workforce
- CRJ 421 Gender, Crime, and Justice
- CRJ 423 Race and Crime

#### The Family and the Individual

- CRJ 422 Domestic Violence
- HDS 315 Family and Community Relationships
- PSY 313 Psychology of Personality
- PSY 422 Social Psychology
- SWK 348 Growth and Behavior and the Social Environment I
- SWK 349 Growth and Behavior and the Social Environment II
- SWK 350 Child Abuse, Family Preservation, and Permanency Planning
- SWK 333 Wellness and Mental Health
- SWK 408 Marriage and the Family

#### Cultural and Institutions

- SOC 207 Sociology of a Multicultural World
- SOC 351 Sociology of Sport
- CRJ 304 Drugs and Society
- CRJ 362 Victimology
- CRJ 369 Organized Crime
- CRJ 410 Juvenile Justice
- CRJ 421 Social Issues in Criminal Justice

## Law, Politics, and Society Course Offerings

### **LPS 250 American Legal History (3)**

This course will give students an understanding of the case law, legislation and legal theory that has helped to shape American life. Special emphasis will be placed on the expanding concept of what it means to be an American citizen through our national history. Finally, the course will challenge students to think critically about American Legal History and how knowledge of that history can be used by students to more fully be “Americans”.

### **LPS 255 Philosophy of Law (3)**

This course examines the history and evolution of law as well as the various schools of thought concerning legal interpretation. This exploration of the law extends beyond a historical and philosophical analysis by integrating a series of ‘real world’ moral and legal issues. As such, the relationship between law and justice is examined. Moreover, this practical application of legal analysis is conducted from a local, national and international perspective. This course is a custom-designed seminar style class intended to introduce students to philosophical thinking about the law through active engagement.

### **LPS 490 Senior Seminar in Law and Society**

### **LPS 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 dean of the school.

### **LPS 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.

### **LPS 422 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.

### **PLS 107 Legal Research and Writing (3)**

Teaches the legal research and writing skills fundamental to legal studies. 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 briefs cases and memos of law.

### **PPO 202 Contemporary Public Policy (3)**

A course that explores contemporary issues in policy and decision making. 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.

### **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 211 Global Studies Through Film (3)**

This interdisciplinary course seeks to promote an understanding of global awareness, the interconnectedness of peoples across the world, and the increasing dynamic interactions within the world. We will examine both historical and contemporary developments that contribute to this increasing interconnectedness of peoples and places around the world. We will consider the historical legacies of colonialism: cultural, economic, and political, on both the colonizer and the colonized. We will consider the increasing interdependence of all countries and regions: and how developments in one region have profound impacts across the world. Thus, we will explore the transnational movement of firms, labor, people, products, culture, and ideas through both texts and great film. The films will be included for their content and their presentation, and we will engage in textual and film analysis.

## School of Justice and Social Science

### **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 Governments of the World (3) previously Comparative Politics**

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 320 How Do (and Don't) Countries Get Along (3) formerly International Relations**

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 330 Politics of Terrorism (3)**

Introduces students to the main theoretical frameworks that explain the outbreak of war and conflict and the use of terrorism as a political tactic. These theories come from several of disciplines, including political science, anthropology, and sociology, among others. The class will apply these theories to the US war on terrorism since 2001. Other cases will be explored to shed light on that central case.

### **PSC 390 Politics of Reconciliation (3)**

Examines the politics of truth, reconciliation and justice in countries that experienced mass genocide or widespread human rights abuses. What kind of justice do countries seek to remedy the past? How do countries balance "truth" and "reconciliation"? What are the consequences for perpetrators and victims? Although this may vary, the course examines the International Military Tribunal at 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.

## **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 331 - Conformity, Deviance and Social Control (3)**

Why are some behaviors, differences, and people stigmatized and considered deviant while others are not? This course will examine several theories of social conformity and deviance that offer different assumptions about this question. This course will focus on the multiple social factors, including systems, that shape behavior toward greater deviance and make an effort to distinguish theories of causation that are useful in understanding this common human phenomenon.

### **SOC 351 Sociology of Sport (3)**

Examines the relationship between sport and the society in which it is imbedded.

### **Senior Seminar 490 Senior Seminar in Sociology (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**

A custom-designed academic experience in sociology 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 dean of the school.

### **SOC 499 Internship**

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.

## **Bachelor of Arts in Psychology**

Program Director

Richard Connors, M.A., C.A.G.S.

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The psychology program has as its primary goal the preparation of students for graduate programs and work in the human services field. The curriculum includes introductions to the basic concepts utilized in psychology, the evolution of the field, theories of normal and abnormal psychological development, experimental psychology, and an internship in a community setting. At the beginning of the senior year, students who have maintained a 3.0 QPA may apply for acceptance into the fifth year program in psychology, and may take two graduate courses as part of their senior year course load. This option allows the student to complete the Master of Arts degree in Counseling Psychology within one calendar year after 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. It also seeks to help the students develop an understanding of themselves, a caring about others, an ability to think analytically, and communicate clearly.

### **General Education Requirements (51)**

Psychology Requirements (45 Credits)

PSY 201 Introduction to Psychology  
PSY 202 Advanced General Psychology  
PSY 207 Child Development  
PSY 215 Psychology of Adolescence  
PSY 217 Human Lifespan Development

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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

PSY 340 Sport Psychology

PSY 499 Internship

HDS 490 Senior Seminar Fostering Mental Health: Supporting the Human Spirit

Three Electives (Of the three electives, a minimum of two upper level courses must be chosen from the following majors: psychology, social work, art therapy, music therapy)

Minor (optional) or electives 27

Total 120

### Minor: Psychology

Students may graduate with a minor in psychology by completing the following four courses plus two upper-level electives from the psychology offerings with a QPA of 2.0 or higher.

- PSY 201 Introduction to Psychology
- PSY 207 Child Development
- PSY 306 Abnormal Psychology
- PSY 313 Psychology of Personality

### Psychology Course Offerings

#### PSY 201 Introduction to Psychology (3)

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

#### PSY 202 Advanced General Psychology (3)

A continuation of the introductory course which focuses on brain-behavior, relationships, altered states of consciousness, life span psychology, intellectual, and social processes.

#### PSY 207 Child Development (3)

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

#### PSY 215 Psychology of Adolescence (3)

A course designed to expose the student to the physical, cognitive, social, and emotional aspects of adolescent development. Topics include an overview of developmental theories, the sense of self in adolescence, morality, family, violence, and substance abuse.

#### PSY 217 Human Lifespan Development (3)

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

#### PSY 250 Psychology through Films (3) (Intersession only)

Basic concepts in psychology will be explored through film, lecture, readings and discussion.

#### 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 319 Psychology of Gender (3)

A course designed first to consider the biological differences between men and women and how these may influence behavior and perceptions. The course will then consider how gender roles are developed and perpetuated by cultural mores, media representation, and advertising.

#### 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 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 (3)**

An opportunity for senior students to gain practical experience in the field of psychology within local agencies and community services. For majors only.

## **Bachelor of Arts in Social Work**

Program Director

Jude Gonsalvez, Ph.D.

[jgonsalvez@annamaria.edu](mailto:jgonsalvez@annamaria.edu)

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.

The Social Work program prepares baccalaureate-level students for generalist practice and utilizes a holistic approach and person-in-environment (the family, community, organizations, and broad social systems) framework that simultaneously focuses on strategies and guidelines for ethical practice, advocacy skills, and respect for human dignity. Specifically, students focus on the development of professional social work competencies including the development of critical thinking skills, an appreciation for diversity and difference, an understanding of research methods and theoretical frameworks

informing human development, an ability to advance social justice and influence policy, and an ability to effectively assist clients using a variety of interventive techniques. Faculty members, who have significant professional and academic experience, provide students with a comprehensive foundation for the practice of social work in fulfillment of the College's mission to educate the whole person.

The program's primary objective is the preparation of students for:

1. Employment at the baccalaureate-level as professional social work in generalists practice
2. Graduate study at the advanced standing level in a MSW program that is accredited by the Council of Social Work Education (CSWE).

### **MSW Advanced Standing**

Many Anna Maria College social work graduates go on to pursue master's degrees in social work at different graduate schools of social work in the country. As the program at Anna Maria is an accredited program through the Council of Social Work Education (CSWE), students graduating with a BA in Social Work from Anna Maria are not required to repeat the courses at the graduate level that they have already taken at the under-graduate level. Most students who have performed exceptionally well at the under-graduate level in the social work course will be accepted into advanced standing placement at the Master of Social Work (MSW) level.

### **Social Work Licensure**

Social Work majors are eligible to take the Licensed Social Work examination (LSW) in Massachusetts immediately after graduation. Upon completion of a graduate program in social work (MSW) students become eligible to take their Licensure Certified Social Work examination (LCSW) in Massachusetts. And, upon completion of two years of practice under a Licensed Independent Clinical Social Worker (LICSW) they become eligible to take their LICSW examination in the state of Massachusetts. Some states have a different tier of licensing than Massachusetts however students are free to move to another state after completion of their degree in social work.

### **Curriculum**

The curriculum of the Social Work program is guided by a person-in-environment framework and is based on a broad liberal arts foundation. The program offers courses in social work, 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

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designed to provide students with the knowledge, values, and skills necessary to operate from a holistic frame of reference.

### Field Work

The objective of the agency-based field work experience required of every student concentrating in social work is to provide a direct practice opportunity in the areas of child welfare, aging, family systems, medical and psychiatric services, juvenile services, and others in both private and public settings. The field work placement allows students to develop professional social work competencies by applying generalist concepts from the curriculum, and enables the student to gain experience in the field while attending classes. With supervision from experienced bachelor's and master's level social workers, students perform a variety of multi-level social work interventions, learn to work effectively in different settings, and to understand the daily functioning of community and social services systems. As a result of the numerous professional relationships between the Anna Maria College social work faculty and the Central Massachusetts health and social services community, AMC offers a wide range of agencies for student field work placement. The senior field placement is a yearlong placement. Students are required to complete 16 hours per week for two semesters, for a total of 425 hours. Students receive a minimum of one hour of supervision per week. This experience allows students to blend theory and knowledge as they develop as social workers. The fieldwork seminar which accompanies the senior-year field work practicum, meets once a week for an hour with the Field Director during the two-semester practicum. This seminar also integrates academic and field learning.

### General Requirements

In addition to the specific courses required by this program, students must complete the general degree requirements as detailed in the Academic Programs section of this catalog.

Students must earn a C+ or better in the following courses in order to graduate with a degree in Social Work:

SOC 201 Introduction to Sociology  
SWK 242 Introduction to Social Welfare as a Social Institution  
SWK 307 Issues of Diversity and Oppression  
SWK 342 Social Welfare Policies  
SWK 344 Introduction to Generalist Practice  
SWK 345 Social Work Practice and Ethics  
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 443 Practice with Individuals  
SWK 445 Field Work and Seminar I  
SWK 446 Field Work and Seminar II  
SWK 448 Practice with families and groups  
SWK 449 Practice with communities and organizations  
SWK 454 Senior Seminar

### Minor: Social Welfare

A minor in social welfare will provide students with the knowledge and values of social justice and practice that will equip them to function well in their chosen profession. The courses offered in the minor will acquaint students in majors and pre-professional programs that interface with social work (e.g., sociology, psychology, anthropology, health science, education, criminal justice, counseling, business, pre-law, sports, recreation) with the evolution of the social welfare structure in the United States (SWK 242), the policies that result in social welfare programs (SWK 342) and populations at particular risk (SWK 307 and SWK 348/349).

#### Required courses (18 credits)

- SWK 242 Introduction to Social Welfare as a Social Institution (3)
- SWK 307 Issues of Diversity and Oppression (3)
- SWK 348 or 349 Human Behavior and Social Environment I or II (3)
- SWK 342 Social Welfare Policy (3)
- Six additional credits (300-400 level) in social work elective courses (6)

Excluded are those courses which are restricted to social work majors, and include: SWK 401 Research Methods; SWK Methods and Field Internships sequence SWK 344, 443, 448, 449, 445 and 446; and SWK 454 Senior Seminar.

### Social Work Course Offerings

#### SOC 201 Introduction to Sociology (see Sociology listings)

#### SWK 145 Introduction to Fields of Social Work (3) elective

This course provides students with a beginning practical experience in community social agencies. Students visit numerous and diverse agencies throughout the semester. The class emphasizes the Social Work Mission and social worker roles within agencies. A weekly class meeting to discuss



observation experiences and professional issues and to integrate learning is included.

### **SWK 242 Introduction to Social Welfare as a Social Institution (3)**

This course is designed to introduce students to the historical development of professional social work. In addition, it provides an overview of contemporary social work practice, the need for social services in a modern society, an understanding of populations at risk, and social and economic justice. Prerequisites: none.

### **SWK 307 Issues of Diversity and Oppression (3)**

Examines the social, psychological, and institutional implications of race and culture as dynamic forces influencing 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 practice.

### **SWK 322 Contemporary Social Problems (3) elective**

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 strategies for addressing these problems with a focus on micro, macro, and mezzo practice.

### **SWK 333 Wellness and Mental Health (3) elective**

This elective course explores social work practice in health care settings from a bio/psycho/social/ spiritual perspective. It includes material on ethical dilemmas, social work values, economic justice and access to health care, populations at risk, and sensitivity to diversity (i.e., age, gender, race/ethnicity, sexual preference, spirituality, and disability). Students explore the meaning of illness in people's lives, how patients experience disability, chronic and terminal illnesses, trauma, grief, and loss. The role of social service individual as part of an interdisciplinary team that emphasizes a strengths perspective and wellness model is discussed. Students learn about medical social services in a variety of health care settings, including inpatient and outpatient, clinics, home care, hospice, and community based centers. Students examine their own personal attitudes about health and illness, grief and loss to increase their self-awareness of work in this field. Includes an overview of the public mental health system focusing on people affected by

severe and persistent mental illness. Reviews the current service system and its history; major mental illness, psychosocial rehabilitation, and treatment; and community support systems.

### **SWK 342 Social Welfare Policies (3)**

Examines the policies, programs, issues, and problems that social service 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 Introduction to Generalist Practice (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 macro level 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 345 Social Work Practice and Ethics (3)**

This course is a Junior field practicum course. The course will discuss Social work practice behaviors, professional dispositions, competencies, and ethical dilemmas through a concurrent field placement of 100 hours. The format will be lectures, presentations, and discussions. The course will comprise of assignments and papers as designed by the instructor. Students will meet once a week in class (on campus or online) to discuss their field placement and issues around practice. Course will be in the spring/summer / fall. Pre-requisite: 75 plus credits and more or approval of program director.

### **SWK 348, 349 Growth and Behavior and the Social Environment I, II (3, 3)**

Course description is: 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 Adolescence. The second semester revisits adolescence briefly and covers early adulthood through the aging years and death. Prerequisites: SOC 01.

Prerequisites: SWK 348 is a prerequisite to SWK 349.

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### **SWK 350 Child Abuse, Family Preservation, and Permanency Planning (3) elective**

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 Social Work 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 443 Practice with Individuals (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, Field Work and Seminar- I (6)**

This course includes 425 hours of practical experience in a social work setting and a weekly one-hour seminar to integrate theory and practice. Students will gain knowledge through reflective discussion and experiential learning Prerequisite: SWK 344.

### **SWK 446 Field Work and Seminar II (6)**

This is an advanced social work course for the senior social work student in field placement. Students in this seminar should have completed the majority of departmental requirements, including SWK 345 preparation for the field, , SWK 401 Research

Methods, SWK 445 Social Work Internship I, SWK 344 Social Work Methods I, and SWK 445 Social work internship-I. This course includes a weekly sixteen-hour placement in a community setting and a two-hour seminar. Students learn to integrate theory and practice through reflective discussion and experiential learning.

### **SWK 448 Practice with Families and Groups (3)**

The course develops the general skills required to intervene on the advanced level, stressing the integration of theory and practice. The course covers interactional models of practice in the context of social work with groups, the group as a mutual aid system, and principles of group formation with the beginning phase of group work practice. These topics are presented within the context of social work with families, focusing on family counseling, and family support functions. Prerequisite: SWK 344

### **SWK 449- Practice with Communities and Organizations (3)**

This course provides the student with an understanding and appreciation of macro social work practice with organizations and communities. Students will learn the social worker's role and responsibility in solving problems and promoting change in the communities and organizations. A broad range of topics will be covered, including community organization, advocacy, policy analysis, supervision/administration and grant writing

### **SWK 454 Senior capstone (3)**

This course 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 content presented throughout the sequence. As the capstone course of the Social Work Sequence at Anna Maria College, this seminar combines the in class review of social work course material with practical opportunities to participate in community events while operationalizing recently learned social work skills and competencies. Students examine their own professional identity and mastery of social work knowledge, values and skills through advanced level readings, in depth discussion, creative expression, and class presentations, culminating with the Social Work Senior Project.

## Social Work Degree Completion Program

The Social Work Degree Completion Program was developed to provide an opportunity for community college graduates and individuals who currently work in the field of human services to complete their degree in social work through a week night and weekend delivery model. Understanding the time constraints non-traditional students face with work, family and school, the new Program has been designed with flexibility, accessibility and affordability in mind.

Classes are held on Saturdays except for winter break sessions when classes are offered on weeknights and one Saturday. All Saturday classes run from 9:00 am to 4:30 pm under the accelerated schedule where classes meet twice a month. Classes are held at the Anna Maria College Paxton campus.

Admission to the Bachelor of Social Work degree completion program requires

- Completion of an associate degree in human services, sociology, psychology, or any related discipline and work experience or current employment at a social welfare agency.
- OR
- Completion of 56-plus traditional semester hours from college-level courses taken at an accredited institution of higher learning and completion of two (2) years of full-time work experience or current employment at a social welfare agency.
- A minimum cumulative GPA of 2.50 or higher on a 4.00 scale in all previous college course work (applicants with an overall GPA of 2.0 – 2.49 may be conditionally accepted)
- Two recommendations: one from the director of the associate degree program or relevant program representative and another from an immediate supervisor (internship or agency that the applicant is employed). See Recommendation Form
- A 2-3-page application letter, written by the applicant, indicating interest in pursuing a career in social work. Include personal qualities, special skills, experiences, or qualifications you bring to the profession.
- Signed Statement Understanding that you will be subject to a Criminal Offender Record Information (CORI) check as part of your field placement (form is attached).

For additional information about the Social Work Completion Program please contact Dr. Jude Gonsalvez, Director of Social Work Programs at [jgonsalvez@annamaria.edu](mailto:jgonsalvez@annamaria.edu).

The following is the class schedule as laid out for 2014-2016. Students will be allowed to begin their program based on the present schedule at the time of their acceptance to the program. They can then take missed classes at a later date.

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Semester	Course titles	TOTAL CREDITS	GROSS TOTAL
Winter session 2015 1/2/2015 – 1/14/2015	SWK 307 Issues of Diversity and Oppression Weeknights 4:00 pm to 9:15pm and Saturday 1/11 from 9:00 – 4:30 pm (Meets Global Dynamics requirement)	3	3
Spring- I -2015 1/17/15, 1/31, 2/14 & 2/28/15	SWK 242 Introduction to Social Welfare as a Social Institution Saturdays only 9:00 am to 4:30 pm (Meets US in the World requirement)	3	6
Spring – II- 2015 3/14/15, 3/28, 4/11 & 4/25/15.	SWK 348 Growth and Behavior in the Social Environment- I Saturdays only- 9:00 am to 4:30 pm.	3	9
Summer-I 2015 5/9/15, 5/23, 6/6 & 6/20/15	SWK 342 Social Welfare Policy Saturdays only 9:00 am to 4:30 pm.	3	12
Summer-II 015 7/11, 7/25, 8/1, 8/15/2015	SWK 349 Growth and Behavior in the Social Environment-II Saturdays only 9:00 am to 4:30 pm	3	15
Fall-I- 2015	THE 304 Catholic Social Teaching Evening classes	3	18
Fall-I- 2015 8/29, 9/12, 9/26 & 10/10/2015	SWK 344 Introduction to Generalist Practice Saturdays only 9:00 pm to 4:30 pm.	3	21
Fall-II- 2015 10/24, 11/7, 11/21 & 12/5/15.	SWK 454 Senior Seminar	3	24
Winter session 2016 1/4/16 – 1/9/16	SWK 401 Social Work Research Methods (Meets writing for career and creativity) Saturday classes only - 9:00 to 4:30 pm.	3	27
Spring –I 2016 1/16, 1/30, 2/13 & 2/27/16.	SWK 443 Practice with Individuals Saturday classes -9:00 to 4:30 pm.	3	30
Spring- II- 2016 3/12, 3/26, 4/9 & 4/23/2016	SWK 449 Practice with Communities and Organizations Saturday classes only 9:00 am to 4:30 pm.	3	33
Summer I- 2016 5/7, 5/21, 6/4 & 6/18/2016.	SWK 448 Practice with Families and Groups Saturday classes only 9:00 am to 4:30 pm	3	36
Summer- II 2016 7/2, 7/16, 7/30 & 8/13/2016.	SWK 345- Practice and Ethics	3	39
Fall I 2016 8/27, 9/10, 9/24 & 10/8/2016	SWK 408 Marriage and Family Saturday classes only - 9:00 to 4:30 pm.	3	42
Fall –II 2016	Any Quantitative Reasoning course	3	45
Spring I and II 2017	SWK 445 Internship I 16 hours/week through Spring (210 hours)- with twice a week field seminar contact on campus Wednesday 4:00 to 5:00 pm.	6	51
Summer I and II 2017	SWK 446 Internship-II 16 hours per week through summer I and II 2016 (210 hours) with twice a week field seminar contact on campus on Wednesdays 4:00 to 5:00 pm.	6	57
Any semester	Open electives if short of 60 credits	3	60

Anna Maria College Criminal Justice Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b><u>Major Requirements</u></b>		
SOC201/BLP110/JSS101	Students must take one ( <i>SOC201 EC in Societies of the World</i> )	_____
JSS210	Researching the Social World	_____
JSS250	Foundations of Probability and Stats ( <i>QR</i> )	_____
CRJ101	American Justice Systems	_____
CRJ210	Constitutional Law	_____
CRJ212	Criminal Law	_____
CRJ220	Criminology	_____
CRJ250	Policing in America	_____
CRJ260	Corrections	_____
CRJ---	CRJ499 Internship or additional 3/400 Elective ( <i>Internship Recommended</i> )	_____
CRJ---	Criminal Justice Elective	_____
CRJ---	Criminal Justice Elective	_____
CRJ3/400	Upper Level CRJ Elective	_____
CRJ3/400	Upper Level CRJ Elective	_____
CRJ3/400	Upper Level CRJ Elective	_____

### Notes:

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

Anna Maria College Forensic Criminology Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition ( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements</b>		
JSS210	Researching the Social World ( <i>prerequisite: 12 credits earned</i> )	_____
JSS250	Foundations of Probability and Stats ( <i>QR</i> )	_____
CRJ101	American Justice Systems	_____
FOR205	Crime Scene Forensics	_____
CRJ210	Constitutional Law	_____
CRJ212	Criminal Law	_____
CRJ220	Criminology	_____
CRJ311	Criminalistics	_____
FOR340	Cybercrime I	_____
FOR407	Forensic Psychology	_____
FOR480	Forensic Anthropology	_____
---	Approved Elective or Internship ( <i>internship recommended</i> )	_____
---	Approved Elective	_____
---	Approved Elective	_____
---	Approved Elective	_____

**Notes:**

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

<b>Anna Maria College Human Development/Human Services Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
JSS101	Foundations of Social Justice and the Social Sciences	_____
BLP110	Leadership I	_____
PSY201/SOC201	Choose one course ( <i>consult advisor, SOC201 EC in Societies of the World</i> )	_____
PSY217	Human Lifespan Development	_____
PSY207/PSY215/SWK348/ SWK349	Choose one course ( <i>consult advisor</i> )	_____
JSS201	Professional Communications	_____
HDS310	Observation, Documentation, & Assessment	_____
HDS315	Family and Community Relationships	_____
SWK307	Issues of Diversity and Oppression ( <i>EC in Global Dynamics</i> )	_____
---	Leadership elective	_____
---	Advocacy and Public Policy elective	_____
---	Advocacy and Public Policy elective	_____
---	Family and the Individual elective	_____
---	Family and the Individual elective	_____
---	Cultural Competency elective	_____
---	Cultural Competency elective	_____

### Notes:

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

### Approved Leadership Electives:

BLP112, BLP320, PSY490

### Approved Advocacy and Public Policy Electives:

JSS210, JSS250, LPS201, SWK242, SWK322, SWK342

### Approved Family and the Individual Electives:

PSY306, PSY313, SWK350, SWK333, SWK408

### Approved Cultural Competency Electives:

SOC207, EDU330, EDU336, BLP410, EDU656

Anna Maria College Human Development/Human Services – Early Childhood Education Leadership Concentration Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of “C” required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of “C” required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of “C” required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of “C” required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
JSS101	Foundations of Social Justice and the Social Sciences	_____
BIO130	Nutrition and Health ( <i>EC in Natural Sciences</i> )	_____
PSY201/SOC201	Choose one course ( <i>consult advisor</i> )	_____
PSY217	Human Lifespan Development	_____
PSY207	Child Development ( <i>min. 12 credits earned</i> )	_____
JSS201	Professional Communications	_____
HDS205	Guiding Children’s Behavior	_____
HDS310	Observation, Documentation, & Assessment	_____
HDS315	Family and Community Relationships	_____
SWK307	Issues of Diversity and Oppression ( <i>EC in Global Dynamics</i> )	_____
BUS260	Principles of Management	_____
BLP320	Group Management and Team Building Strategies	_____
EDU311	Early Childhood Curriculum	_____
PSY490	Group Dynamics ( <i>prerequisite: minimum 90 credits earned</i> )	_____
3/400	Upper Level Elective ( <i>consult advisor</i> )	_____
EDU658	Childcare Administration ( <i>5<sup>th</sup> year option</i> )	_____
HDS499	Internship	_____
---	Advocacy and Public Policy elective	_____
---	Advocacy and Public Policy elective	_____
---	Family and the Individual elective	_____
---	Family and the Individual elective	_____
---	Cultural Competency elective	_____
---	Cultural Competency elective	_____

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

**Approved Leadership Electives:**

BLP110, BLP112, BLP320, PSY490

**Approved Advocacy and Public Policy Electives:**

JSS210, JSS250, LPS201, SWK242, SWK322, SWK342

**Approved Family and the Individual Electives:**

PSY306, PSY313, SWK350, SWK333, SWK408

**Approved Cultural Competency Electives:**

SOC207, EDU330, EDU336, BLP410, EDU656



## Anna Maria College Human Development/Human Services – Early Childhood Education and Care Concentration Degree Requirements

Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of “C” required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of “C” required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of “C” required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of “C” required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
JSS101	Foundations of Social Justice and the Social Sciences	_____
BIO130	Nutrition and Health ( <i>EC in Natural Sciences</i> )	_____
PSY201/SOC201	Choose one course ( <i>consult advisor</i> )	_____
PSY217	Human Lifespan Development	_____
PSY207	Child Development ( <i>min. 12 credits earned</i> )	_____
JSS201	Professional Communications	_____
HDS205	Guiding Children’s Behavior	_____
HDS310	Observation, Documentation, & Assessment	_____
HDS315	Family and Community Relationships	_____
SWK307	Issues of Diversity and Oppression ( <i>EC in Global Dynamics</i> )	_____
EDU310	Language Arts and Children’s Literature	_____
EDU311	Early Childhood Curriculum	_____
EDU312	Math and Science Education for Early Childhood ( <i>co-requisite: EDU 409</i> )	_____
EDU---	Special Needs Course ( <i>consult advisor</i> )	_____
EDU435	Teaching Practicum ( <i>agency preschool</i> )	_____
BLP110	Leadership I ( <i>approved leadership elective</i> )	_____
---	Leadership elective	_____
---	Advocacy and Public Policy elective	_____
---	Advocacy and Public Policy elective	_____
---	Family and the Individual elective	_____
---	Family and the Individual elective	_____
---	Cultural Competency elective	_____
---	Cultural Competency elective	_____

<b>Anna Maria College Human Development/Human Services Human Services Track</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
ECO 201	Principles of Macroeconomics	_____
JSS 210	Researching the Social World	_____
JSS 250	Applied Statistics and Quantitative Analysis	_____
SOC201	Introduction to Sociology	_____
SWK 242	Social Welfare as a Social Institution	_____
SWK 307	Issues of Diversity and Oppression	_____
SWK 342	Social Welfare Policies	_____
SWK 348	Growth & Behavior in Social Environment I	_____
SWK 349	Growth & Behavior in Social Environment II	_____
HDS 344	Introduction General Practice	_____
HDS 345	Human Services Practice and Ethics (100 hour field placement)	_____
HDS 433	Generalist Practice with Individuals	_____
HDS 448	Generalist Practice with Families and Groups	_____
HDS 449	Generalist Practice with Community and Organizations	_____
HDS 499	Internship (6 credits)	_____
		_____

**Notes:**

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

Anna Maria College Law, Politics & Society Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements</b>		
PSC201	Introduction to Politics ( <i>EC in US in the World</i> )	_____
PSC231	American Government	_____
SOC201	Introduction to Sociology ( <i>EC in Societies of the World</i> )	_____
LPS255	Philosophy of Law	_____
LPS422	Law and Society	_____
LPS 490	Internship	_____
<b>*Pre-Law Concentration (Choose 3 from the Following)*</b>		
CRJ101	American Justice Systems	_____
CRJ210	Constitutional Law	_____
CRJ360	Contemporary Constitutional Issues	_____
PSC408	Modern Presidency	_____
PPO202	Contemporary Public Policy	_____
<b>*International Law and Politics Concentration (Choose 3 from the Following)*</b>		
PSC320	How Do (And Don't) Countries Get Along	_____
PSC240	Governments of the World	_____
PSC 330	Politics of Terrorism	_____
PSC390	Politics of Reconciliation	_____
PSC407	American Foreign Policy	_____
<b>*Sociology Concentration (Choose 3 from the Following)*</b>		
SOC211	Sociological Theory	_____
SOC221	Social Problems in America	_____
JSS210	Researching the Social World ( <i>prerequisite: 12 credits earned</i> )	_____
SOC 207	Sociological Theory	_____
SOC 331	Conformity, Deviance and Social Control	_____

### Notes:

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*Students select a concentration and must meet complete three courses from those listed within their selected track

Anna Maria College Psychology Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I**	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements</b>		
JSS250	Foundations of Probability and Statistics ( <i>QR</i> )	_____
PSY201	Introduction to Psychology	_____
PSY202	Advanced General Psychology	_____
PSY207	Child Development ( <i>prerequisite: minimum of 12 credits</i> )	_____
PSY215	Adolescent Psychology ( <i>prerequisite: minimum of 12 credits</i> )	_____
PSY306	Abnormal Psychology	_____
PSY313	Theories of Personality	_____
PSY327	Experimental Psychology I: Learning and Cognition ( <i>EC in Writing for Career &amp; Creativity</i> )	_____
PSY328	Experimental Psychology II: Methodologies and Analysis	_____
---	Upper Level PSY/SWK/ATH/MUT	_____
---	Upper Level PSY/SWK/ATH/MUT	_____
---	Upper Level PSY/SWK/ATH/MUT	_____
PHL/ETH	Ethics Elective	_____
PSY499	Internship	_____

**Notes:**

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

Anna Maria College Social Work Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
SWK454	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements</b>		
SOC201	Introduction to Sociology ( <i>EC Societies of the World</i> )	_____
SWK242	Social Welfare as a Social Institution ( <i>EC in US in the World</i> )	_____
SWK307	Diversity and Issues of Oppression ( <i>EC in Global Dynamics</i> )	_____
SWK342	Social Welfare Policies	_____
SWK344	Intro to Generalist Practice ( <i>SWK Majors Only</i> )	_____
SWK345	Social Work Practice and Ethics ( 100 hours junior internship)	_____
SWK348	Growth & Behavior in the Social Environment I	_____
SWK349	Growth & Behavior in the Social Environment II	_____
SWK410	Research Methods in Social Work	_____
SWK408	Marriage and the Family	_____
SWK443	Generalist Practice with Individuals ( <i>prerequisite: SWK344</i> )	_____
SWK445	Field Work and Seminar I ( senior only)	_____
SWK446	Field Work and Seminar II ( seniors only)	_____
SWK448	Generalist Practice w/Families and group ( <i>prerequisite: SWK344, 443</i> )	_____
SWK449	Generalist Practice w/Community & Org ( <i>prerequisite: SWK344, 443, 448</i> )	_____
SWK454	Senior capstone/seminar	_____

### Notes:

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*Students within the Social Work major must receive minimum grades of C+ or higher to successfully pass all SWK courses.

## School of Education

### **School of Education**

Director and Teacher Licensure Officer

Joanne McDonnell, M.Ed.

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The teacher preparation programs at Anna Maria College prepare students teach in public and private schools in Massachusetts, and, by interstate agreement, in most states nationwide.

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 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 students in Preschool through high school settings.

#### Teacher Preparation Programs

The teacher preparation programs at Anna Maria College 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 following programs prepare students for initial teacher licensure and are approved by the Massachusetts Department of Elementary and Secondary Education (DESE):

- Teacher of English (5-8 or 8-12)
- Teacher of History (5-8 or 8-12)
- Teacher of Music (All)
- Teacher of Visual Art (PreK-8 or 5-12)
- Early Childhood: Teacher of Students with and without Disabilities (PreK-2)
- Elementary Education (1-6)

The Department of Elementary and Secondary Education (DESE) initial license qualifies students to begin teaching in the state of Massachusetts. It should be noted that the initial teacher

license is the second of three levels of licensure for Massachusetts schools. To learn more about [Types of Licenses](#)

### General College Requirements

Students complete requirements equivalent to two majors in order to qualify for a bachelor degree and preparation for teacher licensure. The primary major must be in one of the liberal arts or sciences (12 courses); the secondary major, in education / teacher preparation (8 to 12 courses). Students follow the same general college requirements described in the Academic Programs section of this catalog, choosing courses from within the schools of the College. To meet licensure requirements, students elect courses in consultation with their faculty advisors.

#### Major Requirements for Education / Teacher Preparation

The primary major of students interested in teacher preparation at Anna Maria College is found in the school that supports that major. For example, students interested in teaching English or history at the middle (5-8) or high school (8-12) grade level, will find their major requirements in the School of Humanities. Students interested in teaching music or visual arts will find their major requirements in the School of Visual and Performing Arts. Students interested in teaching Early Childhood (PreK-2) will find their major requirements in the School of Justice and Social Sciences or the School of Education. Students interested in teaching Elementary (1-6) grades select the Liberal Studies major from the School of Education. The second major, education / teacher preparation, requirements can be found in the School of Education section of the catalog.

Course descriptions specific to majors can be found in the corresponding schools. All courses specific to teacher licensure preparation can be found in the School of Education. An overview of Schools with teacher preparation majors is listed below:

#### **School of Humanities**

*Teacher of English (5–8 or 8–12)*

- Major in English

*Teacher of History (5–8 or 8–12)*

- Major in History

*Elementary Education (1-6)*

- Major in Liberal Studies

#### **School of Visual and Performing Arts**



#### *Teacher of Music (All)*

- Major in Music Education

#### *Teacher of Visual Art (PreK–8 or 5–12)*

- Major in Visual Art

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

#### *Early Childhood: Teacher of Students with and without Disabilities (PreK–2)*

- Major in Human Development and Human Services

### **School of Education**

#### *Early Childhood: Teacher of Students with and without Disabilities (PreK–2)*

- Major in Liberal Studies with optional concentration in special education/moderate disabilities

#### *Elementary Education (1-6)*

- Major in Liberal Studies with optional concentration in special education/moderate disabilities

#### **Admission to Teacher Preparation**

Students may begin their Education major in their freshman year. However, students are not formally admitted to education / teacher preparation until they have successfully completed 60 credits, passed the MTEL Communication and Literacy test, and earned an overall GPA of 2.7 and, to student teach, they need to have earned at least a 2.7 GPA in their teacher preparation courses. Admission to Anna Maria College does not guarantee admission to the teacher licensure preparation programs. Additionally, 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 in their major and teacher preparation courses.
4. Achieve a passing score on the Communication and Literacy sections (reading and writing) 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.

#### **Requirements for Massachusetts Department of Elementary and Secondary Education 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). To learn more about Educator Licensure Tests see <http://www.doe.mass.edu/mTEL/>
- Evidence of professional dispositions and 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 on the following topics:
- 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
- English Language Learners
- Technology
- Supervised Field Placement

#### **Teacher Preparation/Education Major Requirements for Licensure**

#### **School of Humanities**

#### **Teacher of English (5–8 or 8–12)**

- *Major in English*

#### **Teacher of History (5–8 or 8–12)**

- *Major in History*

#### **English w/Concentration in Teacher Licensure in English (5-8 or 8-12)**

English majors may prepare for licensure as a teacher of English in the middle (5–8) or high school (8–12) levels. Graduates, after passing the required MTEs, are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education. \* See the School of Humanities for specifics about the English major requirements.

\*Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts

## School of Education

Department of Elementary and Secondary Education Initial License.

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

Teacher preparation / education requirements in addition to General Education and English major requirements:

- PSC 231 American Government (or equivalent)
- EDU 201 Education, Culture, and Society
- PSY 215 Psychology of Adolescence
- EDU 200 Introduction to Teaching
- EDU – at least one course focusing on special education
- ENG Instructional Methods in Teaching English – may be taken through HECCMA: Higher Education Consortium (includes 40-hour field placement – EDU 409)
- EDU 412 Instructional Methods in Middle and Secondary Schools (includes 40-hour field placement – EDU 409)
- EDU 656 ESL Theory and Practice (includes field placement)
- EDU 420 Student Teaching Seminar
- EDU 431 Teaching Practicum (5–8 or 8–12) (12 credits)

Students enroll in one 300-hour/15-week practicum appropriate to the grade level for which they are seeking licensure (5–8 or 8–12).

### Teacher of History (5-8 or 8-12)

History majors may prepare for licensure as a teacher of history in the middle (5–8) or high schools (8–12) levels. Graduates, after passing the required MTELs, are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education. \* See the School of Humanities for specifics about the history major requirements.

\*Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts Department of Elementary and Secondary Education Initial License.

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

Teacher preparation / education requirements in addition to General Education and history major requirements:

- PSC 231 American Government (or equivalent)
- EDU 201 Education, Culture, and Society
- PSY 215 Psychology of Adolescence
- EDU 200 Introduction to Teaching
- EDU – at least one course focusing on special education
- HST Instructional Methods in Teaching English – may be taken through HECCMA: Higher Education Consortium (includes 40-hour field placement – EDU 409)
- EDU 412 Instructional Methods in Middle and Secondary Schools (includes 40-hour field placement – EDU 409)
- EDU 656 ESL Theory and Practice (includes field placement)
- EDU 420 Student Teaching Seminar
- EDU 431 Teaching Practicum (5–8; 8–12) (12 credits)  
Students enroll in one 300-hour/15-week practicum appropriate to the grade level(s) for which they are seeking licensure (5–8 or 8–12).

## School of Visual and Performing Arts

Teacher of Music (All)

Major in Music Education

Teacher of Visual Art (PreK–8 or 5–12)

Major in Visual Art



## 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 Pre-K–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, after passing the required MTELs, are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education. \* The Bachelor of Music; Teacher of Music 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. See the School of Visual and Performing Arts for specifics about the Teacher of Music major requirements.

\*Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts Department of Elementary and Secondary Education Initial License.

## Teacher of Music (All)

Teacher preparation / education requirements in addition to General Education and teacher of music major requirements:

- PSC 231 American Government (or equivalent)
- EDU 201 Education, Culture, and Society
- PSY 207 Child Development OR PSY 215 Psychology of Adolescence
- EDU 200 Introduction to Teaching
- EDU – at least one course focusing on special education
- MUS 411 Music in the Elementary School (includes 40-hour field placement – EDU 409)
- MUS 412 Music in the Secondary School (includes 40-hour field placement – EDU 409)
- EDU 656 ESL Theory and Practice (includes field placement)
- EDU 420 Student Teaching Seminar
- EDU 433 Teaching Practicum (12 credits)
- At least 80 hours of monitored field-based experience (classroom observation typically accomplished in MUS 411 and MUS 412) are required prior to the Teaching Practicum (student teaching).
- Teaching practicum totals 12 credits. Students enroll in one 150-hour practicum at the elementary level and one 150-hour practicum at the middle/high school level. Practicum is a full 15 weeks.

## Teacher of Visual Art

The Massachusetts Department of Elementary and Secondary 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. Graduates, after passing the required MTELs, are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education. \* See the School of Visual and Performing Arts for specifics about the Teacher of Visual Art major requirements.

\*Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts Department of Elementary and Secondary Education Initial License.

## Teacher of Visual Art (PreK-8 or 5-12)

Teacher preparation / education requirements in addition to General Education and teacher of visual art major requirements:

- PSC 231 American Government (or equivalent)
- EDU 201 Education, Culture, and Society
- PSY 207 Child Development OR PSY 215 Psychology of Adolescence
- EDU 200 Introduction to Teaching
- EDU – at least one course focusing on special education
- ART 411 Art Education I (includes 40-hour field placement – EDU 409)
- ART 412 Art Education II (includes 40-hour field placement – EDU 409)
- EDU 656 ESL Theory and Practice (includes field experience)
- EDU 420 Student Teaching Seminar
- EDU 425 Teaching Practicum—Art (PreK–8) (12 credits) or
- ART 427 Teaching Practicum—Art (5–12) (12 credits)
- 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/15-week practicum appropriate to the grade level for which they are seeking licensure (PreK– 8 or 5–12).

## School of Justice and Social Sciences

- Early Childhood: Teacher of Students with and without Disabilities (PreK–2)
- Major in Human Development and Human Services
- Early Childhood: Teacher of Students with and without Disabilities (PreK–2)

## School of Education

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 or Liberal Studies. Graduates are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education. \*

\*Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts Department of Elementary and Secondary Education Initial License.

Subject knowledge requirements for Early Childhood Teacher Licensure include:

- ENG 220 Origins of Literature in Folklore and Myth
- HST 109 or HST 110 Western Civilization I or II
- BIO 130 Nutrition and Health
- MTH 101 Numbers and Operations
- MTH 127 Algebra through Geometry
- Course in US history
- Course in economics
- Science with a lab

Teacher Licensure Requirements include:

- HDS 205 Guiding Children's Behavior
- EDU 200 Introduction to Teaching
- EDU 201 Education, Culture, and Society
- PSY 207 Child Development
- Two courses focused on special needs
- EDU 310 Language Arts and Children's Literature
- EDU 311 Early Childhood Curriculum
- EDU 312 Mathematics and Science Education for Early Childhood (includes 40-hour field placement – EDU 409)
- EDU 315 Teaching and Learning of Reading (includes 40-hour field placement – EDU 409)
- EDU 656 ESL Theory and Practice (includes field placement)
- EDU 420 Teaching Seminar
- EDU 423 Teaching Practicum Early Childhood (PreK-2) (12 credits)

Human Development and Human Services Major Requirements

(in addition to General Education, Subject Knowledge, and Teacher Licensure Requirements)

- PSY 201 Introduction to Psychology OR
- SOC 201 Introduction to Sociology
- HDS 310 Observation, Documentation, & Assessment
- HDS 315 Family and Community Relationships
- SWK 350 Issues of Diversity and Oppression
- HDS 490 Fostering Mental Health: Supporting the Human Spirit

School of Education

Early Childhood: Teacher of Students with and without Disabilities (PreK–2)

- *Major in Liberal Studies (with optional concentration in special education)*

Elementary Education (1-6)

- *Major in Liberal Studies (with optional concentration in special education)*

Liberal Studies Major Requirements (in addition to General Education, Subject Knowledge, and Teacher Licensure Requirements)

Students pursuing licensure in Early Childhood Education or Elementary Education may major in Liberal Studies, an interdisciplinary arts and science program. Graduates are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education. \*

\*Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts Department of Elementary and Secondary Education Initial License.

Subject knowledge requirements for Early Childhood and Elementary Teacher Licensure include:

- ENG 220 Origins of Literature in Folklore and Myth
- ENG 320 Medieval Literature and Language
- HST 109 or HST 110 Western Civilization I or II
- BIO 130 Nutrition and Health
- MTH 101 Numbers and Operations
- MTH 127 Algebra through Geometry
- Course in U.S. History
- Course in economics
- Science with a lab

Teacher Licensure Requirements for Early Childhood (PreK-2) include:

- HDS 205 Guiding Children's Behavior
- EDU 200 Introduction to Teaching
- EDU 201 Education, Culture, and Society
- PSY 207 Child Development
- Two courses focused on special needs
- EDU 310 Language Arts and Children's Literature
- EDU 311 Early Childhood Curriculum
- EDU 312 Mathematics and Science Education for Early Childhood (includes 40-hour field placement – EDU 409)
- EDU 315 Teaching and Learning of Reading (includes 40-hour field placement – EDU 409)
- EDU 656 ESL Theory and Practice (includes field placement)
- EDU 420 Teaching Seminar
- EDU 423 Teaching Practicum Early Childhood (PreK-2) (12 credits)

Teacher Licensure Requirements for Elementary (1-6) include:

- EDU 200 Introduction to Teaching
- EDU 201 Education, Culture, and Society
- PSY 207 Child Development
- One course in special needs
- EDU 310 Language Arts and Children's Literature
- EDU 315 Teaching and Learning of Reading (includes 40-hour field placement – EDU 409)
- EDU 316 Teaching and Learning Math and Science (includes 40-hour field placement – EDU 409)
- EDU 656 ESL Theory and Practice (includes field placement)
- EDU 420 Teaching Seminar
- EDU 424 Teaching Practicum Elementary (1–6) (12 credits)

#### Early Education and Care Certification Preparation

Students who may not be interested in Massachusetts Department of Elementary and Secondary Education licensure may be interested in working in the field of early education and care. An option for these students includes preparation for the Early Education and Care (EEC) certification. These students would major in Human Development and Human Services and select one of the minors listed below to complete requirements for Early Education and Care Certification. See the School of Justice and Social Sciences for specifics about the major and optional minors (listed below).

- Early Childhood Early Education and Care (EEC) Certification Track (Birth to 8 Years)
- HDS 205 Guiding Children's Behavior
- EDU 310 Language Arts and Children's Literature
- HDS 310 Observation, Documentation, and Assessment
- EDU 311 Early Childhood Curriculum
- EDU 312 Math & Science Education for Early Childhood
- BIO 130 Nutrition and Health
- Early Education and Care Leadership
- BLP 110 Leadership
- BUS 260 Principles of Management
- BLP 320 Group Management and Team Building Strategies
- 300-400 elective Discuss with advisor
- 300-400 elective Discuss with advisor
- EDU 658 Childcare Administration (5th year option)

#### Minors in Education and Special Education

Minors in Education and Special Education are currently being developed. Students who are interested in a minor in either of these minors should meet with the Dean of the School of Education to discuss their interest.

#### Education Minor

Educating individuals to learn skills and gain conceptual knowledge aligns with many disciplines. The pedagogy required to effectively teach is important to professionals in the areas of business, sports management, criminal justice, nursing, social work, human development human services, psychology art therapy, music therapy, and fire science. Understanding the foundational skills of teaching provides career opportunities across disciplines. Professionals who can effectively teach, train, and present within their organization and community are valued. An Education Minor is designed to prepare students to understand how people learn and the strategies needed to meet diverse needs with learners who have learning disabilities, English as a second language, and social emotional needs. The courses are designed to focus on developing well-structured lessons through Universal Design for Learning, implementing differentiated interventions, promoting a safe physical and intellectual environment, and reflective practice. Courses are designed to blend theory and practical application. The Education minor will have five required courses and one elective.

#### Required:

- EDU 201 Education, Culture, and Society
- EDU 200 Intro to Teaching

## School of Education

- EDU 207 Child Development or PSY 215 Psych of the Adolescence or PSY 217 Human Lifespan Development
- Special Education Elective (choose one)
  - EDU 330 Strategies for Inclusion
  - EDU 336 Psych of the Exceptional Child
  - EDU 339 Special Education
- EDU 656 ESL Theory and Practice (fifth year option)

One elective from the following list:

- EDU 311 Early Childhood Curriculum
- BIO 130 Nutrition and Health
- CRJ 379 Workplace and School Safety
- CRJ 383 Child Abuse
- HDS 205 Guiding Children's Behavior
- HDS 310 Observation Documentation HDS 315 Family and Community
- HDS 316 Mindfulness in the Classroom
- HCS 202 Cultural Diversity
- SWK 307 Issues of Diversity
- SWK 408 Marriage and Family
- SPN 201 Spanish Outreach
- EDU 642 Early Childhood Curriculum (fifth year option)
- Or pre-approved course from the Director of Education Programs

## School of 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; lesson planning; and effective teaching practices and educational research. Prerequisite: EDU 201.

### **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 307 Authentic Writing for Professional Communication (3)**

Writing effectively is an essential skill for all professionals. The goal for this course is to provide opportunities to analyze, evaluate, and apply writing skills needed to communicate effectively with administrators, colleagues and the outside community. Students will learn to be more conscious of their own writing strengths and goals as well as the specific action steps need to become a more successful communicator. This course will focus on authentic writing used for professional communication to prepare you to develop, draft and execute various forms of writing useful for an array of professional expectations.

### **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.

### **EDU 311 Early Childhood Curriculum (3)**

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

### **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 lesson planning and field experiences in Pre- K–2 settings. Massachusetts Curriculum Frameworks are used for reference.

### **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 lesson planning and field experiences in public school settings. 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 lesson planning and field experiences in public school settings.

### **EDU 330 Strategies for Inclusion (3 credits)**

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

### **EDU 332 Learning Disabilities (3)**

Studies the identification and remediation of specific learning problems that impact a student's ability to listen, think, speak, read, write, spell, or do mathematics. Reviews the federal and state regulations and definitions of a specific learning disability, eligibility criteria for services and strategies to enhance student learning. Administration of an individual achievement test will enable students to recognize learning differences and the need for IEP goals and objectives. Prerequisite: PSY 207 or equivalent.

### **EDU 336 Psychology of the Exceptional Child (3)**

This Introductory course will provide students with a comprehensive overview of the federal and state laws pertaining to special education, as well as the role and responsibilities of the teacher of students with moderate special needs. Students will examine the characteristics of children with exceptional needs and approaches to intervention and remediation in inclusive and substantially separate programs. Students will become familiar with the development and implementation of IEP's (Individual Education Plans), instruction on the appropriate use of augmentative and alternative communication and other assistive technologies, and teaching strategies and methods that are research-based and support a variety of learning styles. Prerequisite: PSY 207 or equivalent.

### **EDU 330 Strategies for Inclusion Special Education: History, Development and Process**

This course will provide students with a comprehensive overview of the Federal Law, Individuals with Disabilities Education Act (IDEA) as well as the means of providing accommodations to special education students through Assistive Technology and/or Augmentative Communication. The evaluation and assessment process will be reviewed as well as classroom accommodations and modifications. Students will become knowledgeable of the Special Education Eligibility/Initial and Reevaluation Determination as well as understanding the meaning of Least Restrictive Environment (LRE) and a Free and Appropriate Public Education (FAPE). Disability categories will be reviewed and ultimately students will become adept to develop and implement an individual Educational Plan. Students will also become familiar with the appeals process by the Bureau of Special Education Appeals (BSEA).

### **EDU 339 Special Education; History, Development and Process**

This course will provide students with a comprehensive overview of the Federal Law, Individuals with Disabilities Education Act (IDEA) as well as the means of providing accommodations to special education students through Assistive Technology and/or Augmentative Communication. The evaluation and assessment process will be reviewed as well as classroom accommodations and modifications. Students will become knowledgeable of the Special Education Eligibility/Initial and Reevaluation Determination as well as understanding the meaning of Least Restrictive Environment (LRE) and a Free and Appropriate Public Education (FAPE). Disability categories will be reviewed and ultimately students will become adept to develop and implement an Individual Educational Plan. Students will also become familiar with the appeals process by the Bureau of Special Education Appeals (BSEA).

## School of Education

### **EDU 409 / EDU 410 Field Placement (0 credit)**

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

### **EDU 412 Methods of Teaching - Middle/Secondary School (3)**

Explores the interrelated aspects of teaching and learning in middle/secondary schools. Students examine the practices of effective teachers, demonstrate various teaching methods, and develop reflective practice skills while connecting theory with practice. Includes lesson planning and a 40-hour field placement.

### **EDU 420 Student 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 and aligns with the Department of Elementary and Secondary licensure requirements.

### **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. The Department of Elementary and Secondary Education Candidate Assessment of Performance Pre-Service Performance Assessment is the assessment tool for this experience. 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. The Department of Elementary and Secondary Education Pre-Service Performance Assessment is the assessment tool for this experience.

### **EDU 431 Teaching Practicum (5–8 or 8–12) (12)**

Engages teacher education students in observing, assisting, and teaching in 5-8 or 8-12 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. The Department of Elementary and Secondary Education Candidate Assessment of Performance PreService Performance Assessment is the assessment tool for this experience. Students enroll in one 300-hour practicum appropriate to the grade level(s) for which they are seeking licensure (5–8 or 8–12).

### **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.

### **EDU 435 Teaching Practicum (Agency Preschool) (variable)**

Engages students in observing, assisting, and teaching in preschool settings for 150 hours under the direction of agency personnel and college supervisors.

### **EDU 499 Internship (3-6)**

An opportunity for senior students who are on non-licensure track to gain experience in a public or private educational setting.

See Graduate Catalog for courses that would apply as 5th year option courses and optional special education concentration courses.

Anna Maria College Teacher of English Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I (conversational)	Global Language I ( <i>consult advisor</i> )	_____
Language II (applied)	ESL Theory and Practice (LAN II taken JR or SR year) <b>EDU 656</b>	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u> (required courses can be applied to meet these requirements)</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>English Major and English Education Requirements</b>		
ENG220	Origins of Folklore and Myth ( <i>EC in Creativity and Imagination</i> )	_____
ENG230	American Literature	_____
ENG233	British Literature	_____
ENG2--	English 200-level elective	_____
ENG321	Beowulf, Chaucer, and the English Medieval Tradition ( <i>EC in Western Cultures and History</i> )	_____
ENG330	The Worlds and Works of William Shakespeare	_____
ENG340	Global Literature and Cultures	_____
ENG3/400	English 3/400-level elective	_____
ENG3/400	English 3/400-level elective	_____
		_____
		_____
<b>Teacher Licensure Requirements</b>		
EDU201	Education Culture & Society ( <i>EC in US in the World</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
PSY215	Adolescent Psychology ( <i>prerequisite: min. 12 credits</i> )	_____
PSC231	American Government	_____
EDU---	Special Needs Course ( <i>consult advisor for options</i> )	_____
EDU656	ESL Theory and Practice ( <i>LAN II taken JR or SR year</i> )	_____
EDU411	Teaching English in Middle and High School ( <i>co-requisite: EDU409</i> )	_____
EDU412	Methods of Teaching Middle and Secondary School ( <i>co-requisite: EDU409</i> )	_____
EDU431	Student Teaching Practicum grades 5-8 or 8-12 ( <i>12 credits</i> )	_____
EDU490	Student Teaching Seminar	_____

\*Some major requirements can be applied to explorations course requirements.

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All middle and secondary education majors should consult the School of Education for complete list of teacher preparation requirements\*

<b>Anna Maria College Teacher of History Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I (conversational)	Global Language I (consult advisor)	_____
Language II (applied)	ESL Theory and Practice (LAN II taken JR or SR year)EDU 656	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u> (required courses can be applied to meet these requirements)</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>History Education Requirements*</b>		
HST109	World Civilization I ( <i>EC Western Cultures and History</i> )	_____
HST110	World Civilization II ( <i>EC Western Cultures and History</i> )	_____
HST111	American Nation I	_____
HST112	American Nation II	_____
HST300	History 3/400 elective	_____
HST300	History 3/400 elective	_____
HST300	History 3/400 elective	_____
HST300	History 3/400 elective	_____
HST 118	Global History II ( <i>EC Societies of the World</i> )	_____
HUM 216	Geography of the Americas ( <i>EC US in the World</i> )	_____
HST---	Non-western history elective ( <i>any level</i> )	_____
<b>Teacher Licensure Requirements</b>		
EDU201	Education Culture & Society ( <i>EC in US in the World</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
PSY215	Adolescent Psychology ( <i>prerequisite: min. 12 credits</i> )	_____
PSC231	American Government	_____
EDU---	Special Needs Course ( <i>consult advisor for options</i> )	_____
EDU656	ESL Theory and Practice ( <i>LAN II taken JR or SR year</i> )	_____
HST411	Instructional Methods Teaching History ( <i>co-requisite: EDU409</i> )	_____
EDU412	Instructional Methods Teaching Middle and Secondary School ( <i>co-requisite: EDU409</i> )	_____
EDU420	Student Teaching Seminar	_____
EDU431	Student Teaching Practicum 5-8 or 8-12 ( <i>12 credits</i> )	_____

**Notes:**

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All middle and secondary education majors should consult the School of Education for complete list of teacher preparation requirements



Anna Maria College Early Childhood Education Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I (conversational)	Global Language I (consult advisor)	_____
Language II (applied)	ESL Theory and Practice (LAN II taken JR or SR year)EDU 656	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u> (required courses can be applied to meet these requirements)</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Human Development and Human Services Requirements</b>		
PSY201 or SOC201	Introduction to Psychology or Introduction to Sociology ( <i>SOC201 EC in Societies of the World</i> )	_____
PSY207	Child Development ( <i>prerequisite: min. 12 earned credits</i> )	_____
BIO130	Nutrition and Health ( <i>EC in Natural Sciences</i> )	_____
HDS205	Guiding Children's Behavior	_____
HDS310	Observation, Documentation, and Assessment	_____
HDS315	Family and Community Relationships	_____
<b>Additional Content Knowledge Courses</b>		
SCI101	Introduction to Natural Sciences ( <i>EC in Natural Sciences</i> )	_____
HST109 or HST110	West Civ I <b>or</b> West Civ II ( <i>EC in Western Cultures and History</i> )	_____
HST118	Global History ( <i>EC in Societies of World &amp; Economics Content Course</i> )	_____
HST113	History Through Biography ( <i>US History Content Course</i> )	_____
ENG220	Origins of Folklore and Myth ( <i>EC in Creativity and Imagination</i> )	_____
HUM216	Geography of the Americas ( <i>EC in US in the World</i> )	_____
EDU307	Authentic Writing for Prof Comm ( <i>EC in Writing for Career</i> )	_____
MTH101	Numbers and Operations ( <i>QR</i> )	_____
MTH127	Algebra Through Geometry ( <i>QR</i> )	_____
<b>Teacher Licensure Requirements</b>		
EDU201	Education Culture & Society ( <i>EC in US in the World</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
EDU310	Language Arts and Children's Literature	_____
EDU311	Early Childhood Curriculum	_____
EDU312	Math and Science for Early Childhood ( <i>corequisite: EDU409</i> )	_____
EDU315	Teaching and Learning of Reading ( <i>corequisite: EDU409</i> )	_____
EDU---	Special Needs Course ( <i>consult advisor for options</i> )	_____
EDU656	ESL Theory and Practice ( <i>LAN II taken JR or SR year, corequisite: EDU 409</i> )	_____
EDU423	PreK-2 Student Teaching Practicum ( <i>12 credits</i> )	_____

\*Some major requirements can be applied to explorations course requirements.

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All early childhood education majors should consult the School of Education for complete list of teacher preparation requirements\*

Anna Maria College Elementary Education Degree Requirements		
Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____

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ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I (conversational)	Global Language I (consult advisor)	_____
Language II (applied)	ESL Theory and Practice (LAN II taken JR or SR year)EDU 656	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u> (required courses can be applied to meet these requirements)</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Additional Content Knowledge Courses</b>		
SCI101	Introduction to Natural Sciences ( <i>EC in Natural Sciences</i> )	_____
BIO130	Nutrition and Health ( <i>EC in Natural Sciences</i> )	_____
HST109 or HST110	West Civ I <b>or</b> West Civ II ( <i>EC in Western Cultures &amp; History</i> )	_____
HST118	Global History ( <i>EC in Societies of World &amp; economics course</i> )	_____
HST113	History Through Biography	_____
PSY207	Child Development ( <i>prerequisite: min. 12 earned credits</i> )	_____
ENG220	Origins of Folklore and Myth ( <i>EC in Creativity and Imagination</i> )	_____
ENG321	Beowulf, Chaucer & the English Tradition ( <i>EC in West Cult &amp; History</i> )	_____
HUM216	Geography of the Americas ( <i>EC in US in the World</i> )	_____
EDU307	Authentic Writing for Prof Comm ( <i>EC in Writing for Career</i> )	_____
MTH101	Numbers and Operations ( <i>QR</i> )	_____
MTH127	Algebra Through Geometry ( <i>QR</i> )	_____
<b>Teacher Licensure Requirements</b>		
EDU201	Education Culture & Society ( <i>EC in US in the World</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
EDU310	Language Arts and Children's Literature	_____
EDU316	Teaching and Learning Math and Science ( <i>co-requisite: EDU409</i> )	_____
EDU315	Teaching and Learning of Reading ( <i>co-requisite: EDU409</i> )	_____
EDU---	Special Needs Course ( <i>consult advisor for options</i> )	_____
EDU656	ESL Theory and Practice ( <i>meets LAN II taken JR or SR, co-requisite: EDU409 year</i> )	_____
EDU424	Student Teaching Practicum ( <i>12 credits</i> )	_____

### Notes:

\*Some major requirements can be applied to explorations course requirements.

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All elementary education majors should consult the School of Education for complete list of teacher preparation requirements\*

## Anna Maria College Art Education Degree Requirements

Course Number	Course Name	Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>See below for required seminar course, prerequisite: 90 credits earned</i> )	_____
Language I (conversational)	Global Language I (consult advisor)	_____
Language II (applied)	ESL Theory and Practice (LAN II taken JR or SR year)EDU 656	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Core Art Requirements</b>		
ART101	Drawing I ( <i>EC in Creativity and Imagination</i> )	_____
ART102	Drawing II ( <i>prerequisite: ART101</i> )	_____
ART103	Fundamentals of Design and Color ( <i>EC in Creativity and Imagination</i> )	_____
ART108	3-D Design	_____
ART 251	Art History I ( <i>EC in Creativity and Imagination</i> )	_____
ART 252	Art History II	_____
ART--	Art History Elective	_____
DES103	Introduction to Computer Graphics ( <i>EC in creativity and Imagination</i> )	_____
ART452	Senior Project	_____
ART461	Senior Exhibition	_____
<b>Additional Art Requirements</b>		
ART 204	Sculpture and Clay ( <i>EC in Creativity and Imagination</i> )	_____
ART115	Methods and Materials for Teachers and Therapists	_____
ART201 or ART203	Watercolor Techniques I or Painting I	_____
ART315	Printmaking I ( <i>EC in Creativity and Imagination</i> )	_____
ART353	American Art ( <i>fulfills Core Art History Elective</i> )	_____
ART413	Non-Western Art	_____
<b>Education Licensure Requirements</b>		
PSC231	American Government	_____
PSY207 or PSY215	Child Development or Psychology of Adolescence ( <i>prerequisite: min. 12 credits earned</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
EDU201	Education, Culture & Society	_____
EDU---	Special Needs Course ( <i>consult advisor</i> )	_____
ART411	Art Education I ( <i>co-requisite: EDU 409</i> )	_____
ART412	Art Education II ( <i>co-requisite: EDU 409</i> )	_____
EDU656	ESL Theory and Practice ( <i>taken JR or SR year, co-requisite: EDU409</i> )	_____
EDU420	Student Teaching Seminar	_____
EDU425 or EDU427	Student Teaching Practicum Prek-8 or 5-12 ( <i>12 credits</i> )	_____

\*Some major requirements can be applied to explorations course requirements.

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All elementary education majors should consult the School of Education for complete list of teacher preparation requirements\*

Anna Maria College Music Education Degree Requirements		
Course Number	Course Name	Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490 (EDU420)	Senior Seminar ( <i>prerequisite: 90 credits earned, EDU420 required</i> )	_____
Language I (conversational)	Global Language I (consult advisor)	_____
Language II (applied)	ESL Theory and Practice (LAN II taken JR or SR year)EDU 656	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Music Requirements</b>		
MUS013 (1cr)	Piano Proficiency ( <i>students take until passing competency exam</i> )	_____
MUS100 (0cr)	Performance Lab ( <i>students must take 7 semester of performance lab</i> )	_____
MUS101	Music Theory I ( <i>QR</i> )	_____
MUS102	Music Theory II ( <i>prerequisite: MUS101</i> )	_____
MUS149	Musicianship and Ear Training I	_____
MUS150	Musicianship and Ear Training II ( <i>prerequisite: MUS149</i> )	_____
MUS201	Music Theory III ( <i>prerequisite: MUS102</i> )	_____
MUS202	Music Theory IV ( <i>prerequisite: MUS201</i> )	_____
MUS249	Musicianship and Ear Training III ( <i>prerequisite: MUS150</i> )	_____
MUS250	Musicianship and Ear Training IV ( <i>prerequisite: MUS249</i> )	_____
MUS255	Music History I	_____
MUS256	Music History II ( <i>prerequisite: MUS255</i> )	_____
<b>Music Education Requirements</b>		
MUS171	Percussion	_____
MUS173	Voice I	_____
MUS174	Voice II	_____
MUS175	Woodwind	_____
MUS177	String	_____
MUS179	Brass	_____
MUS181	Guitar	_____
MUS260	American Music	_____
MUS361	Form and Analysis I	_____
MUS365	Orchestration	_____
MUS433	Introduction to MIDI Applications	_____
MUS445	Choral Conducting	_____
MUS446	Instrumental Conducting	_____
MUS---	Individual Instruction ( <i>7 semesters required</i> )	_____
MUS143 and/or MUS312	Chorus and/or AMCAT Band ( <i>7 semesters of large ensemble required</i> )	_____
<b>Teacher Licensure Requirements</b>		
PSC231	American Government	_____
PSY207 or PSY215	Child Development or Psychology of Adolescence ( <i>prerequisite:12 credits</i> )	_____
EDU200	Introduction to Teaching ( <i>prerequisite: EDU201</i> )	_____
EDU201	Education, Culture, and Society ( <i>EC in US in the World</i> )	_____
EDU---	Special Needs Course ( <i>EDU212, EDU3330, EDU336 recommended</i> )	_____
MUS411	Music in the Elementary School ( <i>co-requisite: EDU 409</i> )	_____
MUS412	Music in the Secondary School ( <i>co-requisite: EDU 409</i> )	_____
ESL656	ESL Theory and Practice ( <i>LAN II taken JR of SR year co-requisite: EDU409</i> )	_____

EDU433	Teaching Practicum , Music; All ( <i>12 credits</i> )	
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## **School of Fire and Health Sciences**

### Curriculum

The School of Fire and Health Sciences curriculum serves the diverse needs of all Anna Maria College students. Students who select majors within the School of Fire and Health Sciences gain the knowledge and skills required by a variety of scientific, health, and technical careers.

The focus of the school 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 the school courses and prepare for enlightened citizenship and participation in their communities.

To meet the demands of increasingly rapid development in science and technology, the School of Fire and Health Science 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 the School of Fire and Health Sciences 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 the School of Fire and Health Sciences and HECCMA: Higher Education Consortium. Through the Fifth Year Option at the College, advanced students in school may also be eligible to earn up to three courses in graduate credits.

### Major Fields

- Emergency Management
- Fire Science
- Health and Community Service
- Health Science
- Nursing (B.S. in Nursing)
- Nursing (RN-BSN)
- Paramedic Science

### Minor Fields

- Emergency Management
- Environmental Studies
- Fire Science

- Health and Community Service
- Health Science

Other Area of Study - Emergency Medical Services (EMT-B)

Bachelor of Science in Emergency Management

## **Bachelor of Science in Emergency Management**

### **Program description**

The field of emergency management is expanding rapidly. Current and future emergencies are more likely to be complex, span boundaries, and require coordinated, collaborative leadership to protect the public and its resources. Students participating in the emergency management program will be prepared to build community resilience and sustainability, and engage in planning and response that overcomes challenges. The program empowers students to acquire knowledge, skills, and practical applications that represent best practice within the field of emergency management.

### **Program goals**

Students completing the Bachelor of Science in Emergency Management will be able to:

- Relate the foundations of the emergency management framework, principles and systems to real world examples
- Demonstrate best practice leadership skills using analytical, decision making and problem solving capabilities
- Demonstrate effective collaboration and communication skills, guided by knowledge of the elements of social context and sound cultural competence

### **Program outcomes**

Students who earn a B.S. degree in Emergency Management from Anna Maria College will:

- Have an integrative understanding of emergency management principles and systems;

- Be able to describe the hazards that threaten communities on a local, regional, national or global scale;
- Have a critical understanding of the operations frameworks, systems, and professional roles that shape current emergency management;
- Have developed the leadership, problem solving, analytical, and decision-making skills required in the field of emergency management;
- Perceive disasters as shaped by the social contexts of the communities where they emerge and will be prepared to bring cultural competence and respect for the dignity of all persons to the arena of emergency management;
- Be prepared to contribute to community resilience and sustainability through hazard mitigation, planning, and collaborative strategies;
- Have the oral, written and technological communication skills consistent with standards in the field of emergency management;
- Have a grounding in emergency management practice as informed by research and policy analysis;

### **Student learning outcomes**

Students who earn a B.S. degree in Emergency Management from Anna Maria College will:

- Apply collaborative and coordinated approaches for overcoming emergent challenges
- Describe, analyze and mitigate the hazards that threaten communities on a local, regional, national or global scale
- Evaluate emergency management research to formulate and implement effective planning and response
- Participate in emergency management practical simulations and analyze results

### **Required courses**

EMG 101 Introduction to Emergency Management: An integrated Approach to Public Safety

EMG 120 Survey of Natural, Technological & Intentional Threats

EMG 201 Emergency Management Operations Frameworks

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EMG 210 Leadership in Emergencies/Disasters  
EMG 250 Disasters in a Social Context  
EMG 301 Hazard Analysis, Mitigation, and Sustainability  
EMG 310 Geographic Information Systems (GIS) in Emergency Management  
EMG 350 Professional Communications in Emergency Management  
EMG 490 Capstone Seminar Project  
EMG 491 Action Research Project /Approved Internship  
\_\_\_\_\_ Upper Level elective  
  
\_\_\_\_\_ Upper Level elective

### Minor in Emergency Management 6 Courses

EMG 101 Introduction to Emergency Management: An Integrated Approach to Public Safety  
EMG 120 Survey of Natural, Technological & Intentional Threats  
EMG 210 Leadership in Emergencies/Disasters  
EMG 250 Disasters in a Social Context  
EMG 301 Hazard Analysis, Mitigation, and Sustainability  
*Or*  
EMG 310 Geographic Information Systems (GIS) in Emergency Management  
One Upper Level elective

#### **EMG 101 Introduction to Emergency Management: An Integrated Approach to Public Safety and Community Unification (3)**

This course provides an up to date overview of emergency management concepts and functions. Emphasizes the importance of teamwork among all players in planning for or responding to an emergency or disaster situation. Includes the need for emergency management, the emergency management process, the team approach to management, and the evaluation of modern emergency management techniques and methods.

#### **EMG 120 Survey of Natural, Technological & Intentional Threats (3)**

This course builds understanding about the types of hazards that threaten public safety. Topics include natural events such as weather, flooding, earthquakes and volcanic events; technological hazards that occur under normal operation and

upset conditions; and intentional threats initiated by individuals or groups. Students learn how community vulnerability to these hazards is linked to geography, time, and social structures.

#### **EMG 201 Emergency Management Operations Frameworks (3)**

This course builds a conceptually sound basis for identifying potential causes of emergency events, estimating their probability and severity, evaluating community vulnerability, systematically identifying mitigation strategies, and selecting from among options. Methods for studying new or rare threats for which there are scant data are included. The essential links between sustainable development and effective hazard mitigation are stressed. Introduces operations frameworks in the United States such as the Incident Management System (ICS), the National Incident Management System (NIMS), and the National Response Framework. Other frameworks used by NGOs, the military, and international organizations are compared. The need for organization, pre-planning, and coordination integrated with the need to expand structures and adapt plans when handling complex incidents and large, pre-planned events.

#### **EMG 210 Leadership in emergencies/disasters (NEW)**

This course will expose the student to current best practices in emergency management. It will examine public expectations relative to the use of communication and modern technologies for emergency management activities. The public's demand for transparency and ever-increasing need for information and updates will be covered. By looking at the emergency manager's role not simply by job function, but on what the public demands, topics covered include efficiency, magnification, humility, creativity, ethics, the tension of changing public expectations and long-standing best practices within the emergency management community.

#### **EMG 301 Emergency Planning: Hazard analysis, mitigation, and sustainability (3)**

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



between sustainable development and effective hazard mitigation are stressed. Fulfills Quantitative Reasoning General Education requirement.

**EMG 310 Geographic information systems (GIS) in emergency management (Existing with upgrades)**

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

**EMG 490 Capstone Seminar Project**

Suggested project: Implement an annual campus safety plan

**EMG 491 Action Research Project /Approved Internship: Suggested Research Topics**

**Bachelor of Science in Health and Community Services**

**Requirements**

[General Education Requirements](#) 51

**Health and Community Service**

A major in Health and Community Services at AMC is designed to attract students interested in working in the health field in non-clinical roles. With the rapid changes in the delivery of healthcare, graduates from the BS in Health and Community Service will be able to work as an important member of a healthcare team to guide patients through a variety of complex systems such a health plan, hospitals and ambulatory care organizations, health and human services, public health programs and medical practice offices. The course of study includes basic health science, illness prevention, utilization, monitoring of appropriate health-care services, health-care policy, communication, sensitivity, and health education. The BS in Health and Community Service will also provide students with an educational background to pursue graduate studies in health care, public administration, and social service fields. Consistent with our mission, this major has a focus on social justice and our overall underlying goal of educating the whole person.

**Required Courses**

BIO 130 Nutrition  
BLP 110 Leadership  
PSY 201 Introduction to Psychology  
BIO 115 Medical Terminology  
SOC 201 Introduction to Sociology  
HCS 200 Health Education and Promotion  
HCS 201 Geriatrics and Elder Sensitivity  
HCS 202 Cultural Diversity in Health Care  
HCS 301 Patient Advocacy and Outreach  
HCS Age Specific Course  
HCS 302 Chronic Disease and Compliance  
PHL 304 Health Care Ethics  
HCS 303 Health Informatics, DE and Documentation  
BIO 370 Cancer, Environment and the Workplace  
HCS 401 Navigating Qualified Health Plans  
HCS 490 Field Experience I/Capstone  
HCS 499 Field Experience II

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### Health and Community Service Course Offerings

#### **BLP 110 (see Business, Law, and Public Policy Offerings) (3)**

#### **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 370 Cancer, the Environment and the Workplace.**

Examines theories of cancer causation, supported by discoveries in various areas of science, including cellular biology and epidemiology. Introduces the specialized terminology of cancer, the major risk factors, and means for reducing the risks encountered in the environment, workplace, and individual lifestyles.

#### **PSY 201 (see Psychology Course Offerings) (3)**

#### **BIO 115 Medical Terminology (3)**

Students build skill in using prefixes, suffixes, and word roots to derive the meaning of more complex medical terms. Students relate medical words to corresponding

#### **SOC 201 (see Sociology Course Offerings) (3)**

#### **HCS 200 Health Education and Promotion Strategies (3)**

Examines the concepts of health education and effective techniques to influence behavior and consideration of the impact of socioeconomic, behavioral, biological, environmental, and other factors on health.

#### **HCS 201 Geriatrics and Elder Sensitivity (3)**

Designed to be an experiential course which simulates the challenges of aging as it relates to mobility, senses, and limitations of chronic disease.

#### **HCS 202 Cultural Diversity in Health (3)**

Designed to explore the challenges and influences of social and cultural mores in providing healthcare services.

#### **HCS 301 Patient Advocacy and Outreach (3)**

Introduction to philosophy and conceptual understanding of navigation and advocacy through examining the fundamental roles of patient advocacy and community outreach. Students will learn to network and communicate in both written and verbal forms in a variety of media and audiences.

#### **HCS 302 Chronic Disease and Compliance (3)**

Designed to provide the learner with the foundations of chronic diseases and the strategies used to support the plans of care and compliance. Reviews the science of human health and disease and strategies for health promotion and education.

#### **HCS 303 Health Informatics, Data Entry and Documentation (3)**

Learners will be exposed to the various types of informatics and technology health systems that require data entry and precise documentation as it relates to billing, payment, and monitoring of care. Students will acquire the ability to locate, use, evaluate, and synthesize information which supports the understanding and interpretation of the quantitative methods of evidence-based risk management and best practice.

#### **HCS 401 Navigating Qualified Health Plans (3)**

Designed to provide an overview of health insurance, health plans, government, and state public health programs and regulations. This will include a discussion of profit and not for profit organizations.

#### **HCS 390 Field Experience I (3)**

This is an integral part of the major that acts as an experiential learning experience within the students' field of interest. The purpose of this experience is to engage students in their population of interest (where possible) using their cumulative knowledge to gain the practical and fundamental knowledge of their chosen professional organization or agency. Areas of interest may include: clinics; physician offices; long-term care; assisted living and adult extended care facilities; insurance

companies; community health centers; social service agencies; and health counseling practices.

### **HCS 490 Field Experience II (3)**

Field Experience II is a continuation of Field Experience I or will allow the student to expand their area of interest to experience other agencies or work with other populations

### **HCS 499 Certified Medical Interpretation (optional)**

Designed to provide the student with Certificate in Medical Interpretation Taking this option must be done in collaboration with the school Dean

## **Health and Community Service Minor**

Health and Community Service Minor was designed for students in other majors interested in acquiring an understanding of how the health field utilizes employees in non-clinical roles. This knowledge may expand the student's employment opportunities within in a non-clinical role.

Requirements: Six Courses, 18 credits

- BIO 115 Medical Terminology (3)
- HCS 202 Cultural Diversity in Health (3)
- HCS 301 Patient Advocacy and Outreach (3)
- HCS 302 Chronic Disease and Compliance (3)
- HCS 303 Health Informatics, Data Entry and Documentation (3)
- HCS 401 Navigating Qualified Health Plans (3)

## **Health and Community Certificate Program**

The Certificate program is a stand- alone course of study for employees working in the healthcare field. These courses were chosen to provide the theory and practical knowledge and how to apply in their daily non-clinical roles.

Requirements: Six Courses, 18 credits

- BIO 115 Medical Terminology (3)
- HCS 202 Cultural Diversity in Health (3)
- HCS 301 Patient Advocacy and Outreach (3)
- HCS 302 Chronic Disease and Compliance (3)
- HCS 303 Health Informatics, Data Entry and Documentation (3)
- HCS 401 Navigating Qualified Health Plans (3)

## **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 seven-bed unit arranged to model a hospital setting, a home health area, classrooms and teaching technologies. Students in Fire Science, Criminal Justice, Early childhood Education, and Nursing frequently choose this course as an elective appropriate to their career plans, but the course is open to all students.

### **EMS 220 Emergency Medical Technician—Basic (8)**

This basic training course prepares the student for testing leading to state certification as a licensed Emergency Medical Technician. The course familiarizes students with the overall objective of improving the quality of pre-hospital emergency care rendered to victims of accidents and sudden illness. Students gain key emergency skills applied in a variety of situations including trauma, cardiac emergency, and childbirth, and learn how to use and maintain common emergency equipment. The course includes lecture, laboratory and field experiences. This training requires a minimum of 130 hours which meets the US Department of Transportation course of study with a grade minimum of 75.

To be recommended for the state certification exam, students must have a course average of 77% and must successfully pass the final written and practical exams.

## **Environmental Studies Minor**

This minor will introduce students to environmental topics to promote sustainable environments, and gain an overall knowledge of on how human activities influence the environment. Obtaining a minor includes six courses which is established in collaboration with the student interest, Health Science Director and Dean of the School

Required Courses (3)

- SCI 120 Earth Science (4)
- ENV 101 History of Environmental Sustainability (3)
- ENV 260 Environmental Equity (3)

Suggested Electives (3) but not limited to

- BIO 119 Field Botany (4)
- ENV 301 Environmental Equity (3)
- ENV 420 Hazard and Risk Analysis (3)
- ENV 425 Environmental Compliance& Reporting (3)

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## Required Courses

### **SCI 120 Earth Science (4)**

Introduction to the geology, water systems, and atmosphere of earth. The course traces the history of the formation of the planet and gives an overview of the dynamic systems at work. Seismic and volcanic activity, the hydrologic and biogeochemical cycles, and topics in climate and weather are included. Three class hours and two laboratory hours per week.

### **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.

## Electives

### **BIO 119 Introduction to Field Botany (4)**

An introduction to the diversity of plants found in and around the campus of Anna Maria College. Students spend most of their time in the field or in the laboratory working with the collected specimens. Students learn proper methods of collecting, preserving, and presenting plant specimens, and how to use a variety of resources to aid in their identification. Three lecture hours and two laboratory hours per week.

### **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 class hours per week.

### **ENV 420 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 425 Environmental Compliance & Reporting (3)**

A workshop style exposure to compliance with environmental regulations in the United States. Environmental legislation, regulation, compliance, reporting, and enforcement are viewed as elements in a single system that spans from the federal to the local level. Public and private sector aspects are address. Three class hours per week.

## 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 focused upon the fire service administration 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 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

[General Education Requirements:](#) 51

Fire Science Core: 45

BLP 110 Leadership  
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  
FRS 307 Applications for Fire Research  
FRS 309 Analytical Approaches to Public Fire Protection  
FRS 490 Senior Seminar 1  
FRS 491 Senior Seminar 2

Electives (6 required)

FRS 302 – Fire and Emergency Services Administration  
FRS 304 – Fire Investigation  
FRS 317 – Legal Aspects of Emergency Services  
FRS 321 – Incident Command for Emergency Services  
FRS 326 – Personnel Management for Fire & Emergency services  
FRS 341 – Fire Prevention Organization & Management  
FRS 355 – Hazardous Materials Awareness and Operations  
FRS 360 – Principles of Fire and Emergency Services Safety and Survival  
FRS 365 – Fire Related Human Behavior  
FRS 404 – Fire Investigation and Analysis  
FRS 415 – Political & Legal Foundations for Fire Protection  
FRS 420 – Management of Emergency Medical Services  
FRS 455 – Managerial Issues in Hazardous Materials  
FRS 460 – Advanced Principles of Fire and Emergency Services Safety and Survival  
FRS 465 – Community Risk Reduction for Fire & Emergency services

Fire Science Minor

Required Courses (2)

FRS 104 Principles of Emergency Services  
FRS 107 Fundamental of Fire Prevention

Electives (4 Required)

FRS 317 Legal Aspects of Emergency Services  
FRS 326 Personnel Management for Fire & Emergency Services  
FRS 365 Fire Related Human Behavior  
FRS 404 Fire Investigation and Analysis  
FRS 420 Management of Emergency Medical Services  
FRS 465 Community Risk reduction for Fire & Emergency Services

## Fire Science Course Offerings

### **CIS 302 Public Safety Applications of GIS (3)**

Students examine the use of GIS tools in the public safety arena, including the management of natural and technological emergencies, protection of critical infrastructure, and planning for optimal delivery of public safety services, including during large-scale planned events. Commonly used datasets and modeling tools are introduced. Pre-requisite: CIS 220 or equivalent. Three lecture hours per week.

### **FRS 103 Fire Behavior & Combustion (3)**

This course explores the theories and technical fundamentals of how and why fires spread and how they are controlled. Three lecture hours per week.

### **FRS 104 Principles of Emergency Services (3)**

This course provides an overview of fire protection: career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; and introduction to fire strategy and tactics. Three lecture hours per week.

### **FRS 107 Fundamentals of Fire Prevention (3)**

This course provides fundamental information regarding the history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use of fire codes; identification and correction of fire hazards; and the relationships of fire prevention with built-in fire protection systems; fire investigation and fire and life-safety education. Three lecture hours per week.

### **FRS 112 Fire Protection Hydraulics & Water Supply (3)**

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This course provides a foundation in the theoretical knowledge needed to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and solve water supply problems. Three lecture hours per week.

### **FRS 203 Fire Protection Systems (3)**

Students learn the design and operational features of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers. Three lecture hours per week.

### **FRS 205 Building Construction for Fire Protection (3)**

This course presents the components of building construction that relate to fire and life safety. The focus of this course is on firefighter safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. Three lecture hours per week.

### **FRS 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. Three lecture hours per week.

### **FRS 304 Fire Investigation (3)**

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

### **FRS 307 Applications for Fire Research (3)**

This course examines the basic principles of research and methodology for analyzing current fire-related research. The

course also provides a framework for conducting and evaluating independent research in the following areas: fire dynamics, fire test standards and codes, fire safety, fire modeling, structural fire safety, life safety, firefighter health and safety, automatic detection and suppression, transportation fire hazards, risk analysis and loss control, fire service applied research and new trends in fire research. Three lecture hours per week.

### **FRS 309 Analytical Approaches to Public Fire Protection (3)**

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

### **FRS 317 Legal Aspects of Emergency Services (3)**

This course introduces the federal, state, and local laws that regulate emergency services, the national standards influencing emergency services, issues related to standard of care, and tort liability law. Relevant court cases provide examples. Three lecture hours per week.

### **FRS 321 Incident Command for Emergency Services (3)**

Students learn to operate effectively in an incident command system at any type of incident. The course covers ICS, NIMS and lessons learned to enhance the student's experience. Case studies and exercises are utilized. Three lecture hours per week.

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

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

### **FRS 341 Fire Prevention Organization & Management (3)**

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

### **FRS 365 Fire Related Human Behavior (3)**

Students learn about how humans respond to fire and how that knowledge has been integrated into life safety systems design

and development. Students examine current and past research on human behavior, systems models, life safety education and building design to determine interactions among these factors in emergency situations. Students develop an understanding that best practices in building life safety systems combine knowledge of psychology and sociology joined with engineering and education to produce the best possible outcomes in terms of human survivability in the event of an emergency. Three lecture hours per week.

### **FRS 404 Fire Investigation & Analysis (3)**

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

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

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

### **FRS 420 Management of Emergency Medical Services (3)**

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

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

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

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

This course provides a theoretical framework for the understanding of the ethical, sociological, organizational,

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political, and legal components of community risk reduction. Students apply the knowledge and methodologies to the development of a comprehensive community risk reduction plan. Prerequisite: FRS 365. Three lecture hours per week.

### Fourth year Core seminars

Fourth year Core seminars (FRS 490 & FRS 491) are structured as a capstone experience under the theme “Seeking Integration”. They provide an opportunity for all students to participate in an interdisciplinary seminar that integrates background in their major field of study with the skills and knowledge acquired throughout the General Education requirements. The second seminar (FRS 491) is intended to involve active learning through activities such as research, projects, service learning, or internships (FRS 499).

### FRS 490 Senior Seminar I (3)

### FRS 491 Senior Seminar II (3)

### FRS 496 Directed Study (3)

### FRS 499 Internship

## Bachelor of Arts Health Science

Students who major in health science combine 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. This program, with elective courses, also prepares students for graduate study in many health fields.

### Requirements

### [General Education Requirements](#) 51

### Health Science Core 53

In addition to the College general education requirements, the health science major must complete nine required courses from the School of Fire and Health Sciences and three upper level

(i.e., 300–400 level) electives from the School of Fire and Health Sciences or other schools (with permission of the dean of the school). In addition, four electives are required from specific disciplines, namely human development, statistics, psychology and sociology.

### Required Courses (9)

BIO 103 Introduction to Biology (\$)  
BIO 212/213 Human Anatomy and Physiology I/II  
CHM 110/111 General Chemistry I/II  
BIO 222 Microbiology  
BIO 402 Genetics  
BIO 406 Principles of Epidemiology  
BIO 408 Toxicology  
Electives (7 courses)

Three upper level electives from the School of Fire and Health Sciences, Electives from other schools or from offerings within the HECCMA: Higher Education Consortium are acceptable with permission of the dean of the school 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). These courses may be taken through one of the HECCMA colleges. Some particular graduate programs have other requirements and students, along with their advisors, should choose electives to meet those standards.

Electives 16

Total 120

## Health Science Minor

Includes six courses from the major: four are required, plus two upper level electives (21 credits, including labs)

### Required courses (4)

- CHM 110 General Chemistry I (4)
- BIO 212/213 Human Anatomy & Physiology I&II (4, 4)



- BIO 130 Nutrition & Health (3)

Electives (2 upper level) examples to follow:

- BIO 345 Bioanthropology
- BIO 360 Occupational Safety & Health
- BIO 402 Genetics
- BIO 406 Principles of Epidemiology
- BIO 408 Toxicology

## School of Fire and Health Sciences Course Offerings

### **BIO 103 Introduction to Biology (4)**

Introduction to biology at the molecular and cellular levels. Topics include cell structure in microbes and more complex organisms, genetics, and energy acquisition and use by living systems. Three class hours and two laboratory hours per week.

### **BIO 104 Ecology & Evolution (4)**

Introduction to the distribution of the diverse forms of life on earth. The course surveys the major biomes, the factors that govern aquatic and terrestrial ecology, and the integrated biological and physical processes that influence population dynamics. Three class hours and two laboratory hours per week.

### **BIO 115 Medical Terminology (3)**

Students build skill in using prefixes, suffixes, and word roots to derive the meaning of more complex medical terms. Students relate medical words to corresponding anatomical sites, processes, and conditions. Keys to correct spelling and pronunciation are included. Three lecture hours per week.

### **BIO 120 Topics in Human Biology (3)**

The course leads students to an appreciation of the human sensory system by addressing characteristics of important environmental stimuli, plus the structure and functions of the human sensory system and related aspects of the central and peripheral nervous system. Students examine the physical and social consequences for individuals who have atypical sensory functioning. Readings drawn from current science reports and analytical projects build science literacy on these topics

### **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 212 Human Anatomy and Physiology 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 213 Human Anatomy and Physiology 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. Prerequisite BIO 212.

### **BIO 222 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 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

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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 341 Forensic Anthropology (4)**

This course is designed to teach the methods of human skeletal anatomy and archaeology (bio archaeology) as they are applied to medical-legal death investigations. Topics included in the course are the distinction between animal and human bones, profiling human skeletal remains to reveal age, sex, ancestry, stature, medical and dental history, time elapsed since death, and trauma assessment. The student will be engaged in hands-on exercises with real and cast bone material to learn these methods and techniques utilized by Forensic Anthropologists.

### **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 370 Cancer, the Environment and the Workplace.**

Examines theories of cancer causation, supported by discoveries in various areas of science, including cellular biology and epidemiology. Introduces the specialized terminology of cancer, the major risk factors, and means for reducing the risks encountered in the environment, workplace, and individual lifestyles.

### **BIO 373 Biotechnology Laboratory Methods (4)**

A hands-on course that provides students with the background knowledge and practical experience that will enable them to develop the laboratory skills used in today's molecular biology labs, skills that can be applied in research, industrial, or graduate school settings. Career exploration, real-world applications of biotechnology, and bioethics will be addressed as well. Three lecture hours and three laboratory 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.

### **CHM 110 General Chemistry I (4)**

Students survey and apply fundamental concepts of general, inorganic and organic chemistry; explore the nature of scientific inquiry; apply standard methods in calculations and unit analysis; and gain experience with key laboratory techniques. Topics include the nature and structure of matter; the period law;

electromagnetic radiation; nuclear chemistry; the electron and chemical bonding; nomenclature and structure of ionic and covalently bonded compounds; writing and interpreting balanced reaction equations; the mole concept; behavior of gases; acids, bases, and pH; solutions and measure of concentration; and oxidation-reduction reactions; Methods involve lecture, small group work, problem sets, and labs. Three lecture hours and two laboratory hours per week.

### **CHM 111 General Chemistry II (4)**

Students survey and apply fundamental concepts of general, inorganic, organic, and biochemistry; gain experience with key laboratory techniques and apply concepts and terminology to the discussion of current scientific issues. Topics include heat and temperature; stoichiometry; reaction dynamics and energy; equilibrium states; chemical structure and solubility; condensation and hydrolysis reactions in organic and biochemistry; Lewis structures and molecular geometry; and more advanced calculations related to gases and solutions. Methods involve lecture, small group work, problem sets, and labs. Three lecture hours and two laboratory hours per week. Prerequisite CHM 110.

### **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 127 Algebra Through Geometry (3)**

This course provides an integrated approach to solving equations, graphing linear equations, problem solving, geometrical classifications, geometrical patterns, and formula development and use. The coordinate grid is used as an integral part of bridging between algebra and geometry as well as evaluating formulas, looking for patterns and problem solving.

### **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.

### **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 120 Earth Science (4)**

Introduction to the geology, water systems, and atmosphere of earth. The course traces the history of the formation of the planet and gives an overview of the dynamic systems at work. Seismic and volcanic activity, the hydrologic and biogeochemical cycles, and topics in climate and weather are included. Three class hours and two laboratory hours per week.

## **Nursing**

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The Nursing Program at Anna Maria College embodies the College's mission and the traditions of the Sisters of Saint Anne by creating a supportive learning environment for students from all backgrounds and beliefs. It is the mission of the nursing program to develop professional nurses who have a strong foundation in liberal arts, moral and ethical values, and who are clinically competent and committed to the art and science of nursing. Based on the principles of social justice, the study of nursing facilitates students' ability to care for themselves and others as they advocate and provide for wholeness and healing through service to humankind.

The overall goal of the nursing program is to provide high quality education that prepares students to practice safe and compassionate professional nursing care as beginning practitioners. Graduates of the program are academically prepared for entry level practice into nursing and can apply for eligibility as a candidate for the National Registered Nurse Licensure Exam (NCLEX-RN). Each state licensing board publishes eligibility requirements to sit for the exam. In Massachusetts, students must graduate from a board approved, nationally accredited nursing program and meet standards of good moral character. Detailed information about RN licensure can be found at the following link:

## School of Education

<http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/licensing/>.

Two nursing programs are offered at Anna Maria College: a traditional four-year Bachelor of Science in Nursing program for entry-level students and an online RN to BSN completion program for licensed Registered Nurses. Both nursing programs are accredited by the Accreditation Commission for Education in Nursing and approved by the Massachusetts Board of Registration in Nursing.

Nursing Education Outcomes for BSN graduates are to:

1. Apply nursing knowledge to demonstrate the core competencies of nursing practice in the care of culturally diverse populations across the lifespan.
2. Utilize critical thinking, research, and the nursing process in the provision of holistic patient-centered care with a commitment to life-long learning.
3. Uphold civil, legal and ethical principles in the provision of socially responsible, safe and effective nursing care.
4. Relate principles of leadership, collaboration and interdisciplinary care to health care within communities and clinical systems.
5. Use contemporary information and technology to communicate, facilitate, and improve patient care.

Students entering the traditional four-year BSN program are admitted directly into the nursing major. The nursing curriculum is seamlessly designed to allow progression from biological, behavioral and social sciences to nursing courses. Nursing courses begin in the Spring semester of the sophomore year. Clinical practice experiences are offered each semester.

### Traditional BS in Nursing Curriculum (122 credits)

#### Freshman Year

##### Fall Semester (16 credits)

- Freshman Composition (3)
- First Year Experience (3)
- Intro to Psychology (3)
- Global Language I or Conversational Language (3)
- Human Anatomy & Physiology I (4)

##### Spring Semester (16 credits)

- Writing through Literature (3)
- Intro to Philosophy (3)
- Intro to Sociology (3)
- Global Language II or Applied Language (3)
- Human Anatomy & Physiology II (4)

#### Sophomore Year

##### Fall Semester (16 credits)

- Intro to Theology (3)
- Exploring Western Culture and History (3)
- Human Lifespan Development (3)
- Introduction to Chemistry I (4)
- Explorations in Creativity and Imagination (3)

##### Spring Semester (15 credits)

- US in the World (3)
- Microbiology for the Health Professions (4)
- Applied Statistics (3)
- NUS 211 Professionalism in Patient-Centered Care (3)
- NUS 212 Pathophysiology for Nursing (3)

#### Junior Year

##### Fall Semester (15 credits)

- Catholic Worldview (3)
- NUS 300 Fundamentals of Nursing (6)
- NUS 305 Nursing Health Assessment (3)
- NUS 309 Pharmacology for Nursing (3)

### **Spring Semester (16 credits)**

- NUS 308 Medical Surgical Nursing (6)
- NUS 314 Essentials of Nursing Research (3)
- NUS 307 Mental Health Nursing (5)

### **Senior Year**

#### **Fall Semester (15 credits)**

- NUS 401 Family Health Nursing (10)
- NUS 402 Community Health Nursing (5)

#### **Spring Semester (13 credits)**

- NUS 412 Comprehensive Nursing (8)
- NUS 413 Nursing Leadership (3)
- NUS 490 Senior Seminar in Nursing (3)

Nursing students must obtain a minimum grade of “C+” (numeric grade of 77 or higher) for all nursing courses along with satisfactory clinical and laboratory evaluations. A cumulative grade point average of at least 2.5 on a 4.0 scale is required to remain in the nursing major. Students must complete nursing courses in the established sequence to progress in the curriculum. Only one nursing course may be repeated once to remain in the nursing major. A withdrawal is considered as one unsuccessful attempt to pass a course.

Enrolled students must receive a minimum grade of “C+” in A&P I & II, Microbiology, and Chemistry. Admitted students must take all required science courses at AMC. Only two science courses may be repeated once to remain in the nursing major. A withdrawal is considered as one unsuccessful attempt to pass a course. Science course grades for external transfer students cannot be older than 7 years and cannot be less than a “C+”.

A minimum grade of “C” is required for Applied Statistics, Intro to Psych, Human Lifespan Development, and Sociology. Approval to take courses for transfer credit from other institutions must be granted by the Associate Dean of Nursing or Academic Advisor.

When a student withdraws or is dismissed from the nursing major and wishes to return, a request must be submitted in writing to the Associate Dean of Nursing for consideration. Readmission is determined by the Nursing Faculty Organization. Students may be considered for readmission to the Nursing Program only once; a second request for re-admission is not allowed.

Students who are enrolled in courses with a clinical component must meet specific clinical requirements. Documentation of proper health requirements as listed in the Nursing Student

Handbook or as required by the clinical agencies, including a drug screen and a satisfactory criminal background check are required before the first clinical nursing experience. 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. Some clinical agencies refuse students with certain convictions on their record. Students who are refused clinical placement due to a criminal background check will be withdrawn from the nursing program. Additionally, convictions and pending criminal cases will prohibit graduates from attaining or delay licensure eligibility in some states. Certification in Basic Cardiac Life Support for the Health Care Provider is required for entry level BSN students.

Specific policies for the Nursing Program are outlined in the Nursing Student Handbook which will be accessible online to enrolled students. Requests for transfer into the nursing major by internal candidates must be submitted to the student’s academic advisor at the end of Spring semester after final grades are posted. Forms can be obtained from the student’s advisor. Requests will be reviewed for acceptance or denial by the Associate Dean of Nursing and department faculty. Eligibility criteria to request transfer into the nursing major are as follows:

AMC students must have earned at least 30 credits of the courses required for the nursing curriculum. Two of the four required science courses must be completed, one of which must be an A&P course with a grade of C+ or higher. A minimum GPA of 2.5 is required. Students who are accepted into the nursing major, may not progress into the Spring semester of sophomore year without both A&P I & II, Sociology, Human Growth & Development, and Introduction to Psychology successfully completed.

### **Core Performance Standards**

Anna Maria College’s nursing program has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. Anna Maria’s nursing program has academic as well as core performance standards that must be met by students in order to successfully progress in and graduate from its programs. Reasonable accommodations to meet these standards may be available for otherwise qualified individuals with disabilities. Students are responsible for contacting the College’s Student Success Center to determine eligibility for accommodations.

The following table of core performance standards reflects a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing program. The standards are not requirements of

## School of Education

admission into the program and the examples are not all-inclusive.

Requirements	Standards	Examples
Acquiring fundamental knowledge	<ol style="list-style-type: none"> <li>1. Ability to learn in classroom and educational settings</li> <li>2. Ability to find sources of knowledge and acquire the knowledge</li> <li>3. Ability to be a life-long learner</li> <li>4. Novel and adaptive thinking</li> </ol>	<ul style="list-style-type: none"> <li>• Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations</li> <li>• Develop health care solutions and responses beyond that which is rote or rule-based</li> </ul>
Developing communication skills	<ol style="list-style-type: none"> <li>1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities)</li> <li>2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members)</li> <li>3. Sense-making of information gathered from communication</li> <li>4. Social intelligence</li> </ol>	<ul style="list-style-type: none"> <li>• Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition</li> <li>• Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team</li> <li>• Effectively communicate in teams</li> <li>• Determine a deeper meaning or significance in what is being expressed</li> <li>• Connect with others to sense and stimulate reactions and desired interactions</li> </ul>
Interpreting data	<ol style="list-style-type: none"> <li>1. Ability to observe patient conditions and responses to health and illness</li> <li>2. Ability to assess and monitor health needs</li> <li>3. Computational thinking</li> <li>4. Cognitive load management</li> </ol>	<ul style="list-style-type: none"> <li>• Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.</li> <li>• Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients</li> <li>• Obtain and interpret information from assessment of patient's environment and responses to health across the continuum</li> <li>• Obtain and interpret for evaluation information about responses to nursing action</li> <li>• Translate data into abstract concepts and to understand data-based reasoning</li> </ul>
Requirements	Standards	Examples
Integrating knowledge to establish clinical judgment	<ol style="list-style-type: none"> <li>1. Critical thinking, problem-solving and decision making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care</li> <li>2. Intellectual and conceptual abilities to accomplish the essential of the nursing program (for example, BSN essentials)</li> <li>3. New-media literacy</li> <li>4. Transdisciplinarity</li> <li>5. Design mindset</li> </ol>	<ul style="list-style-type: none"> <li>• Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate of plans of care or direct the development, implementation and evaluation of care</li> <li>• Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication</li> <li>• Literacy in and ability to understand concepts across disciplines</li> <li>• Represent and develop tasks and work processes for desired outcomes</li> </ul>
Incorporating appropriate professional attitudes and behaviors into nursing practice	<ol style="list-style-type: none"> <li>1. Concern for others, integrity, ethical conduct, accountability, interest and motivation</li> <li>2. Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities</li> <li>3. Acquire Interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members</li> <li>4. Acquire the skills necessary for promoting change for necessary quality health care</li> <li>5. Cross-cultural competency</li> <li>6. Virtual collaboration</li> </ol>	<ul style="list-style-type: none"> <li>• Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances</li> <li>• Make proper judgments regarding safe and quality care</li> <li>• Function effectively under stress and adapt to changing environments inherent in clinical practice</li> <li>• Demonstrate professional role in interactions with patients, intra and inter professional teams</li> <li>• Operate in different cultural settings (including disability culture)</li> <li>• Work productively, drive engagement, and demonstrate presence as a member of a virtual team</li> </ul>

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### Traditional BSN Program Course Offerings

#### **NUS 211 Professionalism in Patient Centered Care (3 credits) (45 Clinical Hours; 30 Class Hours)**

This course is designed to introduce the nursing major to professional practice with a focus on Patient Centered Care. The following core competencies are introduced: nursing knowledge, patient centered care, professionalism, leadership, system-based practice, informatics, therapeutic and interdisciplinary communication, teamwork and collaboration, safety, quality improvement and evidenced based practice. *Betty Neuman's Systems Model* is introduced as a system based framework for understanding the patient. The nursing process is introduced as a model of critical thinking. Students will complete clinical experiences focusing on selected competencies.

Prerequisites: PSY 201; SOC 201; PSY 217, BIO 212, BIO 213, CHM 110 or BIO 222.

#### **NUS 212 Pathophysiology for Nursing (3 credits) (45 Class Hours)**

This course is an introduction to the basic concepts of pathophysiology. Students examine the phenomena that produce alterations in human physiologic function and the resulting human response. Physiologic factors, as one system variable in *Betty Neuman Systems Model* are presented in context of the individual's lines of defense and resistance.

Prerequisites: BIO 212, BIO 213, CHM 110 or BIO 222

#### **NUS 300 Fundamentals of Nursing (6) (90 Clinical Hours; 45 Lab Hours; 30 Class Hours)**

This course builds upon NUS 211 *Professionalism in Patient Centered Care* as it continues the socialization process of the student to the role of the baccalaureate degree nurse in contemporary care systems. *Neuman's 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 built upon to focus on basic needs assessment of client systems experiencing stressors. Basic nursing skills are practiced in the nursing skills laboratory and in health care settings. Prerequisites NUS 211; NUS 212, CHM 110; BIO 222 Corequisites: NUS 305; NUS 309

**NUS 305 Nursing Health Assessment (3) (45 Lab Hours; 30 Class Hours)** This course is focused on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. This course introduces processes of health assessment: interviewing, history-taking, and physical assessment.

Prerequisites: NUS 211; NUS 212, CHM 110; BIO 222  
Corequisites: NUS 300; NUS 309

#### **NUS 309 Pharmacology for Nursing (3 credits) (45 Class Hours)**

This course introduces the pharmacotherapeutic aspects of nursing care and its support of evidenced-based findings to improve patient care. The concepts of physiology, pathophysiology, chemistry, and nursing fundamentals are used to build a foundation for administering drug therapy to patients. Emphasis is on principles of safe administration of medications and patient education for major drug classifications. The impact of technology, economic, and regulatory forces as well as collaboration with the health team are discussed. Ethical/legal and cultural considerations are explored across the lifespan.

Prerequisites NUS 211; NUS 212, CHM 110; BIO 222  
Corequisites: NUS 300; NUS 305

#### **NUS 307 Mental Health Nursing (5 credits) (90 Clinical Hours; 45 Class Hours)**

This course is focused on providing therapeutic nursing care when mental health alterations exist in individuals, families and/or groups. Specific psychiatric diagnoses are examined including, but not limited to the following: anxiety disorders, mood disorders, personality disorders, schizophrenia, organic mental disorders, somatoform disorders, substance related disorders, eating disorders, suicidal behavior, dissociative disorders, childhood and adolescent issues and violence/abuse. Current trends in nursing and research relating to mental health nursing are explored through informatics technology.

Prerequisites NUS 300; NUS 305, NUS 309 Corequisites NUS 308



**NUS 308 Medical-Surgical Nursing (6) (90 Clinical Hours; 60 Class Hours)**

This course is an introduction to the study of adult client systems with 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. *Neuman's Systems Model* and the nursing process are the framework for lecture, campus laboratories and clinical experiences in local acute care facilities. Prerequisites NUS 300; NUS 305, NUS 309; Corequisite NUS 307

**NUS 314 Essentials of Nursing Research (3) (45 Class Hours)**

This is an introductory research course is designed to assist the student to developing knowledge of nursing research as it applies to the professional discipline of nursing. Essentials of nursing research prepare students to become critical consumers of nursing research, utilize nursing research in the patient care setting and develop an understanding of the research process in evidence based practice. This course contains on-line components. Prerequisites NUS 300; NUS 305, NUS 309 plus BLP 250, JSS 250 or MTH 230.

**NUS 401 Family Health Nursing (10) (180 Clinical Hours; 90 Class Hours)**

This course encompasses concepts, theories, principles and processes basic to the delivery of safe and quality nursing care of mother, children and families. Health promotion and preventive care of mothers with normal health conditions including curative and rehabilitative care to those with disturbances in reproductive health are explored. Further, nursing care of children in various stages of growth and development are included in this course. Prerequisites NUS 307; NUS 308, NUS 314

**NUS 402 Community Health Nursing (5 credits) (90 Clinical Hours; 45 Class Hours)**

This course focuses on care of the community as client. Theories and concepts related to nursing and public health sciences are presented with the framework of critical thinking and caring. Emphasis is placed on health promotion, risk reduction, and disease management across the lifespan in home and community settings. Current public health problems, epidemiology, trends in health care delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical and environmental factors that influence community and global health, with emphasis on issues facing residents local to the student. Students provide nursing care for specific populations in

selected structured and unstructured settings. Prerequisites NUS 307; NUS 308, NUS 314

**NUS 412 Comprehensive Nursing (8) (225 Clinical Hours; 45 Class Hours)**

This course focuses on nursing care of individuals across the life span who are experiencing transitions in health requiring complex nursing judgment and interventions. The clinical practicum provides an opportunity to integrate learning within varied environments, including acute care settings and non-institutional settings in partnership with patients and other professionals. Students synthesize the Nurse of the Future Core competencies in their professional practice. Prerequisites NUS 401; NUS 402

**NUS 413 Nursing Leadership (3) (45 Class Hours)**

This course prepares the students to assume their nursing leadership and management roles with focus on their interactions with the health care team members in future work settings. It familiarizes the students with management theories, organizational behavioral theories and leadership styles that are relevant to the practice of nursing management. It explores the elements of the management process as well as change management strategies and their applications. It enhances students' leadership skills in maintaining best practices and standards of care. Health systems and clinical facilities are the framework used for the application of the theories and knowledge base included in this course. Prerequisite NUS 401; NUS 402

**NUS 490 Senior Seminar in Nursing (3 credits) (45 Class Hours)**

This interdisciplinary capstone course in nursing provides students with the opportunity to select and explore, with the aid of an instructor, special topics such as global health and transcultural nursing, to integrate course content presented throughout the total nursing curriculum. As a continuance of NUS 402, students will develop a greater understanding of the social and health issues faced by communities and develop a project to create public awareness and/or help to alleviate an issue. Prerequisites NUS 401; NUS 402.

Approved by the Massachusetts Board of Registration in Nursing

239 Causeway Street, Suite 200

Boston, MA 02114

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<http://www.mass.gov/eohhs/provider/licensing/occupational/nursing/>

## School of Education

Accredited by the Accreditation Commission for Education in Nursing

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[www.acenursing.org](http://www.acenursing.org)

### **RN to BSN Completion Program for the Registered Nurse (Continuing Education only)**

In recognizing the unique learning needs of working nurses with multiple responsibilities in an age of technological advancement, the RN to BSN completion program is offered exclusively online. The contemporary RN to BSN online curriculum is designed to give Diploma and Associate Degree Nurses the foundation for advancing their professional nursing practice while giving credit for existing education and clinical expertise. Online RN to BSN courses are offered throughout the calendar year in 8 or 16 week units. Registered nurses can complete the program in as little as 16 months, but have up to 5 years to complete the program.

#### **Program Requirements**

Students in the BSN completion program must have 120 credits to graduate. A minimum of 30 nursing credits are accepted in transfer from Diploma or Associate degree graduates. The College may accept up to 75 credits in transfer for prior college course work or 90 credits for applicants with a bachelor's degree. Prerequisite foundational courses in English composition and literature, basic sciences, social sciences and human sciences are required.

In addition to online nursing courses, College exploration courses required for the program are also offered online. College credit toward the BS in Nursing degree can be earned in the following ways:

1. Taking and passing courses at Anna Maria College: a minimum of 45 credits must be taken at Anna Maria College for a first bachelor's degree and 30 credits must be taken at Anna Maria College for a second bachelor's degree;
2. Transferring credits from another college;

3. Passing college level exams which have received a recommendation by the American Council on Education such as CLEP or Excelsior; or

4. Professional certification.

Further information for the RN to BSN program can be found online at <http://online.annamaria.edu/>

### **RN to BSN Course Offerings**

#### **33 Nursing Credits**

- NUS 301 Professional Nursing
- NUS 302 Physical Assessment and Health Promotion
- NUS 304 Nursing Research: Applications to Practice
- NUS 306 Nursing Informatics
- NUS 400 Pathopharmacology for Nursing
- NUS 405 Leadership & Management in Nursing
- NUS 408 Public Health Nursing (Fulfills Global Dynamic requirement)
- NUS 490 Senior Seminar I
- NUS 491 Senior Seminar II

#### **One Nursing Elective**

- NUS 310 Chronic Illness
- NUS 311 The Human Dilemma
- NUS 313 History of Nursing in the US (Fulfills US in the World requirement)

#### **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, current health issues, legislative issues in health care, nursing theorists, with emphasis on Betty Neuman's Systems Model, and career planning. Using nursing informatics, oral and written communication skills and critical thinking are stressed. *Prerequisites: Psychology, Sociology, Human Growth & Development, Eng Comp & Lit*

## **NUS 302**

### **Physical Assessment and Health Promotion (6)**

The Neuman Systems model is utilized as an organizing framework in completing comprehensive wellness assessments, health promotion activities, health education, and illness prevention. The relationship of the environment to health, the nurse's role as healer, and the use of the fine arts in health promotion are integrated into health assessment, care planning, and health education. Students' progress in the use of nursing informatics and knowledge of the professional literature relevant to health assessment, health promotion, and health education. Competencies in physical assessment, patient education, and oral and written communication are stressed. *Prerequisite: NUS 301; A&P I & II, Micro, Chem.*

## **NUS 304**

### **Nursing Research: Applications to Clinical Practice (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: NUS301, Professional Writing and Statistics.*

## **NUS 306 Nursing Informatics (3)**

An introduction to computers and nursing informatics focusing on applications to the nursing profession. Students will learn to integrate nursing science with computer technology and information science to identify, gather, process and manage information. Technology-based health applications that support clinical, administrative, research and educational decision-making are emphasized. *Prerequisite NUS 301*

## **NUS 400 Pathopharmacology for Nursing (3)**

Students will study pathophysiological and pharmacologic concepts used in nursing practice and required for understanding major health issues occurring across the lifespan. Emphasis is placed on understanding the etiology, pathogenesis, clinical presentation, implications for treatment, and pharmacologic management of various pathophysiological signs and symptoms. Pharmacologic modes of treatment of selected major health problems are examined and discussed using a prototype model. *Prerequisite NUS 301, A&P I & II, Micro, Chem*

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

This course focuses on leadership styles and models, mentorship, media relations, the nurse's role in the development of health care policy, and the development of leadership skills. Students continue to explore professional growth through narrative and self-analysis. *Prerequisite: NUS 301; Professional Writing.*

## **NUS 408 Public Health Nursing (3)**

This course focuses on care of the community as client. Theories and concepts related to nursing and public health sciences are presented with the framework of critical thinking and caring. Emphasis is placed on health promotion, risk reduction, and disease management across the lifespan in home and community settings. Current public health problems, epidemiology, trends in health care delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical and environmental factors that influence community and global health, with emphasis on issues facing residents local to the student. *Prerequisite: NUS 302, NUS 304; Corequisite NUS 490.*

## **NUS 490 Senior Seminar I**

An interdisciplinary capstone course in nursing that provides students with the opportunity to select and explore, with the aid of an instructor, special topics that integrate the course content presented throughout the nursing course sequence. *Prerequisites: NUS 306; NUS 400; NUS 405; Corequisite NUS 408*

## **NUS 491 Senior Seminar II**

Building on the Comprehensive Community Assessment completed in NUS 408 Public Health Nursing students will gain in-depth, first-hand knowledge and a greater understanding of the social and health issues in their community, and existing services to alleviate these issues. Students will develop a project based on the Neuman Systems Model to address the identified need. *Prerequisite NUS 408, NUS 490*

## **RN to BSN Electives**

### **NUS 310 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.

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

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

### **NUS 313 History of Nursing: A Global Perspective (3)**

This course highlights a global perspective of the history of nursing. It will trace the development of nursing practice and education in the United States, North America (Canada), Europe, and Australia. It is set in the context of the times from the 18<sup>th</sup> Century to modern times, and focuses on the political, social and economic events, which shaped nursing. Topics include: Nightingale's influence on nursing practice and education, secular nursing, military nursing, early hospital schools of nursing, and nurses' experiences in the American Civil War, the Spanish American War, and the wars of the 20<sup>th</sup> century. The impact of scientific medicine on nursing, nursing's struggle for professionalism, the development of managed care, and the changing images of nursing are major themes for students' participation in historical research.

## Anna Maria College Nursing Degree Requirements

Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C+" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C+" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> ) <i>minimum grade of "C" required</i>	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>minimum grade of "C" required</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Nursing Prerequisite Requirements</b>		
CHM110	Introduction to Chemistry ( <i>minimum grade of "C+" required</i> )	_____
BIO212	Anatomy and Physiology I ( <i>minimum grade of "C+" required</i> )	_____
BIO213	Anatomy and Physiology II ( <i>prereq: BIO212, min grade of "C+" required</i> )	_____
BIO222	Microbiology ( <i>minimum grade of "C+" required</i> )	_____
MTH230/JSS250/BLP250	Applied Statistics ( <i>meets QR requirement</i> )( <i>minimum grade of "C" required</i> )	_____
PSY201	Introduction to Psychology ( <i>minimum grade of "C" required</i> )	_____
PSY217	Human Lifespan Development ( <i>minimum grade of "C" required</i> )	_____
SOC201	Introduction to Sociology ( <i>minimum grade of "C" required, EC in Societies of the World</i> )	_____
<b>Nursing Courses(<i>minimum grade of "C+" required for all nursing courses</i>)</b>		
NUS211 (SO year)	Professionalism in Patient Centered Care ( <i>prerequisite: BIO212 and BIO213</i> )	_____
NUS212 (SO year)	Pathophysiology for Nursing ( <i>prerequisite: BIO212 and BIO213</i> )	_____
NUS300 (JR year)	Fundamentals of Nursing ( <i>prerequisite: NUS211, NUS212</i> )	_____
NUS305 (JR year)	Nursing Health Assessment ( <i>prerequisite: NUS211, NUS212</i> )	_____
NUS309 (JR year)	Pharmacology for Nursing ( <i>prerequisite: NUS211, NUS212</i> )	_____
NUS307 (JR year)	Mental Health Nursing ( <i>prerequisite: NUS300, NUS305, NUS309</i> )	_____
NUS308 (JR year)	Medical Surgical Nursing ( <i>prerequisite: NUS300, NUS305, NUS309</i> )	_____
NUS314 (JR year)	Essentials of Nursing Research ( <i>prerequisite: NUS300, NUS305, NUS300, course meets the EC in Writing for Career and Creativity</i> )	_____
NUS401 (SR year)	Family Health Nursing ( <i>prerequisite: NUS307, NUS308, NUS314</i> )	_____
NUS402 (SR year)	Community Health Nursing ( <i>prerequisite: NUS307, NUS308, NUS314, EC in Global Dynamics</i> )	_____
NUS412 (SR year)	Comprehensive Nursing ( <i>prerequisite: NUS401, NUS402</i> )	_____
NUS413 (SR year)	Nursing Leadership ( <i>prerequisite: NUS401, NUS402</i> )	_____
		_____

### Notes:

\*Minimal Cumulative GPA of 2.5 is required to maintain eligibility in the Nursing program

\*Nursing students are permitted to re-take two separate required prerequisite science courses (BIO212, BIO213, BIO222, CHM110) one time each and maintain eligibility within the program. Students may not retake the same pre-requisite science course three times or retake three separate required pre-requisite science courses. A minimum grade of "C+" is required.

\*All NUS courses require a minimum grade of C+ for successful completion. Students are permitted to retake one NUS course one time and maintain eligibility in the program.

\*Please refer to the Nursing Student Handbook for all program policies and procedures

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## Paramedic Science

### Requirements Credits

#### [General Education Requirements: 52](#)

Paramedicine Core: 59 (71 if entering without EMT-B)

Elective Credits: 9

In addition to the General Education Requirements, students who are enrolled in the B.S. in Paramedic Science program must successfully complete the following courses. A grade of at least a C+ is required in each of the required laboratory science courses (BIO 103, BIO 212, BIO 213, CHM 110).

- BIO 103 General Biology I (with lab) (4)
- BIO 212 Anatomy & Physiology I (with lab) (4)
- BIO 213 Anatomy & Physiology II (with lab) (4)
- CHM 110 General Chemistry I (with lab) (4)
- PSY 201 Introduction to Psychology (3)

### Program Goals

- To prepare the student for state and national credentials as a paramedic;
- To build awareness and understanding of the role of the paramedic in medical and emergency services teams;
- To provide a well-rounded educational experience that provides strong career preparation in a liberal arts context;
- To instill the values of the college in AMC-educated practitioners of advanced emergency medical care.

### Required EMS courses

Students must earn a nationally-recognized EMT-B and AHA BLS CPR certification before progressing to the required courses in the Paramedic Science major. An EMT-B course is offered on the Anna Maria College campus every academic semester. Students taking the EMT-B course at Anna Maria College earn 8 college credits. The EMT-B course is offered during the Summer when there is sufficient enrollment.

Course descriptions and goals for required Paramedic Science courses

Students must achieve a curriculum grade point average (CGPA) of B- in all required Paramedic Science courses and must pass all labs, clinical and field experiences to remain in the Paramedic program.

Requirements for progression to paramedic clinical and field experiences

EMT-B certification - Students must earn EMT-B certification before progressing to the required Paramedic Science courses in the major. The EMT-B course required for certification is offered on the Anna Maria campus every semester (EMS 220, 8 credits). The Massachusetts state practical exam also is offered on campus. Alternatively, students may earn the EMT-B certification outside the AMC program, but academic credit for study conducted elsewhere depends on a number of factors, as determined by a formal transcript review. Students are encouraged to accrue significant experience at the EMT-B level before undertaking the practicum courses EMS 496 and EMS 498. While enrolled, all students must maintain a current American Heart Association BLS CPR card. Prior to advancing to Clinical and Field placements, all students must possess a current American Heart Association certification in Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS).

### Overall grade point average

Students in the Paramedic Science major are expected to maintain overall high academic standards. A Cumulative Grade Point Average (CGPA) of 2.5 or higher is required to remain in good standing in the program. This average includes courses in the General Education Requirements, courses in the major, and any electives. In addition, there are specific grade requirements for particular courses within the Paramedic Science program, as described in the following sections.

Minimum grades in program courses:

Students must achieve a grade of C+ or higher in all required laboratory science courses (BIO 103, BIO 212, BIO 213, and CHM 110). Paramedic Science students may repeat any of these courses only once in the effort to achieve the required grade.

Students who present transfer credits for these courses also must have achieved a grade of C+ or higher.

Students must achieve a CGPA of B- in all required Paramedic Science courses in order to advance to EMS 496 or EMS 498. In addition, a grade of at least B- is required in each of the following courses: EMS 240, EMS 250, EMS 270, EMS 290, EMS 300, EMS 360, and EMS 380. Courses may be repeated only once in the effort to achieve the required grades. All practical skills in each EMS course must also be passed to advance to clinical and field experiences.

Overall grade point average

Students in the Paramedic Science major are expected to maintain overall high academic standards. A Cumulative Grade Point Average (CGPA) of 2.5 or higher is required to remain in good standing in the program. This average includes courses in the Core Curriculum, courses in the major, and any electives. In addition, there are specific grade requirements for particular courses within the Paramedic Science program, as described in the following sections.

Minimum grades in program courses:

Students must achieve a grade of C+ or higher in all required laboratory science courses (BIO 103, BIO 212, BIO 213, and CHM 110). Paramedic Science students may repeat any of these courses only once in the effort to achieve the required grade.

Students who present transfer credits for these courses also must have achieved a grade of C+ or higher.

Students must achieve a CGPA of B- or higher in all required Paramedic Science courses in order to advance to EMS 496 or EMS 498. In addition, a grade of B- or higher is required in each of these courses, individually: EMS 240, EMS 300, and EMS 360. Each practical skill in EMS 240 and EMS 300 also must be passed to advance to clinical and field experiences.

## **Paramedic Science Course Descriptions**

### **EMS 240 –Introduction to Paramedic Studies I (3)**

This course introduces the practical skills required for paramedic certification. Students will engage in patient interviews, physical exams and form diagnostic impressions and care plans in a simulated environment. Students will learn and practice skills including intravenous therapy, respiratory management and EKG acquisition, recognition and interpretation.

### **EMS 250 – Introduction to Paramedic Studies II (3)**

This course is a continuation of EMS 240 and reinforces skills in patient assessment and other advanced procedures. Several certification courses in trauma and pediatrics are included. Students are expected to master skills such as advanced airway management, medication administration and EKG interpretation and cardiac management. Prerequisite EMS 240.

### **EMS 270 Patient Assessment and medical Emergencies in Advanced EMS with lab (4)**

This course covers patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical/trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion of this course, students should be able to collect data, report data, utilize basic communication skills, and recognize life threatening emergencies.

### **EMS 290 Pharmacology in Advanced EMS with lab (4)**

This course introduces the fundamental principles of pharmacology and medication administration. Topics include terminology, pharmacokinetics, pharmacodynamics, weights, measures, drug calculations, and administration routes. Emphasis is placed upon action and use of medications most commonly encountered in the treatment of the chronically and acutely ill. Upon completion of this course, students will be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

### **EMS 300 -- Lifespan Issues in Advanced EMS (3)**

This course covers medical, ethical and legal issues, and the spectrum of age-specific emergencies from conception through death. Topics include OB/GYN, neonatal, pediatric and geriatric emergencies.

## School of Education

### **EMS 360 Cardiology in Advanced with lab EMS (4)**

This course studies cardiovascular emergencies and includes an overview of anatomy and physiology, pathophysiology, rhythm interpretation, cardiac pharmacology, and patient treatment.

Upon completion of this course, students will be able to recognize cardiac emergencies, treat cardiac emergencies, interpret 4-lead and 12-lead EKGs, and certify for Advanced Cardiac Life Support.

### **EMS 380 Trauma and Advanced EMS with lab (4)**

This course provides an in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the pre-hospital setting. Topics will include hemorrhage control; shock; burns; and trauma to the head, spine, soft tissues, and thoracic, abdominal, and musculoskeletal areas.

Upon completion of this course, students will be able to recognize traumatic injuries, treat traumatic injuries, correct life threatening conditions, and certify in Pre- hospital trauma life support.

### **EMS 490 Senior Seminar (3)**

An interdisciplinary capstone seminar in Paramedicine Studies that will provide the student with the opportunity to select and explore, with the aid of an instructor, special topics that integrate the course content presented throughout the Paramedic Studies sequence of prehospital medicine.

### **EMS 492 Concepts and Practical Review in Advanced EMS (3)**

### **EMS 496 Paramedic Field Placement (4)**

### **EMS 498 Paramedic Clinical Placement (4)**



**Fire Science (Degree Completion - Continuing Education only)**

**Bachelor of Science in Fire Science**

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

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

**Curriculum**

**General requirements**

Continuing education students in Fire Science may enter this program with the transfer of 60 credits earned in a relevant program at an accredited college or university. Once accepted, students will take the required 18 courses and two electives as outlined in the course catalog. Majors in Fire Science also take courses in Leadership, Applications for Fire Research, and Analytical Approaches for Public Fire Protection in order to develop skills that will enhance their understanding of the major.

A Bachelor degree requires 120 credits, completion of the College General Education Requirements, and the program requirements.

**Fire Science**

Requirements	(transfer)	60 (credits)
Required Curriculum		54
Electives		6
Total		120

**Fire Science Course Offerings**

**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 307 Applications for Fire Research (3)**

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

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### **FRS 309 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 317 Legal Aspects of Emergency Services (3)**

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

### **FRS 321 Incident Command for Emergency Services (3)**

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

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

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

### **FRS 341 Fire Prevention Organization & Management (3)**

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

### **FRS 351 Disaster Planning & Control (3)**

This course examines concepts and principles of community risk assessment, planning, and response to fires and natural and man-made disasters, including civil disturbances, terrorist's 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 365 Fire Related Human Behavior (3)**

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

### **FRS 404 Fire Investigation & Analysis (3)**

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

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

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

### **FRS 420 Management of Emergency Medical Services (3)**

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

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

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

Fourth year seminars

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

### **FRS 496 Directed Study (3)**

### **FRS 499 Internship (variable)**

## **Emergency Medical Services Administration**

(EMSA)

Emergency Medical Services Administration (EMSA) Online Bachelor Degree

The EMSA is designed for the working emergency responders, currently certified or licensed paramedics, EMT's, Fire and Police with a convenient pathway to degree completion. This program focuses on evidenced- based leadership and management skills for point of service care delivery within the emerging field of “pre-hospital healthcare.”

Requirements

General Education Requirements 18 credits

Degree 10

Electives 12

Required Courses

- BLP 250 Applied Statistics (3)
- EMS 302 Emergency Services Management (3)
- EMS 306 Health Informatics (3)
- EMS 307 Applications for Emergency Services Research (3)
- EMS 317 Legal Aspects of Emergency Services

- EMS 326 Human Resource Management for Emergency Services
- EMS 402 Emergency Services, Leadership & Administration (3)
- EMS 425 Emergency Services Budgeting and Finance (3)
- EMS 430 Emerging Topics in Pre-Hospital Care
- EMS 436 Critical Incident Stress for Emergency Services (3)
- EMS 440 International Comparative Pre-Hospital Care (3)
- EMS 470 EMS System Design (3)

### **EMS 302 – Emergency Services Management (3)**

This course is designed to be a progressive primer for students who want more knowledge about emergency services management. The course demonstrates the importance of the following skills necessary to effectively manage in an emergency services organization through the changes and challenges of the 21st century

### **EMS 306 – Health Informatics (3)**

In this course students will learn to integrate health care practices with computer technology and information science to identify, gather, process, and manage information. Technology-based health applications that support clinical, administrative, research and educational decision making are emphasized.

### **EMS 307 – Applications for Emergency Services Research (3)**

This course examines the basic principles of research and methodology for analyzing current emergency services research. The course also provides a framework for conducting and evaluating independent research utilizing a variety of basic research

### **EMS 317 Political and Legal Foundations 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.

### **EMS 326 Human Resource Management for Emergency Services (3)**

This course is designed to be a progressive primer for students who want more knowledge about human resources management as it pertains to emergency services. The course demonstrates the importance of skills necessary to manage human resources in an emergency services organization.

## School of Education

### **EMS 402 - Emergency Services, Leadership & Administration**

Being a leader in any organization today requires special knowledge, skills and abilities. This course deals with Adaptive Leadership and how to apply these contemporary skills in today's Emergency Services organization. Change is occurring at an ever increasing rate and it takes effective leadership to move the organization in the direction of this change while maintaining harmony with the employees, providing the service that is demanded by those we serve and living within the budget that is provided

### **EMS 425 – Emergency Services Budgeting and Finance (3)**

This course is designed to provide an overview of the budgeting and financing process for emergency services organizations. The course will discuss basics of types of budgets, budget construction, and budget prioritization. The overarching goal is to give prospective emergency services managers the basic information necessary to navigate a (public or private sector) emergency services organizational budget.

### **EMS 430 – Emerging Concepts in Pre-Hospital Care (3)**

This course will address contemporary and emerging topics, debates, and concerns in the field of pre-hospital care. The content will change from time to time to reflect the most pressing and topical issues.

### **EMS 436 Critical Incident Stress Management for Emergency Services (3)**

The course introduces the student to the multiple-faceted area of interpersonal relations and mental health crisis management for emergency services personnel. Topics include crisis intervention, critical incident stress, post-traumatic stress disorder, conflict resolution, and professional relationships.

### **EMS 440 – International / Comparative Pre-Hospital Care (3 Credits)**

This course will consider and contrast service delivery models in various countries using Emergency Medical Services in the U. S. as the basis for comparison. The course will discuss how and why pre-hospital care in the U. S. and other countries worldwide and how they took similar and contrasting approaches to the same fundamental problem; the delivery of care to sick and

injured. The focus will be on the study and analysis other EMS models, funding structures and health care philosophies we can better understand and critique America's pre-hospital care system and the place of EMS organizations within.

### **EMS 470 – EMS System Design**

This course discusses the principles for organizational design of an effective pre-hospital service delivery system and includes organization structure, funding, deployment strategies and delivery systems (public, private, fire based, third service, etc.) focus on the managerial level of a pre-hospital medical care delivery system.

## Anna Maria College Fire Science Degree Requirements

Course Number	Course Name	Semester Completed
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>FRS309</i> )	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
BLP110	Leadership	_____
FRS103	Fire Behavior and Combustion ( <i>meets EC in Natural Sciences</i> )	_____
FRS104	Principles of Emergency Services	_____
FRS107	Fundamentals of Fire Prevention	_____
FRS112	Fire Protection Hydraulics and Water Supply	_____
FRS203	Fire Protection Systems	_____
FRS205	Building Construction and Fire Prevention	_____
FRS307	Applications for Fire Research	_____
FRS309	Analytical Approaches to Public Fire Protection ( <i>QR</i> )	_____
FRS3/400	Fire Science Elective**	_____
FRS3/400	Fire Science Elective**	_____
FRS3/400	Fire Science Elective**	_____
FRS3/400	Fire Science Elective**	_____
FRS3/400	Fire Science Elective**	_____
FRS3/400	Fire Science Elective**	_____
FRS491	Senior Seminar II: Fire Department Role in Disasters ( <i>prereq: 90 credits</i> )	_____
EMS220	EMT – Basic ( <i>Required for all FS students in Frosh/Soph yrs</i> )*	_____

### Notes:

- \*Some major requirements can be applied to explorations course requirements
- \*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation
- \*EMS220 EMT-Basic offered fall, spring, and summer. This course is an 8-credit course that prepares students for licensure. Students must earn a minimum grade of a C+ (77) in order to sit for the licensure exam. Class includes lecture meetings during the week and Saturday lab hours.
- \*Students may receive elective credits for course taken through certified Fire Academies (Typically their Fire I and Fire II). Official transcripts must be provided to the Anna Maria College Registrar's Office and students are charged a fee per credit awarded\*\*
- **Fire Science upper level electives may be taken from the following:** \*\*FRS302, FRS304, FRS317, FRS321, FRS326, FRS341, FRS355, FRS360, FRS365, FRS404, FRS415, FRS420, FRS436, FRS455, FRS460, FRS465

<b>Anna Maria College Health and Community Service Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
BLP110	Leadership I	_____
PSY201/SOC201	Introduction to Psychology or Introduction to Sociology ( <i>SOC201 EC in Societies of the World</i> )	_____
PSY217/PSY207/PSY215/ SWK348 or HCS201	Students select one course from this group	_____
BIO115	Medical Terminology	_____
BIO130	Nutrition and Health ( <i>EC in Natural Sciences</i> )	_____
BIO370	Cancer, Environment, and Workplace	_____
HDS315	Family & Community Relationships	_____
HCS200	Health Education and Promotion Strategies	_____
HCS201	Geriatrics and Elder Sensitivity	_____
HCS202	Cultural Diversity in Health	_____
HCS301	Patient Advocacy and Outreach	_____
HCS302	Chronic Disease and Compliance	_____
HCS303	Health Infomatics, Data Entry, and Documentation	_____
HCS401	Navigating Qualified Health Plans	_____
HCS390	Field Experience I	_____
HCS490	Field Experience II	_____
<b>Medical Interpretation Certification Option</b>		
HCS499	Medical Interpreter Certificate	_____
---	Elective	_____
---	Elective	_____
---	Elective	_____
---	Elective	_____

**Notes:**

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

<b>Anna Maria College Health Sciences Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
BIO103	General Biology	_____
BIO212	Human Anatomy & Physiology I ( <i>minimum grade of "C" required</i> )	_____
BIO213	Human Anatomy & Physiology II ( <i>Prereq: BIO212, grade of "C" required</i> )	_____
BIO222	Microbiology ( <i>minimum grade of "C" required</i> )	_____
CHM110	General Chemistry I ( <i>minimum grade of "C" required</i> )	_____
CHM111	General Chemistry II ( <i>Prerequisite: CHM110</i> )	_____
BIO402	Genetics	_____
BIO406	Principles of Epidemiology ( <i>EC Global Dynamics</i> )	_____
BIO408	Toxicology	_____
---3/400	Upper Level School Elective	_____
---3/400	Upper Level School Elective	_____
---3/400	Upper Level School Elective	_____
PSY201	Introduction to Psychology	_____
PSY217	Human Lifespan Development	_____
SOC201	Introduction to Sociology ( <i>EC Societies of the World</i> )	_____
MTH230	Foundation of Probability and Statistics ( <i>QR</i> )	_____

**Notes:**

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All students should consult academic advisor regarding appropriate electives and/or necessary courses through HECCMA (Higher Education Consortium of Central Massachusetts) based on individual career goals within the health field

\*\*Students considering internal transfer application to the Nursing program should consult their advisor regarding appropriate dates, deadlines, and requirements



Anna Maria College Health Sciences – Pre-Pharmacy Track Degree Requirements		
Course Number	Course Name	Completed
AMC100	First-Year Experience ( <i>minimum grade of “C” required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of “C” required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of “C” required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of “C” required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Major Requirements*</b>		
BIO103	General Biology	_____
BIO212	Human Anatomy & Physiology I ( <i>minimum grade of “C” required</i> )	_____
BIO213	Human Anatomy & Physiology II ( <i>Prereq: BIO212, grade of “C” required</i> )	_____
BIO222	Microbiology ( <i>minimum grade of “C” required</i> )	_____
CHM110	General Chemistry I ( <i>minimum grade of “C” required</i> )	_____
CHM111	General Chemistry II ( <i>Prerequisite: CHM110</i> )	_____
CHM---	Organic Chemistry I ( <i>HECCMA course</i> )	_____
CHM---	Organic Chemistry II ( <i>HECCMA course</i> )	_____
BIO402	Genetics	_____
BIO406	Principles of Epidemiology ( <i>EC Global Dynamics</i> )	_____
BIO408	Toxicology	_____
BIO---	Cell Biology ( <i>HECCMA course</i> )	_____
PHY---	General College Physics ( <i>HECCMA course</i> )	_____
ECO200	Microeconomics	_____
PSY201	Introduction to Psychology	_____
PSY217	Human Lifespan Development	_____
SOC201	Introduction to Sociology ( <i>EC Societies of the World</i> )	_____
MTH230	Foundation of Probability and Statistics ( <i>QR</i> )	_____
MTH--	Calculus I ( <i>HECCMA course</i> )	_____

\*Some major requirements can be applied to explorations course requirements

\*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation

\*All students should consult their faculty advisor regarding appropriate electives and/or necessary cross-registered courses through HECCMA (Higher Education Consortium of Central Massachusetts) based on individual career goals within the health field

\*Graduate programs in Pharmacy often look for the following:

1. Completion of all prerequisite coursework
2. Competitive scores on the Pharmacy College Admission Test (PCAT)
3. Exemplary academic performance - typically defined as a cumulative GPA of 3.5 or above in undergraduate program
4. Successful interview with the institution

\*Please consult Anna Maria College articulation agreements for additional options for pre-pharmacy students

<b>Anna Maria College Nursing Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b>Explorations Courses</b>		
EC	Explorations in Natural Sciences ( <i>consult advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b>Nursing Prerequisite Requirements</b>		
CHM110	General Chemistry ( <i>minimum grade of "C" required</i> )	_____
BIO212	Anatomy and Physiology I ( <i>minimum grade of "C" required</i> )	_____
BIO213	Anatomy and Physiology II ( <i>prereq: BIO212, min grade of "C" required</i> )	_____
BIO222	Microbiology ( <i>minimum grade of "C" required</i> )	_____
MTH230/JSS250/BLP250	Foundations of Statistics and Probability ( <i>QR</i> )	_____
PSY201	Introduction to Psychology ( <i>minimum grade of "C" required</i> )	_____
PSY217	Human Lifespan Development ( <i>minimum grade of "C" required</i> )	_____
SOC201	Introduction to Sociology ( <i>minimum grade of "C" required, EC in Societies of the World</i> )	_____
<b>Nursing Courses</b>		
NUS211 (SO year)	Professionalism in Patient Centered Care ( <i>prerequisite: BIO212 and BIO213</i> )	_____
NUS212 (SO year)	Pathophysiology for Nursing ( <i>prerequisite: BIO212 and BIO213</i> )	_____
NUS300 (JR year)	Fundamentals of Nursing ( <i>prerequisite: NUS211, NUS212</i> )	_____
NUS305 (JR year)	Nursing Health Assessment ( <i>prerequisite: NUS211, NUS212</i> )	_____
NUS307 (JR year)	Psychiatric Nursing ( <i>prerequisite: NUS300, NUS305, NUS300</i> )	_____
NUS308 (JR year)	Medical Surgical Nursing ( <i>prerequisite: NUS300, NUS305, NUS300</i> )	_____
NUS309 (JR year)	Pharmacology for Nursing ( <i>prerequisite: NUS211, NUS212</i> )	_____
NUS314 (JR year)	Essentials of Nursing Research ( <i>prerequisite: NUS300, NUS305, NUS300, course meets the EC in Writing for Career and Creativity</i> )	_____
NUS401 (SR year)	Family Health Nursing ( <i>prerequisite: NUS307, NUS308, NUS314</i> )	_____
NUS402 (SR year)	Community Health Nursing ( <i>prerequisite: NUS307, NUS308, NUS314, EC in Global Dynamics</i> )	_____
NUS412 (SR year)	Comprehensive Nursing ( <i>prerequisite: NUS401, NUS402</i> )	_____
NUS413 (SR year)	Nursing Leadership ( <i>prerequisite: NUS401, NUS402</i> )	_____

**Notes:**

\*Cumulative GPA of 2.33 required to maintain eligibility in the Nursing program

\*Nursing students are permitted to re-take two separate required prerequisite science courses (BIO212, BIO213, BIO222, CHM110) one time each and maintain eligibility within the program. Students may not retake the same pre-requisite science course three times or retake three separate required pre-requisite science courses

\*All NUS courses require a minimum grade of C+ for successful completion. Students are permitted to retake two separate NUS courses one time each and maintain eligibility in the program.

**\*Please refer to the Nursing Student Handbook for all program policies and procedures**

<b>Anna Maria College Paramedic Science Degree Requirements</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Semester Completed</b>
AMC100	First-Year Experience ( <i>minimum grade of "C" required</i> )	_____
ENG102 (by placement only)	Development Writing ( <i>minimum grade of "C" required</i> )	_____
ENG103	Freshman Composition( <i>minimum grade of "C" required</i> )	_____
ENG104	Writing Through Literature ( <i>minimum grade of "C" required</i> )	_____
PHL110	Introduction to Philosophy	_____
THE210	Introduction to Theology ( <i>prerequisite: PHL110</i> )	_____
---490	Senior Seminar ( <i>prerequisite: 90 credits earned</i> )	_____
Language I	Global Language I ( <i>consult advisor</i> )	_____
Language II	Global Language II ( <i>consult advisor</i> )	_____
QR	Quantitative Reasoning ( <i>consult advisor</i> )	_____
<b><u>Explorations Courses</u></b>		
EC	Explorations in Natural Sciences ( <i>consult Advisor</i> )	_____
EC	Explorations in Western Cultures and History ( <i>consult advisor</i> )	_____
EC	Explorations in Societies of the World ( <i>consult advisor</i> )	_____
EC	Explorations in Creativity and Imagination ( <i>consult advisor</i> )	_____
EC	Explorations in United States in the World ( <i>consult advisor</i> )	_____
EC	Explorations in Global Dynamics ( <i>consult advisor</i> )	_____
EC	Explorations in Writing for Career and Creativity ( <i>consult advisor</i> )	_____
EC	EC in Catholic Worldview ( <i>prerequisite: PHL110, THE210, consult advisor</i> )	_____
<b><u>Major Requirements*</u></b>		
BIO103	General Biology ( <i>min grade of C+ required</i> )	_____
BIO212	Anatomy & Physiology I ( <i>min grade of C+ required</i> )	_____
BIO213	Anatomy & Physiology II ( <i>prerequisite: BIO212, min grade of C+ required</i> )	_____
CHM110	General Chemistry ( <i>min grade of C+ required</i> )	_____
PSY201	Introduction to Psychology	_____
EMS220	EMT-Basic ( <i>min grade of C+ necessary to sit for certification exam</i> )	_____
EMS240	Paramedic Studies I	_____
EMS250	Paramedic Studies II ( <i>prerequisite: EMS240</i> )	_____
EMS270	Patient Assessment in Advanced EMS	_____
EMS290	Pharmacology in Advanced EMS	_____
EMS300	Lifespan Issues in EMS	_____
EMS360	Cardiology in Advanced EMS	_____
EMS380	Trauma in Advanced EMS	_____
EMS385	Pediatrics in Advanced EMS	_____
EMS496	Field Experience I	_____
EMS498	Field Experience II	_____

**Notes:**

- \*Some major requirements can be applied to explorations course requirements
- \*Additional General Electives may be required in order to earn the minimum number of credits necessary for graduation
- \*EMS220 EMT-Basic offered fall, spring, and summer. This course is an 8-credit course that prepares students for licensure. Students must earn a minimum grade of a C+ (77) in order to sit for the licensure exam. Class includes lecture meetings during the week and Saturday lab hours.
- \*Minimum grade of B- required for successful completion of all EMS required courses.

## **Accreditations & Memberships**

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

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

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

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

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

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

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

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

The Academy of Criminal Justice Sciences  
The Accreditation Commission for Education in Nursing  
The American Assembly of Collegiate Divisions of Business  
The American Art Therapy Association  
The American Association of Colleges of Nursing  
The American Association for Paralegal Education  
The American Library Association  
The American Music Therapy Association  
The American Society of Criminology  
The Association for Supervision and Curriculum Development  
The Association of American Colleges and Universities  
The Association of Catholic Colleges and Universities  
The Association of College Research Libraries  
The Association of Collegiate Registrars and Admissions Officers

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

# Graduate Studies

## Graduate Programs

Master of Business Administration  
Advanced Certificate in Business  
Master of Arts in Counseling Psychology  
Master of Science in Criminal Justice  
Master of Education with concentrations in  
Preparation for Initial Teacher Licensure:  
Early Childhood: Teacher of Students with and without  
Disabilities (Pre K-2) †  
Elementary (1-6) †  
Moderate Disabilities (Prek-8; 5-12)

Professional Teacher Licensure:  
Early Childhood Teacher of Students with and without  
Disabilities (Pre K-2) †  
Elementary (1-6) †

Certificate of Advanced Graduate Study

Master of Interdisciplinary Studies\*  
Master of Public Administration  
Certificate in Victim Studies  
Certificate of Homeland Security  
Graduate Certificate in Emergency Management

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

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

## Graduate Admission Criteria

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

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

1. Provide evidence of an earned undergraduate degree from a regionally accredited United States college or university, or an equivalent degree from a nationally accredited institution outside the United States.
2. Submit two (2) professional references that support your candidacy to do graduate work.
3. Possess a cumulative grade point average (GPA) of 2.7 and an undergraduate record that demonstrates your ability to be successful in graduate studies.
4. Provide, in writing, a 500-word personal statement that demonstrates your commitment to the graduate studies and reflects your writing skills.
5. Submit a resume.
6. International students must also submit TOEFL 565 (PBT); 225 (CBT); or 85 (IBT) along with other required documents.

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

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

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

Applications must also include the following:

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

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

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

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

#### **Matriculation**

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

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

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

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

### **Enrollment Status**

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

### **Interviews**

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

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

Graduate students are expected to work diligently towards the completion of their program of study by maintaining continuous enrollment throughout the academic year. If withdrawn for an extended period of time, a student may be required to reapply for admission. It is important that you contact your program director or the Division of Graduate Studies and Continuing Education if you are withdrawn from either the program or the College. In most cases, master's coursework must be completed within five (5) years of matriculation.

### **Thesis Registration**

Thesis is a significant undertaking and should only be registered for in a semester when the student is able to commit the time and effort required to complete the Thesis. In the event that the student is unable to complete the Thesis in the semester of registration they may petition for an Incomplete. A grade of "I"

## Graduate Studies

(Incomplete) is assigned when the student is making good progress on the thesis, but is not finished within the initial semester the credits were taken. Students with an “I” grade must register for one credit of Continued Registration (fee required) for **one** 15-week semester (the spring or fall immediately following initial Thesis registration). This one-credit registration provides graduate students full access to campus resources including library privileges, email, faculty support, and access to student labs. Students will not be granted a second continued registration.

Additionally, students must complete their thesis within the time limit allowed for earning their degree (5 years from matriculation). Requests for an Incomplete Grade for Thesis must be made through petition to the Vice President of Academic Affairs. The program director will work with the student to petition for an incomplete grade.

### Leave of Absence Policy During Thesis Registration

At any time during the thesis process (during the first semester or during a Continued Registration semester) a student may request a leave of absence in order to stop the clock on their thesis. A leave of absence is only granted for serious personal or health reasons. To apply for a leave of absence a student must submit a written request to the graduate program director containing a detailed petition stating the reasons for the leave and a copy of the work to date that has been signed by the supervisor. A student may request a leave of absence for a maximum of 6 months. When the student is ready to return and complete the thesis/research project the student must contact the program director, in order to receive approval restart and to re-register the thesis.

### Leave of Absence

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

### Withdrawals

A graduate student who wishes to withdraw from an on-campus, online or hybrid course prior to the completion of the class must submit a written request to the Division of Graduate Studies and Continuing Education. Once approved, the withdrawal will appear on the student’s official transcript as a “W”. The Withdrawal period is stipulated in the academic calendar for each semester. Ceasing to attend classes or notifying the instructor does not constitute an official withdrawal. A student who fails to properly withdraw from a class will receive a grade of “F” for the course.

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

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

### Transfer Credits\*\*

Accepted and matriculated students may petition the Dean’s office to transfer up to two courses (6 credits) into a graduate program based on the following conditions:

1. Courses fit an appropriate requirement or elective in the program.
2. The grade earned for the transfer credit is “B” or better.
3. The credits were earned from a regionally accredited institution.
4. Generally, the credits were earned within seven years of the petition. Mid-career students in 30 credit programs may only transfer a maximum of six (6) credits

Students seeking to earn a second graduate degree at Anna Maria College may transfer up to three courses (nine credits) of



coursework taken at AMC towards their second degree, provided one course is PHL 600, Ethical Theory, and the additional two courses have Program Director approval.

Through the Fifth Year Option at the College, advanced undergraduate students may take up to three courses (nine credits) of graduate coursework, with Dean/Program Director approval, to be applied to both their undergraduate and graduate program.

Total credits transferred into any graduate program may not exceed nine credits.

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

## **Academic Policies**

### **Registration Policies**

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

### **Attendance**

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

### **Administrative withdrawals**

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

## **Code of Conduct**

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

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

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

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

## **Satisfactory Academic Progress (SAP)**

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

# Graduate Studies

## Grading Policy

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

## Grade Review – Resolution

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

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

## Academic Sanctions – Probation, Dismissal, Repeat Courses

All students eligible for a graduate degree or certificate must achieve an average of 3.0 or "B" (based on a 4.0 scale) in all course requirements established by the Schools. **Any graduate student who fails a course must take the same course or an equivalent (as determined by the program director) again.** If a student's CGPA falls below 3.0 in any given semester, the

student will be placed on academic probation. Students who remain on academic probation for two consecutive semesters may be subject to dismissal from the College. A student is allowed to repeat a course once but cannot repeat more than three (3) courses throughout the program. An appeal of a dismissal must be made to the VPAA (or Associate Dean) within 30 days of the date of the dismissal.

## Institutional Review Board – (IRB)

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

## Graduation Requirements

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

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

In keeping with the College's mission, the Division of Graduate Studies and Continuing Education requires all graduate students to take PHL600, Ethical Theory or an equivalent course as designated through their major. This requirement may be waived only if the student has taken a course in general ethics focusing on Judeo-Christian traditions, and taught by the Department of Philosophy.

PHL600 Ethical Theory: This course examines the intellectual and theoretical perspectives that inform ethical theory and practice within the Judeo-Christian and liberal arts traditions. Specific attention is given to the significance of the dialogue between faith and reason in the development of ethical theory from the ancient period through the present.

## **Administrative Policies**

### **Religious Observances**

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

*Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No Adverse or prejudicial effects shall result to any student because of his/her availing himself/herself of the provisions of this section.*

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

classes will be notified of the decision by the VPAA’s office within five working days after the receipt of the request. If the request is denied, the denial, accompanied by the reason therefore, will be sent to the student by the VPAA’s office within five working days after the receipt of the request.

### **Email Policy**

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

### **Cancellation of classes**

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

#### Radio stations:

WBZ (AM1030)  
WSRS (FM 96)  
WSRS (FM 96)

#### Television stations:

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

### **Confidentiality of Records**

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

### **Online Studies**

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

## Graduate Studies

students must interact on at least **Four (4) separate days unless otherwise stated.**

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

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

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

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

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

## Finances and Financial Aid

### Business Affairs Office

Telephone: 508-849-3425

Fax: 508-849-3229

### Financial Aid Office

Phone: 508-849-3366

Fax: 508-849-3735

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

## Finances

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

### Tuition and Fees for 2014-2015

Application fee	\$40
On-ground Graduate Tuition	\$1755/per 3 credit course
On-line Graduate Tuition	\$2,055/per 3 credit course
Cont. Ed. Undergraduate Tuition	\$1230/ per 3 credit course
On-line Undergraduate Tuition	\$1200/ per 3 credit course
On-line RN-BSN Tuition	\$1497/per 3 credit course
Credential fee*	\$100
Cap and Gown	\$35
Transcript fee	\$5
Rush / Priority	\$7
Returned checks	\$35
Late payment fee 1% of outstanding balance/month	
Late registration fee	\$50
Comprehensive exam fee	\$65
Class audit fee:	\$100/per credit

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

### Payment

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

The Business Office accepts only cash and check payments on campus. Checks should be made payable to Anna Maria

College. If a check is returned unpaid, the student's account will be assessed a \$35 fee. The fee must be paid along with any unpaid tuition. The College is not responsible for notifying students of returned checks.

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

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

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

### Refund of Tuition and Fees

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

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

# Graduate Studies

## Refund Schedule

### *Traditional 15-week semester*

Withdrawal prior to second class meeting: 100%  
Withdrawal prior to third class meeting: 60%  
Withdrawal prior to fourth class meeting: 40%  
Withdrawal after the fourth class meeting: No Refund

### *Accelerated 8-week semester*

Withdrawal during the first week of class: 100%  
Withdrawal after the first week of class: No Refund

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

## Financial Aid

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

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

## Federal Loans

As of July 1, 2012, a graduate student may only qualify for a Federal Unsubsidized Stafford Loan. The Unsubsidized Stafford Loan is NOT need-based and begins to build interest when the funds are disbursed to the student's account. Students receiving a loan on their financial aid award letter do not need to return the

signed award letter to initiate the loan process. The Financial Aid Office must be notified only if the student would like to increase, decrease or cancel the loans.

First-time borrowers at Anna Maria College must also complete a Direct Loan Stafford Loan Master Promissory Note and Entrance Interview Form before the Stafford Loan can be processed. The Entrance Interview Form explains the borrower's rights and responsibilities. For the 2012-2013 academic year, fixed interest rates were set at 6.8%. Electronic Funds Transfer (EFT) applies the funds directly from the lender to the student's account.

## Federal Unsubsidized Stafford Loan

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

## Other Loan Options

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

## Veterans Benefits

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

## **National Guard Assistance**

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

## **Satisfactory Academic Progress**

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

Cumulative GPA: 3.0

Credits Completed: 67% of credits attempted

## **Appeals**

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

## **Other Academic Elements**

Certain elements affect the academic progress evaluation:

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

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

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

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

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

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

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

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

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

## **Attendance Verification**

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

## **Disbursement of Financial Aid**

For all accelerated classes, Session I and Session II of each semester are combined to make one full semester. The Financial Aid Office must verify enrollment and academic participation in

## Graduate Studies

BOTH Session I and Session II before ANY financial aid will be disbursed to a student's account. Even if a student is only attending one session, verification of both must be completed before disbursement. Please plan your finances accordingly.

### **Financial Aid Budget**

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

- Food – up to \$1000 per semester
- Rent- up to \$2000 per semester (must verify amount of rent or mortgage payment per month)

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



## **Graduate Programs and Courses**

*School of Business*

*School of Education*

*School of Fire and Health Sciences*

*School of Humanities*

*School of Justice and Social Sciences*

*School of Visual and Performing Arts*

## **School of Business**

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

Elzbieta Manos, Associate Dean and Associate Professor

Michael Morgan, Assistant Professor

Theodora Welch, Ph.D., Assistant Professor

#### **Program Description**

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

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

MBA students may select a concentration in ethics and leadership, finance, health informatics, health care administration, industrial organizational psychology, marketing, public finance and management, or security management. Students seeking a broader business program may also choose a general business or self-designed concentration, selecting courses from a variety of areas. In order to complete a concentration, the student must select four electives from the concentration's set of electives.

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

# Graduate Studies

## Degree Requirements

- Twelve courses (36 credits) with an overall GPA of 3.0 (B)

### Mid-Career Track: Your Work Experience Counts

If you have relevant progressive work experience in business, you may be eligible to waive 1 course or 3 credits from the MBA core requirements as determined by the Program Director on a case by case basis. This waiver does not apply to electives. Thus, a student could earn the Master of Business Administration degree in 11 courses or 33 credits.

*Examples:*

- A digital marketing or brand coordinator/manager – waive BUS638 Marketing Strategies
- A financial analyst or cost accountant – waive BUS607 Financial Analysis
- A lawyer – waive BUS651 Legal Issues in Business

*The student states his/her case in the personal statement. If a student is dissatisfied with the decision, an appeal can be made by email first to MBA Program Director, then the Vice-President for Academic Affairs, and lastly to the Graduate Council.*

## Curriculum

### Prerequisite Courses

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

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

## Core Courses

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

- BUS 760 Business Ethics
- BUS 607 Financial Analysis
- BUS 614 Decision Making/Quantitative Analysis
- BUS 638 Marketing Strategies
- BUS 651 Legal Issues in Business
- BUS 655 Economic Decision-Making in a Globalized Economy
- BUS 701 Research Methods and Technology
- BUS 733 Capstone Project or BUS 791 Policy and Strategy (Capstone)\*

### Four Electives

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

### Advanced Certificate of Business (ACB)

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

### Certificate Requirements

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

### Grant Writing Certificate Program

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

- BUS 908 Organization Assessment, Diagnosis
- BUS 912 Grantmanship—Research, Writing, and relationships
- BUS 933 Project: Grant Writing
- BUS 936 Budget Preparation and Analysis: Nonprofit

### Concentrations

#### Ethics and Leadership

- BUS 622 Leadership
- BUS 629 Labor Management Relations
- BUS 633 Organizational Behavior
- BUS 672 Health Care Administration
- BUS 723 International Business
- BUS 779 White Collar Crime
- BUS 831 Workplace Violence

#### Finance

- BUS 604 Advanced Accounting Topics
- BUS 609 Money and Banking
- BUS 612 Federal Taxes
- BUS 636 Budget Preparation and Analysis
- BUS 719 Financial Controllershship
- BUS 721 Treasury Management
- BUS 779 White Collar Crime
- BUS 936 Budget Preparation: Non-Profit/Gvnt

#### Healthcare Administration

- BUS 622 Leadership
- BUS 672 Health Care Administration (Required)
- BUS 681 Health Care Law
- BUS 683 Economics and Finance of Health Care
- BUS 711 Human Resources Management
- BUS 725 Analysis of the Quality of Health Care

#### Health Informatics

- BUS 672 Health Care Administration (Required)
- BUS 637 Information Systems - Health Care
- BUS 681 Health Care Law

- BUS 683 Economics and Finance of Health Care
- BUS 736 Ethical Issues in Health Informatics
- SCM 710 Information Security

#### Industrial Organizational Psychology

- IOP 736 Multicultural Perspectives
- IOP 613 Theories of Personality
- IOP 639 Positive Psychology
- Elective (with advisor guidance)

#### Marketing

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

#### Public Finance and Management

- BUS 611 Non-Profit/Government Accounting
- BUS 622 Leadership
- BUS 629 Labor Management Relations
- BUS 912 Grantmanship
- BUS 936 Budget Preparation: Non-Profit Gvnt
- MPA 603 Public Policy
- MPA 604 Strategic Planning for Public Managers
- PSM 501 Conflict Management
- SCM 710 Information Security

#### Security Management

- SCM 601 Principles of Security Management
- SCM 620 Crisis Management and Emergency Planning
- SCM 630 Physical Security: Design and Integration
- SCM 640 Security Investigations
- SCM 701 Workplace Violence or BUS831 Workplace Safety
- SCM 710 Information Security

### Graduate Business Course Descriptions

(all courses are three credits unless otherwise noted)

### Pre-requisite Course Descriptions

## Graduate Studies

### **BUS 512 Financial Accounting**

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

### **BUS 524 Management**

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

### **BUS 543 Marketing Theory**

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

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

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

### **BUS 571 Managerial Statistics**

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

### **Required Course Descriptions**

#### **BUS 760 Business Ethics**

Study of moral philosophy, values, and ethical decision-making in today's business environment.

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

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

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

Introduces the use of probability theory in decision making. Delves into methods such as P.E.R.T., decision making under conditions of certainty and uncertainty, decision trees, linear

programming, games theory. Ethical considerations of decisions. Prerequisite: BUS 571 or equivalent.

### **BUS 638 Marketing Strategies**

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

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

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

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

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

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

Provides an overview of qualitative research methods and research utilizing online databases.

### **BUS 733 Project**

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

### **BUS 791 Policy and Strategy**

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

## Elective Course Descriptions

### **BUS 604 Advanced Accounting Topics**

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

Prerequisite: BUS512 or equivalent

### **BUS 609 Money and Banking**

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

### **BUS 610 Managerial Accounting**

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

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

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

### **BUS 612 Federal Taxes**

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

### **BUS 622 Leadership**

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

### **BUS 629 Labor Management Relations**

Covers the development, structure and current status of the unions in the United States. Examines management attitudes toward the bargaining process, the evolution of labor legislation, government policy toward labor management relations.

### **BUS 633 Organizational Theory and Behavior**

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

### **BUS 636 Budget Preparation and Analysis**

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

### **BUS 637 Information Systems - Health Care**

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

### **BUS 640 Competitive Strategies**

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

### **BUS 672 Health Care Administration**

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

### **BUS 681 Health Care Law**

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

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

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

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

Explores marketing strategies utilizing the Internet.

### **BUS 709 Buyer Behavior**

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

## Graduate Studies

### **BUS 710 Marketing Communications**

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

### **BUS 711 Human Resource Management**

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

### **BUS 717 New Product Development**

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

### **BUS 719 Financial Controllershship**

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

### **BUS 721 Treasury Management**

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

### **BUS 723 International Business**

Analyzes marketing and management problems and techniques in international business. Covers planning in an international environment related to exchange rates, management, fixed

flows, and management controls through accounting and financial reporting.

### **BUS 731 Starting a Small Business**

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

### **BUS 736 Ethical Issues in Health Informatics**

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

### **BUS 750 E-Commerce Business Strategies**

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

### **BUS 752 Marketing Research**

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

### **BUS 779 White Collar Crime**

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

### **BUS 798 Special Topics in Business**

Students will explore business topics of current interest or importance.

### **BUS 908 Organizational Assessment**

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

**BUS 912 Grantsmanship**

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

**BUS 918 Directed Study**

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

**BUS 933 Project: Grant Writing**

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

**BUS 936 Budget Preparation and Analysis: Non-Profit**

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

**SCM 601 Principles of Security Management**

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

**SCM 620 Crisis Management and Emergency Planning**

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

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

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

**SCM 640 Security Investigations**

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

**SCM 701 Workplace Violence**

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

**SCM 710 Information Security**

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

Please refer to the Master of Public Administration for course descriptions related to the Public Finance and Management concentration and the Master of Science in Industrial Organizational Psychology for course descriptions related to this concentration.

## Graduate Studies

### School of Education

#### **Master of Education**

Joanne M. McDonnell, M.Ed.  
*Director of Education Programs*  
*Assistant Professor*

#### **Master of Education Faculty**

Lisa LeBlanc, Ph.D., *Associate Professor*  
Virginia R. Heslinga, Ph.D., *Assistant Professor*  
Shelie Wells, M.Ed. *Field Placement Coordinator*

#### **Mission**

One of the inaugural programs of concentration at Anna Maria College, founded in 1946, was the Education program. Anna Maria College has offered educator preparation programs approved by the Department of Elementary and Secondary Education (DESE) since 1982. These programs are in keeping with the College mission of fostering intellectual involvement, career preparation, social awareness, dedication to justice and peace, religious and moral sensitivity, and a lifestyle capable of sustaining these within balance. The education programs, are committed to nurturing the development of a sense of respect for oneself and for others, and a sense of responsibility to society and the world.

#### **Partners in Education**

Anna Maria College faculty and partner school faculty work in close collaboration. Our students benefit from the experience, expertise, and mentoring from exemplar supervising practitioners in both urban and suburban schools. For a listing of Partners in Education, please email [cholmes@annamaria.edu](mailto:cholmes@annamaria.edu)

#### **Description**

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



## **Master of Education with Preparation for Teacher Licensure**

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

### **Preparation for Initial Teacher Licensure**

- Early Childhood; Teacher of Students with and without Disabilities (Pre K-2)
- Elementary (1-6)
- Teacher of Students with Moderate Disabilities (PreK-8; 5-12)

### **Preparation for Professional Teacher Licensure**

- Early Childhood: Teacher of Students with and without Disabilities (Pre K-2)
  - Concentration in English Language Arts
- Elementary (1-6)
  - Concentration in English Language Arts

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

## **Master of Education for Professional Practice (non-licensure options)**

Individuals who want to expand their understanding of teaching and learning, to develop and enhance their teaching practice, and to prepare for further inquiry in education may consider exploring the opportunities of a Master of Education in one of the following:

- English Language Arts,
- Moderate Disabilities, or

## **Certificate of Advanced Graduate Study**

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

## **Master of Education Admission Requirements**

In addition to the general procedures for admission to the Division of Graduate Studies and Continuing Education, applicants for admission to Education programs must possess at least a bachelor degree in liberal arts or sciences from an accredited institution and provide evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in

the distribution of undergraduate courses and the grades received in them. A scholastic average of **2.7 (on a 4.0 scale)** for the total undergraduate program and a 3.0 average in the major field are required. Applicants whose undergraduate majors are other than liberal arts or sciences must show evidence of an interdisciplinary major. This is defined as a minimum of 12 courses (36 credits) in liberal arts or sciences, the majority of which are upper-level courses. Four of these courses must be in the same discipline; the remaining eight must be in a related area. Fulfillment of this prerequisite is determined from the undergraduate transcript by the Program Director

Additional materials, certificates, licensure, Massachusetts Tests for Educator Licensure results, or proof of specific course work, as may be required.

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

Two references and resume.

## **Conditional Acceptance**

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

## **Credit Load Policy**

For programs operating on the traditional semester schedule (15-week fall term, 15-week spring term, and two 6-week summer terms), the normal full-time course load is two courses each in the fall and spring terms, and one courses in each summer term. For programs operating on the accelerated schedule of six 8-week terms per year, the normal full-time course load is one course per term. Students who wish to register for more than the stated full-time load must receive prior approval from their Program Director.

## Graduate Studies

### Degree Requirements for Master of Education with Preparation for Initial Teacher Licensure

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

Teacher licensure preparation programs require:

- Passing scores on all required Massachusetts Tests for Educator Licensure (MTEL) prior to application for the Initial Student Teaching Practicum experience.
- A minimum grade of 3.0 (B) in the practicum is required for teacher licensure endorsement. If the student receives a grade of less than 3.0 (B) in the practicum the student will not be considered a program completer and will not be endorsed for licensure. The practicum may be repeated only once with the review and approval of the Education Council.
- A portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state-defined teaching standards.

### Certificate of Advanced Graduate Study (CAGS) Admission Requirements

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

### Initial Teacher Licensure Preparation Information

Applicants interested in initial teacher licensure must pass all required Massachusetts Tests for Educator Licensure (MTEL) prior to application for the Initial Student Teaching Practicum experience. A table outlining the required tests is below. For more information on MTELs go to [www.mtel.nesinc.com](http://www.mtel.nesinc.com)

Practicum applications with supporting documentation are due by 10/1 for a January (spring semester) placement and 3/1 for a fall semester placement.

Early Childhood (PreK-2)	Elementary (1-6)	Mod. Dis. (PreK-8)	Mod. Dis. (5-12)
Communication & Literacy (reading & writing subtests)	Communication & Literacy (reading & writing subtests)	Communication & Literacy (reading & writing subtests)	Communication & Literacy (reading & writing subtests)
Foundations of Reading	Foundations of Reading	Foundations of Reading	Foundations of Reading
Early Childhood	General Curriculum (multi-subject & mathematics subtests)	General Curriculum (multi-subject & mathematics subtests)	Subject test (ex. English, History, Math, Science)

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

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

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

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

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

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

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

The Commonwealth of Massachusetts has three levels of teacher licensure: Preliminary, Initial, and Professional.

The Division of Graduate Studies prepares teachers for licensure at the Initial Level in Early Childhood, Elementary, and Moderate Disabilities and at the Professional Level in Early Childhood and Elementary.

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

Contact the Graduate Education Program Office at [jmcdonnell@annamaria.edu](mailto:jmcdonnell@annamaria.edu) for information about professional development opportunities.

### **Documenting Compliance with Competency Review Requirements**

Demonstrated competency in subject matter knowledge may waive a course requirement. If that is the case, an individual would take an elective course to complete the minimal credit requirements of the degree. Only graduate level coursework that

meets subject matter knowledge competency may be transferred in to the M.Ed. or CAGS program of study. Up to 6 graduate credits may be transferred as long as they meet program requirements. The following outlines requirements for documenting compliance with competency review requirements:

# Graduate Studies

## Coursework for college/university credit

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

## Seminar or workshop

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

## Experience

- In order for experience to be considered toward satisfying coverage of a competency(ies) identified

within a Competency Review, a letter must be submitted to the AMC Licensure Office attesting to the role and dates of the applicant's experience.

- The letter should explain in detail how each competency was gained and verify how coverage of each competency was demonstrated. If the experience occurred in a school or district, then this letter must be on official school letterhead and be signed by the superintendent or head administrator and the appropriate director. If the experience occurred in another setting, then this letter must be on official letterhead and be signed by the appropriate administrator.
- If a competency is waived, the student may select (with academic advisor guidance) alternative course(s) to complete the credit requirements of the degree.

## Master of Education Initial Licensure Preparation

- Preparation for Initial Teacher Licensure
- Early Childhood; Teacher of Students with and without Disabilities (Pre K-2)
- Elementary (1-6)
- Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

## Course of Study

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

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

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

- Course work to meet teaching competencies: EDU 600, EDU 609, EDU 610, EDU 612, EDU 613, one of the following: EDU 626, 632, 659, and EDU 656.
- A minimum of 80 hours of pre-practicum field experiences.
- Passing scores on the following MTELs:
  - Communication & Literacy including two separately scorable subtests
  - Foundations of Reading
  - Early Childhood
- A teaching practicum and concurrent seminar: EDU 619 and EDU 620.
- A portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state-defined teaching standards.

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

- EDU 600 Foundations and Principles of Education
- EDU 609 Child Development
- EDU 610 Mathematics and Science Education for Early Childhood (includes EDU 509 - 40 hour pre-practicum field placement)
- EDU 612 Reading in the Elementary School (includes EDU 509 - 40 hour pre-practicum field placement)
- EDU 613 Language Arts and Children's Literature
- One special needs course: (EDU 626, EDU 632, EDU 659)
  - EDU 626 Teaching Exceptional Children
  - EDU 632 Strategies for Inclusion
  - EDU 659 Learning Disabilities
- EDU 656 ESL Theory and Practice
- EDU 619 Initial Teacher Practicum—Early Childhood\*
- EDU 620 Teaching Practicum Seminar (taken concurrently with EDU 619)

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

Early Childhood: Teacher of Students with and without Disabilities (PreK-2) a 300 hour (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities)

At this point, a student has completed the teacher licensure program segment and can apply for teacher licensure.

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

- PHL 600 Ethical Theory (or equivalent)
- EDU 644 Classroom Management (or) EDU 646 Differentiated Instruction in Action (or) EDU 642 Early Childhood Curriculum
- EDU 638 Educational Research and Evaluation
- EDU 640 Authentic Assessment t or EDU 662 Using Data to Inform Instruction

#### **Subject Matter Knowledge Requirements for Early Childhood: Teacher of Students with and without Disabilities (Levels: PreK-2)**

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=06>

(a) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
  - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
  - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
  - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking and reading vocabulary.
3. Theories on the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(b) The following topics will be addressed on a test of other subject matter knowledge:

1. English language arts
  - a. Children's literature: genres, literary elements, literary techniques, vocabulary demands.
  - b. Approaches and practices for developing skill in using writing tools.
  - c. Writing process and formal elements of writing.
2. Basic principles and concepts related to PreK-2 grade mathematics in number sense and numeration, patterns

## Graduate Studies

and functions, geometry and measurement, and data analysis.

3. Basic principles and concepts of the physical and life sciences appropriate to the PreK-2 grades.
4. Basic principles and concepts of history, geography, government, and economics appropriate to the PreK-2 grades.
5. Basic theories of cognitive, social, physical, language, and emotional development in children and adolescents, including learning through play, as they apply to children with and without disabilities.
6. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).

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

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

- Course work to meet teaching competencies: EDU 600, EDU 609, EDU 612, EDU 613, EDU 614, one of the following: EDU 626, 632, 659, and EDU 656.
- A minimum of 80 hours of pre-practicum field experiences.
- Passing scores on the following MTELs:
  - Communication & Literacy including two separately scorable subtests
  - Foundations of Reading
  - General Curriculum including two separately scorable subtests
- A teaching practicum and concurrent seminar: EDU 618 and EDU 620.
- A portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state-defined teaching standards.

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

- EDU 600 Foundations and Principles of Education
- EDU 609 Child Development
- EDU 612 Reading in the Elementary School (includes EDU 509 40-hour pre-practicum field placement)
- EDU 613 Language Arts and Children's Literature

- EDU 614 Teaching and Learning Mathematics and Science (includes EDU 509 - 40-hour pre-practicum field placement)
- One special needs course: (EDU 626, EDU 632, EDU 659)
  - EDU 626 Teaching Exceptional Children
  - EDU 632 Strategies for Inclusion
  - EDU 659 Learning Disabilities- Elementary
- EDU 656 ESL Theory and Practice
- EDU 618 Initial Teacher Practicum\*
- EDU 620 Teaching Practicum Seminar (taken concurrently with EDU 618)

### **Practicum Requirements\***

Teachers preparing for the Elementary (1-6) license must complete a 300-hour practicum in an elementary classroom grade level 1-6.

At this point, a student has completed the teacher licensure program segment and can apply for teacher licensure.

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

- PHL 600 Ethical Theory (or equivalent)
- EDU 644 Classroom Management (or) EDU 646 Differentiated Instruction in Action
- EDU 638 Educational Research and Evaluation
- EDU 640 Authentic Assessment or EDU 662 Using Data to Inform Instruction

### **Subject Matter Knowledge Requirements for Elementary (Levels: 1-6)**

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=06>

(a) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
  - a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.

- b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
  - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
- 2. Development of a listening, speaking, and reading vocabulary.
- 3. Theories on the relationships between beginning writing and reading.
- 4. Theories of first and second language acquisition and development.

(b) The following topics will be addressed on the General Curriculum test:

- 1. English.
  - a. Children's and young adult literature.
  - b. Adult literature, classical and contemporary works.
  - c. Genres, literary elements, and literary techniques.
  - d. Nature, history, and structure of the English language: lexicon and grammar.
  - e. Approaches and practices for developing skill in using writing tools.
  - f. Writing process and formal elements of writing and composition.
- 2. Mathematics.
  - a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
    - i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. - iv.).
    - ii. Functions and algebra.
    - iii. Geometry and measurement.
    - iv. Statistics and probability.
  - b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
  - c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.
- 3. History and Social Science.

- a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
  - b. Major developments and figures in world history, with stress on Western civilization.
  - c. Basic economic principles and concepts.
  - d. Basic geographical principles and concepts.
  - e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.
- 4. Science and Technology/Engineering.
  - a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
  - b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
  - c. Principles and procedures of scientific inquiry.
  - d. History of major scientific and technological discoveries or inventions.
  - e. Safety issues related to science investigations.

(c) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

- 1. Science laboratory work.
- 2. Child development.
  - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
  - b. Characteristics and instructional implications of moderately and severely disabling conditions.
- 3. Basic principles and concepts in each of the visual and performing arts (art, music, drama/theater, dance).
- 4. Basic principles and practices in physical education.
- 5. Basic principles and practices related to personal and family health.

**Initial License Preparation Teacher of Students with Moderate Disabilities (Pre-K-8 or 5-12) Licensure Requirements**

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

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## Course work to meet teaching competencies

- EDU 600, EDU 603, EDU 612, EDU 626 or EDU 659, EDU 632, EDU 648, EDU 659, EDU 660, and EDU 656, EDU --- IEP course
- A minimum of 80 hours of pre-practicum field experiences.
- Passing scores on the required MTELs:

### PreK-8 grade level:

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

### 5-12 grade level:

- Communication and Literacy Skills
- Foundations of Reading or Reading Specialist subject matter test
- General Curriculum including two separately scoreable subtests. Subtest I Language Arts, History & Social Studies, and Science & Technology/Engineering and Subtest II Mathematics; OR a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, or political science/political philosophy at the 5-8 or 8-12 grade level.
- A teaching practicum and concurrent seminar: EDU 680 or 682 and EDU 620.
- A portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state-defined teaching standards.

At this point, a student has completed the teacher licensure program segment and can apply for teacher licensure.

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

- PHL 600 Ethical Theory or EDU 663 Education, Law, and Professional Standards
- EDU 638 Educational Research

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

### Courses for Initial License Master Degree

- PHL 600 Ethical Theory/ EDU 663 Education, Law, and Professional Standards (or equivalent)
- EDU 600 Principles and Foundations of Education
- EDU 603 Diagnosis and Remediation of Literacy Difficulties (prerequisite: EDU 612 or equivalent)
- EDU 612 Reading in the Elementary School (includes a 40-hour field placement)
- EDU 626 Psychology of the Exceptional Child
- EDU 632 Strategies for Inclusion (includes a 40-hour field placement)
- EDU 638-SPED Research in Special Education
- EDU 648 Assessing and Developing Writing Skills / Writing in the Elementary Classroom
- EDU 656 ESL Theory and Practice
- EDU 659 Learning Disabilities
- EDU 660 Modifying and Adapting Curriculum for Math, Science, and Social Studies
- EDU \_\_\_ IEP
- EDU 680 or EDU 682 Initial Teacher Practicum-Moderate Disabilities (PreK – 8 or 5-12) \*
- EDU 620 Teaching Practicum Seminar

### Practicum Requirements\*

Teachers of Students with Moderate Disabilities PreK-8 must complete 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with moderate disabilities;

Teachers of Students with Moderate Disabilities 5-12 must complete a 300 hours in an inclusive general education classroom or 150 hours in an inclusive general education



classroom and 150 hours in a separate or substantially separate setting for students with moderate disabilities.

### **Subject Matter Knowledge Requirements for Teacher of Students with Moderate Disabilities (Levels: PreK-8; 5-12)**

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=06>

(a) Teachers seeking a license as a teacher of students with moderate disabilities for PreK-8 must meet the requirements set forth in 603 CMR 7.06 (25) (b) (c) and (d); those seeking this license for 5-12 must meet the requirements set forth in 603 CMR 7.06 (25) (b) and (d) and pass either the General Curriculum test or a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy at the 5-8 or 8-12 grade level.

(b) The following topics will be addressed on the Foundations of Reading test:

1. Reading theory, research, and practice.
  - a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.
  - b. Phonemic awareness and phonics: principles, knowledge, and instructional practices.
  - c. Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.
2. Development of a listening, speaking, and reading vocabulary.
3. Theories of the relationships between beginning writing and reading.
4. Theories of first and second language acquisition and development.

(c) The following topics will be addressed on the General Curriculum test:

1. English.
  - a. Children's and young adult literature.
  - b. Adult literature, classical and contemporary works.
  - c. Genres, literary elements, and literary techniques.
  - d. Nature, history, and structure of the English language: lexicon and grammar.
  - e. Approaches and practices for developing skill in using writing tools.
  - f. Writing process and formal elements of writing and composition.

### **2. Mathematics.**

- a. Basic principles and concepts important for teaching elementary school mathematics in the following areas:
  - i. Number and operations (the foundation of topics in 603 CMR 7.06 (7) (b) 2. a. ii. - iv.).
  - ii. Functions and algebra.
  - iii. Geometry and measurement.
  - iv. Statistics and probability.
- b. Candidates shall demonstrate that they possess both fundamental computation skills and comprehensive, in-depth understanding of K-8 mathematics. They must demonstrate not only that they know how to do elementary mathematics, but that they understand and can explain to students, in multiple ways, why it makes sense.
- c. The Commissioner, in consultation with the Chancellor of Higher Education, shall issue guidelines for the scope and depth of knowledge expected in mathematics, described in 603 CMR 7.06 (7) (b) 2 a. and b.

### **3. History and Social Science.**

- a. Major developments and figures in Massachusetts and U.S. history from colonial times to the present.
- b. Major developments and figures in world history, with stress on Western civilization.
- c. Basic economic principles and concepts.
- d. Basic geographical principles and concepts.
- e. U.S. political principles, ideals, founding documents, institutions, and processes, their history and development.

### **4. Science and Technology/Engineering.**

- a. Basic principles and concepts of the life sciences appropriate to the elementary school curriculum.
- b. Basic principles and concepts of the physical sciences appropriate to the elementary school curriculum.
- c. Principles and procedures of scientific inquiry.
- d. History of major scientific and technological discoveries or inventions.
- e. Safety issues related to science investigations.

(d) The following topics shall be included in an approved program but will not be addressed on a written test of subject matter knowledge:

1. Educational terminology for students with mild to moderate disabilities.

## Graduate Studies

2. Preparation, implementation, and evaluation of Individualized Education Programs (IEPs).
3. Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities.
4. Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.
5. Ways to prepare and maintain students with disabilities for general education classrooms; for example, use of behavioral management principles.
6. Knowledge of services provided by other agencies.
7. Federal and state laws and regulations pertaining to special education.
8. Science laboratory work.
9. Child development.
  - a. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
  - b. Characteristics and instructional implications of moderately and severely disabling conditions.

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

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

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

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

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

- PHL 600 Ethical Theory (or equivalent)
- EDU 603 Diagnosis and Remediation of Literacy Difficulties (prerequisite: EDU 612 or equivalent)
- EDU 621 Literature-Based Language Arts
- EDU 638/674 Educational Research in English Language Arts
- EDU 640 Authentic Assessment
- EDU 648 Assessing and Developing Writing Skills / Writing in the Elementary Classroom
- EDU 656 ESL Theory and Practice
- EDU 661 Theory and Research in Reading
- EDU 670 Reading in the Content Areas
- Three graduate level electives

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

The CAGS is intended for students who, having achieved a master's degree, wish to broaden their knowledge and skills. The program consists of a minimum of eight (8) graduate level courses and is designed based on the student's prior course work, experience, and professional goals. Students select a concentration area (English Language Arts or Moderate Disabilities) and four (4) of the eight courses are selected from that concentration. Concentration options are listed below:

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

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

- EDU 603 Diagnosis and Remediation of Literacy Difficulties (prerequisite: EDU 612 or equivalent)
- EDU 621 Literature-Based Language Arts
- EDU 640 Authentic Assessment: ELA
- EDU 648 Assessing and Developing Writing Skills / Writing in the Elementary Classroom
- EDU 656 ESL Theory and Practice
- EDU 670 Reading in the Content Areas
- EDU 674 Research in English Language Arts

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

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

- EDU 603 Diagnosis and Remediation of Literacy Difficulties (prerequisite: EDU 612 or equivalent)
- EDU 626 Psychology of the Exceptional Child
- EDU 638 Research in Special Education
- EDU 656 ESL Theory and Practice
- EDU 659 Learning Disabilities
- EDU 648 Assessing and Developing Writing Skills / Writing in the Elementary Classroom
- EDU 660 Modifying and Adapting Curriculum for Math, Science, and Social Studies

### **Graduate Education Course Descriptions**

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

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

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

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

Introduces the student to the teaching profession. Explores selected philosophical and historical movements in education that inform various educational programs and practices. Examines current understandings of the processes of human learning and growth and the implications for teaching. Focuses on educational philosophy and practice in light of fundamental social and cultural questions. Addresses ethical issues, diversity in the classroom, classroom management, and effective teaching practices.

#### **EDU 603 Diagnosis and Remediation of Literacy Difficulties (3 credits)**

Focuses on the diagnosis and correction of reading problems and variations in individual behavior and learning styles. Practices the administration and interpretation of diagnostic reading tests. Examines instructional techniques used to correct reading disabilities. Prerequisite: EDU 612 or equivalent.

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

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

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

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

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

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

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

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

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

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

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

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

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

Applies principles, methods and instructional strategies in a 300-hour (100 hours in PreK-K, 200 hours in 1-2; at least one setting must include children with disabilities) teaching experience in an early childhood school with the collaboration of a school-based supervising practitioner and a college-based supervisor.

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

Presents a series of topics in seminar format. Focuses on the integration of various interdisciplinary subjects in elementary and early childhood curricula. Topics include social studies, the arts, health, cooperative learning, classroom management, cultural diversity, and parent partnerships. Discusses issues and questions arising from the teaching practicum. Emphasizes reflection in planning, implementing, and evaluating learning activities. Taken concurrently with EDU 618, EDU 619, EDU 680, or EDU 682.

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

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

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

This course will focus on competencies which enable teacher candidates to teach successfully in an environment which includes children with special needs. Central issues will include theories of learning and development, typical/atypical patterns of child development and assessing activities to enhance and measure development and learning. The course will emphasize activities which will develop the student's understanding of

individual differences in development and learning as well as examine a full range of inclusive strategies to include instruction on the appropriate use of augmentative and alternative communication and other assistive technologies to assist the student in developing academic accommodations as in differentiated learning, and scaffolded instruction.

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

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

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

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

### **EDU 642 Early Childhood Curriculum (3 credits)**

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

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

Designed to promote management strategies, including planning for student success with Universal Design for Learning, meeting the needs of inclusion and ESL students, organizing physical space, establishing classroom standards, routines and procedures, and managing student behavior. Focuses on creating an environment of respect, engaging all learners, establishing a culture for learning

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

This course will explore teaching ideas and assessment tools for teaching the main traits of writing in the elementary classroom.

Each writing trait will be studied in depth through the use of children's literature, think-aloud, student exemplars, rubrics, and a variety of activities designed to improve writing skills in each area.

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

This course is designed to provide content area teachers and aspiring teachers with the latest theory and practice on the best educational methods to teach English Language Learners and to move towards achieving a passing score on the ESL MTEL. Students will demonstrate knowledge concerning: identify the foundations of second language acquisition; analyze the impact of students' cultural background on education and academics; identify specific research-based best practices to support ELL students; design formal and informal assessments to help ELL students effectively demonstrate individual growth; discuss federal and Massachusetts laws and regulations pertaining to ELLs; identify sheltered/structured English immersion (SEI) theories, programs, and instructional approaches. Includes a field experience – EDU 509.

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

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

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

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

### **EDU 663 Education, Law, and Professional Standards**

This ethics centered course examines education systems and educator choices in light of current issues and controversies: Poverty, Disaffected Students, Role Models, High Stakes

Testing, School Budgets, Organizational Skills, Charter Schools, Critical Race Theory, Accountability, Decision Making, Learning Environments, Mentors, Community Cultures, Core Standards, Regulations, Criteria for Teachers, Individualization, Disabilities, Dysfunctional Families. Students in EDU 663 should expect to consider actions, reactions, and interactions for teachers and other educational stakeholders based on individual codes of ethics, cultural mores, and system expectations.

### **EDU 664 Development of Individual Education Programs**

This course will focus on the process of developing an Individual Education Program (IEP) for a student requiring special education services. It will cover how a student is referred, evaluated, diagnosed, and then how an IEP is developed to meet the identified needs of the student. The class will explore special education assessments, interpret the results, and then represent the data in an IEP. The members of a student's Team will be discussed, as well as each of their roles in the implementation of the IEP.

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

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

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

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

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

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

## Graduate Studies

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

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

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

Applies principles, methods, diagnostic and instructional strategies in a 300 hours in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate or substantially separate setting for students with moderate disabilities with the collaboration of a school-based supervising practitioner and a college-based supervisor. A professional development workshop will be designed and implemented as a component of the seminar.

and other professionals through action research, projects and presentations will inform, enhance and motivate learning communities.

# Master of Public Administration

Judith Kenary, Associate Vice President for Academic Affairs

## Program Description

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

The mission of the program

*“Preparing those who serve, to lead”*

The vision of the program

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

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

## Additional admission criteria

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

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

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

## Degree Requirements/Curriculum

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
MPA501	Strategic Management of Human Capital	3
MPA502	Organizational Theories & the Public Sector	3
MPA503	Executive Leadership	3
MPA504	Management Policies in Government Finance	3
PHL600	Ethical Theory	3
MPA602	Managerial Statistics for Public Managers	3
MPA603	Public Policy	3
MPA604	Strategic Planning for Public Managers	3
		<hr/>
		<b>24</b>
		<b>12</b>
Credits from Concentration Courses		
<b>Total Credits for Program</b>		<b>36</b>

## Graduate Studies

### Concentrations

#### Criminal Justice

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

#### Emergency Management

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

#### Fire and Emergency Services

<u>Course</u>	<u>Course Title</u>	<u>Credits</u>
FRS529	Labor – Management Relations	3

FRS511 Special Topics in Fire/Rescue Services Administration\* 3

FRS695 Customer Service: Creating a Customer Friendly Organization 3

FRS610 or FRS611 Capstone Project or Applied Research 3

**Total Concentration Credits\* 12**

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

#### Homeland Security

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

#### Graduate Public Administration Course Descriptions

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

Introduces operations frameworks in the United States such as the National Response Framework and other frameworks used by NGOs, the military, and international organizations are compared. The need for organization, pre-planning, and

coordination are integrated with the need to expand structures and adapts plans when handling complex incidents and large, pre-planned events.

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

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

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

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

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

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

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

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

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

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

## Graduate Studies

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

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

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

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

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

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

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

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

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

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

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

This course deals with emerging topics in the field of fire rescue service, including trend in fire service delivery, fire service

technology, as engineering as well as review of contemporary fire service research.

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

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

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

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

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

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

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

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

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

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is

designed for those entering directly into a specific field, without plan for post graduate study.

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

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

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

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

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

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

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

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

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

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

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

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

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

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate

education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is

designed for those entering directly into a specific field, without plan for post graduate study.

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

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

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

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

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

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

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

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

## **Graduate Certificate in Emergency Management (12 Credits)**

Emergency management has taken on significant importance within today's world. The Certificate in Emergency Management was created to meet the organization, planning, implementation, and collaboration needs that emergency situations place on community leaders, first responders, victims and other integrated services.

### **Curriculum (12 Credits)**

Students will be required to take two Core courses, and then will select two other courses from a group of electives. The descriptions of the required courses and electives are listed below.

#### **Required courses**

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

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

#### **Electives**

**EPR 634 - Public Health Hazards Planning (3)**

**EPR 649 Operations Planning, Practice, and Evaluation (3)**

**EPR 653 - Continuity of Operations Planning (3)**

**HLS 701 Foundations of Homeland Security (3)**

#### **Course Descriptions**

##### **EPR 601- Essentials of Emergency Management (3)**

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

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

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

between sustainable development and effective hazard mitigation are stressed.

#### **Electives**

##### **EPR 634 - Public Health Hazards Planning (3)**

The major areas of focus in this course are infectious disease outbreaks, food-or water-borne illnesses, and incidents involving the intentional release of hazardous agents. Management strategies are reviewed, including surveillance and detection of agents or affected individuals, prevention of exposure to agents of concern, capacity and resource planning, collaboration with the medical and public health communities, and actions in multiple casualty/fatality events, case studies are stressed.

##### **EPR 649 - Operations Planning, Practice, and Evaluation (3)**

This course takes a comprehensive view of planning as a key step in emergency management. Introduces the skills involved in designing, implementing, and evaluating exercises, drills, and electronic simulations. Case studies provide practice in suggesting improvements to plans and community resilience based on exercises. The role of community education and program preparation is included.

##### **EPR 653 - Continuity of Operations Planning (3)**

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

##### **HLS 701 Foundations of Homeland Security (3)**

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

## Graduate Studies

### **Master of Science Health Emergency Management**

Judith Kenary, Associate Vice President for Academic Affairs

#### **Program Description**

The Master of Science in Health Emergency Management program offers a hybrid cohort model curriculum. The hybrid curriculum prepares the graduate to take a leadership role reflective of their specialty through rigorous course work and hands on simulation lab exercises. The program overall is designed to foster the development of resilient, sustainable communities, and that produce an effective response when events exceed a community's ability to cope with disasters, hazards, and threats. The Master of Science in Health Emergency Management promotes the mission of the college; addresses the key functions of health emergency management; and reflect the best practices, vision, and principles of the discipline.

The program is comprehensive in that it addresses leadership and best practice standards, and includes rigorous simulations and hands-on skills needed to inform, plan and prioritize the use of resources within the field of health emergency management.

The curriculum includes 12 eight-week courses delivered over 6 terms. Health emergency management simulations occur 3 times per year. Students may complete the program in 1 year if 2 courses are taken each term.

#### **Degree Requirements**

The program is 42.5 credits. This includes 12 courses (3 credits each), 3 simulation exercises (for a total of 6.5 credits), and the option for a thesis. If the student chooses to write a thesis, it will be supervised by the Program Director and a Faculty Advisor. Each course runs for an 8-week term and there are six terms per year. Students must achieve a GPA of 3.0 or higher for the program, with a grade no lower than B- in any individual course, except for the thesis, which is graded Pass/Fail.

Transfer credit for up to two relevant graduate courses from a regionally accredited institution may be accepted (with approval of the Program Director), if a grade of B- or higher is presented on an official transcript.

#### **Curriculum**

Required Courses (12), Simulations (3), Thesis Optional,  
PHL 600 Ethical Theory (required by college and can be taken anytime)  
HEM 601 Clinical Foundations for Health Emergency Management  
HEM 616 Health Emergency Management Operations and Quality  
HEM 619 Health Emergency Systems and Environmental Risks  
HEM 620 Simulation Topic I – Health Readiness Training, Drills and Exercises (2)  
HEM 634 Public Health Hazards Planning and Response  
HEM 636 International Threats and Disasters  
HEM 638 Medical Engineering and Technology  
HEM 646 Building Sustainable Coalitions for Health Emergency Management  
HEM 650 Simulation Topic II – Humanitarian Health Assessment Systems and Risk Simulation  
HEM 652 Theory and Logistics of Mass Gathering Disaster Response  
HEM 655 Health Informatics and Public Education  
HEM 680 Thesis (optional) Faculty Supervisor  
HEM 700 Biostatistics and Quantitative Methods  
HEM 709 Graduate Seminar Project  
HEM 720 Simulation Topic III – Mass Gathering Disaster Health Incident and Recovery (2.0 Credits)

Health Emergency Management Online Course Descriptions  
(all courses are three credits unless otherwise noted)

#### **PHL 600 Ethical Theory**

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

#### **EPR 601 Clinical Foundations for Health Emergency Management**

This course provides an introduction to the study of emergency management, its history, and current functions in the public and private sectors. Key theories, concepts, and ethical considerations are introduced. It illustrates the need for

integrated, collaborative operations; the grounding in data and analysis; and the focus on prevention and continuous improvement.

### **EPR 616 Health Emergency Management Operations and Quality**

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

### **EPR 619 Health Emergency Systems and Environmental**

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

### **EPR 634 Public Health Hazards Planning and Response**

The major areas of focus in this course are infectious disease outbreaks, food-or water-borne illnesses, and incidents involving the intentional release of hazardous agents. Management strategies are reviewed, including surveillance and detection of agents or affected individuals, prevention of exposure to agents of concern, capacity and resource planning, collaboration with the medical and public health communities, and actions in multiple casualty/fatality events. Case studies are stressed.

### **ERP 636 International Threats and Disasters**

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

### **EPR 638 Medical Engineering and Technology**

This course focuses on defining and developing techniques, analytics and methods (TAM) needed to assess and creatively manage support facilities, public health systems and fusion centers for responding to and recovering from health emergency incidents. Topics cover include: basic ideas of control theory, tele-health and barriers to control health emergencies. Through structured laboratory and open-ended project work, students will become familiar with applications of TAM in health systems design, emergency operations coordination and reducing risk of communicable disease transmissions.

### **EPR 646 Building Sustainable Coalitions for Health Emergency Management**

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

### **EPR 652 Theory and Logistics of Mass Gathering Disasters**

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

### **ERP 655 Health Informatics and Public Education**

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

### **EPR 700 Biostatistics and Quantitative Methods**

The course surveys standard research designs and methodologies. Students develop advanced skills in accessing authoritative materials to support research, practice analyzing data and drawing conclusions supported by the analysis, and envision outcomes and applications of research results. Ethical and confidentiality matters are addressed. Each student develops a viable research proposal for thesis work in EPR 701.

# Graduate Studies

## **EPR XX X Graduate Seminar Project**

This graduate seminar project challenges the student to apply all aspects of their skills and abilities to solve, or present recommendations towards improving a documented deficient or outdated healthcare emergency management process. This project must be approved by the Dean and Program Director

## **EPR 701 Thesis (Optional)**

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

### Health Emergency Management Simulation Topics

3 Simulations - Each simulation is a planned 3 day on-ground experience either on or close to campus.

#### Simulation 1

Health Readiness Training, Drills and Exercises

(TDE Simulation)

#### Simulation 2

Humanitarian Health Assessment Systems and Risks

(ASR Simulation)

#### Simulation 3

Mass-gathering Disaster Health Incident and Recovery

(MDR Simulation)



# **Master of Arts in Counseling Psychology**

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

## **Program Description**

This program offers a diverse array of courses intended to prepare the student to function in a variety of mental health agencies. It is not intended for individuals whose career focus is educational counseling in school settings, nor does this program lead to licensure. Twelve courses of three (3) semester hours each are required for the degree. This includes courses in nine (9) required areas, three (3) elective courses from either education or psychology. A requirement will be waived only if the candidate has completed equivalent course work in that area. A written comprehensive examination is required at the completion of the program.

## **Degree Requirements**

12-course (36 credits) The 3-credit practicum, which is required, is part of the 12-course sequence.

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

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

## **Curriculum**

### **Ethics (Required) (1)**

- Professional Orientation: Standards of Practice

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

- PSY 724 Techniques of Diagnosis and Assessment (Required)
- PSY 606 Abnormal Psychology
- PSY 613 Theories of Personality

### **Counseling Process (1)**

- PSY 622 Principles of Counseling (Required)
- If PSY 622 has been waived, the student must then elect from one of the following:
- PSY 727 Counseling the Substance Abusing Client
- PSY 798 Cognitive Behavioral Therapy

### **Family Counseling (1)**

- PSY 643 Marriage and Family Therapy I
- PSY 742 Advanced Marital and Family Counseling II
- PSY 746 Human Sexuality

### **Testing (1)**

- PSY 626 Advanced Specific Diagnostic Testing

### **Research (1)**

- PSY 710 Research Design and Methodology

### **Practicum**

- PSY 715 Practicum

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

### **Electives (3)**

The remaining three courses may be drawn from either education or psychology offerings.

## **Graduate Counseling Psychology Course Descriptions**

*(All courses are three-credits unless otherwise noted)*

### **PSY 606 Abnormal Psychology**

A study of the development of abnormal, deviant or pathological behaviors. Course will discuss how these behaviors are manifest, and diagnosed using the DSM 5. The course will examine the contributions made by analytic, neurological, cognitive-behavioral, and humanistic schools in understanding of the ontogenesis of abnormal behavior, as well as the effectiveness of various treatment models.

### **PSY 613 Theories of Personality**

A survey of current personality theories, their view of the human person, and their influence on treatment, education and culture of today. The student will be also exposed to the limitations of

## Graduate Studies

each theory given the time period in which it was developed, and the methodology research of that period.

### **PSY 618 Psychology of Adolescence**

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

### **PSY 622 Principles of Counseling**

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

### **PSY 626 Advanced Specific Diagnostic Testing**

A consideration of specific practical skills with instruments widely used in the field today. Includes administration, scoring and analysis of the Bender-Gestalt Test for Visual Motor Development (3-way analysis for V-M, Brain Injury and Emotional Aspects), Graham-Kendall Memory for Designs, Detroit Test of Learning Abilities, Wepman Test Auditory Discrimination, and others as time permits. Course will also consider the issues of validity and reliability.

### **PSY 643 Marriage and Family Therapy**

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

### **PSY 646 Lifespan Development**

A course designed to study the growth and development of the individual from birth to death. Students will be exposed to the major theories, especially those of Freud, Erickson and Piaget, which deal with the physical, psychological, cognitive, affective and social aspects of the human being. Particular emphasis will

be placed on how these change across the lifespan, and affect the individual regarding career choice, as well as family and societal involvements. Students will also be helped to consider those counseling modalities which may be more effective with individuals at various stages of development.

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

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

### **PSY 715 Practicum I**

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

### **PSY 716 Practicum II**

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

### **PSY 724 Techniques of Diagnosis and Assessment**

A study of the process of diagnosis and assessment using the DSM 5. Includes use and methods of interviewing and integration of test battery, including intelligence, personality and projective tests. Consideration will also be given to the role of the examiner and psychological reports. Prerequisites: PSY 606

### **PSY 726 Alcoholism: Manifestation and Management**

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

**PSY 727 Counseling the Substance Abusing Client**

A course which assumes a basic knowledge of alcohol and drug abuse and will focus on the major types of treatment alternatives as well as stages of treatment. Course will also discuss research data in treatment effectiveness.

**PSY 736 Multicultural Counseling**

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

**PSY 743 Psychological Trauma**

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

**PSY 746 Human Sexuality**

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

**PSY 760 Professional Orientation: Standards of Practice**

A course designed to acquaint the student with the ethical and legal dimensions of counseling both in private practice and in health and human services organizations. The course will focus on the ethical principles articulated by the American Psychological Association, the American Counselor Association, and the American Mental Health Counselors Association as well as the regulation governing the licensure requirements for mental health counselors in Massachusetts. The course will include topics such as the role of licensure, confidentiality, duty to warn, informed consent, record keeping, boundary issues, and limits of professional communication. Class will use lectures, presentations, group discussions, and vignettes designed to involve the student in ethical issues.

**PSY 798 Cognitive Behavioral Therapy**

This course will introduce the student to Cognitive Behavior Therapy (CBT). Developed by Aaron Beck in the 1960's, CBT is an evidenced based practice proven to be highly effective in the treatment of various psychiatric disorders including depression, anxiety, PTSD, OCD, eating disorders and addiction related problems.

## Graduate Studies

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

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

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

Patricia W. Gavin, Doctoral Candidate, *Program Director*

Allen Brown, J.D., Ph.D., *Associate Professor*

Michael Donnelly, J.D., M.P.A., *Assistant Professor*

Hamid R. Kusha, Ph.D., *Associate Professor*

L. Michael McCartney, Ph.D., *Associate Professor*

Ann Marie Mires, Ph.D., *Assistant Professor*

Seth Racusen, Ph.D., *Associate Professor*

Richard Talbot, Ph.D., *Associate Professor*

Dianne M. White, J.D., Ph.D., *Assistant Professor*

#### **Program Description**

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

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

#### **Admission Requirements**

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

#### **Graduation Requirements**

12-courses (36 credits) sequence in accordance with program requirements.

An overall grade-point average of 3.0.

Successful completion of the Capstone Project or written thesis.

#### **Curriculum**

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

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

- PHL 600 Ethical Theory (or equivalent)
- CRJ 710 Research Design and Methodology
- CRJ 711 Statistical Analysis
- CRJ 816 Criminological Thought
- **Elective Courses (7)**

Seven elective criminal justice courses are required. With program director approval, students may choose to take up to

three courses (nine credit hours) in elective graduate coursework from related disciplines.

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

CRJ 891 Policy and Strategy or CRJ 892 Thesis

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

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

### **Graduate Certificate in Victim Studies**

The recognition of victim's issues has taken on great importance in this day and age. Victims of all types require advocates and service providers that can assist them in understanding their rights, informing them through the various processes and resources available, and developing programs and policies in response. The Graduate

Certificate in Victim Studies may be earned either on track to earning the master's degree or as a shorter course of study resulting in the certificate.

Students must successfully complete four courses, two required:

- VCT 601 Victim Studies
- VCT 602 Trauma and Its Effects (plus two electives as approved by the program director).

### **Graduate Certificate in Homeland Security**

The building of national security has taken on great importance in this day and age. To succeed, professionals must be well educated on ethical and social issues of security, liberty, risk assessment and vulnerability, motivation, multiagency cooperation, intelligence cycles, victimization and fear, technology, resource management, and media/mass communication informing them through the various processes and resources available while developing best practices, programs and policies in response. To address these issues, Anna Maria College offers a Graduate

Certificate/Concentration in Homeland Security. The Graduate Certificate in Homeland Security may be earned either on track

to earning the master's degree or as a shorter course of study resulting in the certificate.

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

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

### **Graduate Certificate in Forensic Criminology**

Forensic Criminology studies the breadth of criminal activities through the application of science to policing and the law. Students, who pursue the certificate option, will develop a critical understanding of criminal justice and forensics through a balance of theory and practical application. Sociological and scientific perspectives are utilized in the classroom and assist practitioners as they explore forensic criminology and seek to develop best practices, programs and policies. The Graduate Certificate in Forensic Criminology may be earned either on track to earning the master's degree or as a stand-alone course of study resulting in the certificate. The curriculum consists of two (2) required courses:

- CRJ 805 Forensics
- CRJ 816 Criminological Thought

Plus, two (2) electives, approved by the program director to equal 12 credits total. Elective courses include:

- CRJ 712 Technology and Crime
- CRJ 713 Forensic Anthropology
- CRJ 764 Forensic Psychology
- CRJ 797 Anatomy of a Homicide
- CRJ 823 Drugs and Human Behavior
- CRJ 844 Principles of Security Management
- CRJ 850 The Analysis of Terrorism
- VCT 601 Victim Studies
- VCT 613 Children as Victims
- VCT 616 Elder Fraud and Abuse
- VCT 622 Domestic and Family Violence

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

(all classes are three credits unless otherwise noted)

## Graduate Studies

### **CRJ 630 Directed Study**

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

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

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

### **CRJ 711 Statistical Analysis**

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

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

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

### **CRJ 713 Forensic Anthropology**

Designed to introduce the student to the realm of Forensic Anthropology as a Forensic Science and its place within the criminal justice system for criminal investigation, civil matters, and human rights issues.

### **CRJ 764 Forensic Psychology**

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

### **CRJ 768 Organized Crime**

Provides an analysis of the history and development of the traditional model of organized crime in the United States and an introduction to the changing landscape of the field by surveying the prominence of selected transnational criminal organizations.

The organized crime groups are studied from the perspective of their roles as economic and non-state political actors.

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

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

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

Encompasses criminal homicide case presentation from collection of evidence through to the courtroom. Cases are assigned to teams that research case development and prosecution, as well as, defense perspective on homicide.

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

Rotating topics in Criminal Justice.

### **CRJ 799 Justice Colloquium**

A seminar designed to allow for focused analysis on selected justice issues. Issues include but are not limited to: Contemporary Case Law; Violent Crimes; Community Partnerships; Stress Management in Public Safety; Deviance; and The Supreme Court.

### **CRJ 803 Juvenile Offender**

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

### **CRJ 805 Forensics**

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

### **CRJ 806 Ethics and Criminal Justice**

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

studies to illustrate ethical reasoning and examine issues of social justice.

### **CRJ 816 Criminological Thought**

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

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

Facilitates critical thinking about the approaches to the delivery of public safety services through an examination of the processes of developing and implementing law and policies. Includes the study of the complexities of the political process and of behaviors and attitudes of individuals in various agencies in an attempt to understand and assess planning decisions.

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

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

### **CRJ 825 Community Corrections**

Examines critically policy formation in probation, parole and community control through legislative initiatives and institutional philosophy in our state and federal systems. Examines the philosophy and practice of the correctional system as it exists today. Students will critically examine the structure of the system, sentencing, and alternative methods of punishment.

### **CRJ 826 Social Issues in Criminal Justice**

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

### **CRJ 828 Gender and Crime**

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

### **CRJ 831 School and Workplace Safety**

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

### **CRJ 844 Principles of Security Management**

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

### **CRJ 850 The Analysis of Terrorism**

Examines fundamental issues concerning terrorism, including the doctrine of systematic terrorism, current interpretations of terrorism, and its common patterns and motives. Examines prevention, societal impact, and federal, state, and local agency responses.

### **CRJ 852 Global Issues in Criminal Justice**

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

### **CRJ 890 Internship**

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

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

Serves as the final evaluation for Criminal Justice students. Requires case studies and other materials to demonstrate oral and written competence in the areas of research, professional responsibility, and management. Analyzes issues of law, policy, and society, allowing students to integrate knowledge and

## Graduate Studies

experience as they apply ethical principles in developing effective strategies to confront issues facing practitioners within the realm of human service and criminal justice. Culminates with a final project presented to a faculty panel. Prerequisite: CRJ 710, 711 and completion of 24 credit hours.

### **CRJ 892 Thesis**

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

### **CRJ 912 Grantsmanship—Research, Writing and Relationships**

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

### **HLS 701 Foundations of Homeland Security**

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

### **HLS 702 Domestic Threat and Policy Analysis**

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

### **HLS 703 International Threat and Policy Analysis**

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

### **HLS 704 Partnerships for Homeland Security**

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

### **VCT 601 Victim Studies**

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

### **VCT 602 Trauma and its Effects**

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



### **VCT 605 Victim Advocacy**

An examination of the developing field of victim advocacy. The course will focus on the history and nature of the victims' rights movement, basic victims' rights, communication and service provision, cultural and spiritual skills, and ethical issues. The analysis will conclude with an analysis of best practices and opportunities for collaboration within the field to move it forward.

### **VCT 613 Children as Victims**

This course will analyze the special vulnerabilities and needs of children. Issues surrounding their vulnerability, how the justice system responds to and works with others in addressing those needs and vulnerabilities, and services and treatment will be the focus.

### **VCT 616 Elder Fraud and Abuse**

This course will provide an overview of the various types of elder abuse and fraud to include financial fraud, identity theft, telemarketing scams, sweetheart scams, Medicare scams and swindles, phishing, physical and mental abuse, exploitation by caretakers, and neglect. This course will look at the laws governing these crimes and the agencies charged with investigation and care of elderly victims. The special problems of dealing with geriatric victims will be discussed.

### **VCT 622 Domestic and Family Violence**

Analyzes the experiences of and responses to domestic violence. The course will examine the causes and effects of violence within various family structures and interpersonal relationships. Theoretical and legal analysis will be a focus as well as research and systematic response. Research data, as well as case studies, will be utilized to help illustrate and further explore the various forms of violence in intimate relations.

### **VCT 798 Special Topics in Victim Studies**

Rotating topics in Victim Studies.

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