ANNA MARIA COLLEGE

Academic Catalog 2019-2020
A Catholic Institution
of Higher Education
Founded by the Sisters
of Saint Anne in 1946

UPDATED Fall 2019
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Mission

As a Catholic institution inspired by the ideals of the Sisters of Saint Anne, Anna Maria College educates students to become individuals who will transform their world as ethical leaders and community-oriented professionals.

VALUES

• **faith and reason.** Drawing upon the Catholic intellectual tradition, the academic environment provides students an education that honors faith and reason as complementary paths of wisdom in the search for truth and meaning.

• **liberal arts**. The College prepares students to adapt to future challenges with creativity and innovation, by integrating a liberal arts education with personal development and professional achievement.

• **service to community**. In line with the values of the foundresses, the College stimulates within students a sense of responsibility and dedication to the community through selfless service to family, friends, colleagues and those in need.

• **justice and peace**. Acknowledging our place within the world, the College emboldens students to identify injustices and to contribute peaceful solutions to them.

• **development of the whole person**. A balanced education, curricular and co-curricular, aims to inspire holistic personal growth in students as lifelong learners.

• **cultivation of personal moral responsibility**. We expect students to develop as ethically responsible human beings, through serious reflection and active engagement.

• **diversity and inclusion**. We welcome all, regardless of background, and encourage critical thought and ideas in the pursuit of truth.

• **Anna Maria College** encourages a lifestyle capable of sustaining these values in balance.

CHARISMS OF ESTHER BLONDIN

• To provide a faith-based education in co-educational settings

• To educate the whole person

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 Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
(781) 425-7785
E-Mail: info@neche.org

Anna Maria College Programs are approved by the:
American Music Therapy Association
Board of Regents of Higher Education—programs for veterans
Council on Social Work Education
Massachusetts Department of Elementary and Secondary Education—teacher licensure in music, early childhood, elementary education, and moderate disabilities
Massachusetts Department of Higher Education for participation in the Police Career Incentive Pay Program established by the Quinn Bill; Criminal Justice Programs
National Association of Schools of Music
The Massachusetts Board of Registration in Nursing
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 of Central Massachusetts
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
New England Association of Collegiate Registrars and Admissions Officers
New England College Athletic Conference
New England League of Middle Schools

Academic Calendar

Anna Maria College
Academic Calendar 2019-2020
Division of Undergraduate Studies

Fall Semester 2019

Arrival of New Students	August 31
New Student Orientation	August 31 – September 2
Move in Day for Returning Students	September 2
Labor Day (no classes – College closed)	September 2
Classes begin (both day and evening classes)	September 3
Registration and Drop/Add period	September 3 – 10
Last day to makeup Incomplete grades from Spring/Summer 2019	October 2
Columbus Day (no classes – College closed)	October 14
Midterm Grades Due	October 22
Registration (Winter Session & Spring)	October 25 – November 23
Last day to withdraw with a Grade of W	November 8
Last day to request Pass/Fail option (Juniors and Seniors)	November 8
Veteran's Day (Observed no classes)	November 11
Thanksgiving Recess (after last evening class, Tues. 11/26)	November 27 – 12/1
Intent to Graduate Forms due	December 1
Last day of undergraduate classes	December 12
Reading Day	December 13
Final Examination period	December 14 - 19
Makeup Examination period (if necessary)	December 20
Final Grades Due	December 26

Spring Semester 2020

Classes begin (both day and evening)	January 13
Registration and Drop/Add period	January 13 - January 22
Martin Luther King Day College (no classes - College closed)	January 20
Last day to make up Incomplete grades from Fall 2018	February 10
President's Day College (no classes - College closed)	February 17
Midterm Grades Due	March 2
Spring Recess	March 9-13
Last day to withdraw from a class with a Grade of W	March 27
Last day to request Pass/Fail option (Juniors and Seniors)	March 27
Registration (Summer & Fall)	March 27 – April 24
Easter Recess	April 9 - 13
Classes Resume	April 14
Academic Symposium	TBD
Last day of undergraduate classes	April 30
Reading Day	May 1
Final Examination Period	May 2 – May 7
Makeup Examination period (if necessary)	May 8
Senior Grades Due	May 7
Final Grades Due	May 13
Graduation	May 9

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

Madonna Hall, a multi-level four-wing building, houses resident students. 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 Director of Diversity and Inclusion are also located in the campus center. The campus center was renovated during the summers of 2018-19.

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-Eagen 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 May 2019, Anna Maria College has graduated over 17,000 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 art 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 socio-economic 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

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, 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.

Admission

Admission Policy

Anna Maria is pleased to admit students who have the necessary preparation and background to be successful in and outside of the classroom. We look to educate and graduate students prepared to work in successful careers that are also active citizens. No student shall be denied admission on the basis of gender, race, religion, national origin, sexual orientation, age or sex. 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 socio-economic status in the administration of its educational policies, admissions policies, scholarships, loan programs, and other College administered programs.

The college uses a holistic admissions approach to identify applicants who they believe will contribute to the Anna Maria community. The Admissions staff selects first-year and transfer students based upon a combination of the following criteria: Official secondary school record, college transcript, personal essay, references – when made available and testing from the ACT, SAT or TEAS testing results and other evidence of the candidate's readiness to complete undergraduate classwork. Official documents demonstrating proof of high school graduation, or the GED, are required prior to enrollment. Documents are considered official when they are sent directly from the school, school official, or agency issuing the document. Student issued documents are not considered official. Students applying to the Nursing program have separate and distinct admission criteria.

Admitted students are expected to conduct themselves in a college-ready manner consistent with Anna Maria College's policies and expectations for its students, including those set forth in the Student Handbook. Prior to matriculation, admitted students must report to the Anna Maria College Office of Admission any disciplinary violations or other behavior that is inconsistent with the Code of Conduct. If any of these conditions are not met, the College may withdraw its offer of acceptance and deny admission to the College. An admitted student must also report to the Anna Maria College Office of Admissions if he or she becomes subject to any discipline process by a school or if his or her status at any school changes for any reason, or if information that was provided to the College in application materials is no longer accurate. The College may take action to withdraw its offer of acceptance and deny admission to (or continued enrollment at) the College, based upon this information (or failure to report these changes as required).

Anna Maria College, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, accepts students with documented disabilities who can successfully pursue the College's academic program.

Anna Maria recognizes its responsibility to provide individuals with documented disabilities equal access while maintaining the standards that are essential to the academic program. Learn more about academic and accommodations policy and procedures by visiting the student

handbook https://www.annamaria.edu/student-handbook/academic-and-other-accommodations-policy-and-procedures

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: https://www.annamaria.edu/admission-process/apply
- An official copy of the high school transcript, including first quarter/semester grades of senior year, or GED. Students cannot matriculate into the College until proof of high school graduation has been submitted.
- A 250-600-word essay or personal statement. If applying via the Common Application the topic must be selected among those provided. If using the Anna Maria College 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 for 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 a transcript, documentation of the Home School Association/High School that the students are associated with along with any test scores is required.

All home-schooled students without a high school diploma, HiSET or GED are eligible to apply for admission to a degree or certificate program provided they have successfully completed an approved homeschool program in accordance with Massachusetts General Laws or the laws of their home state.

The College determines whether students have participated in an approved home-school program. To determine whether a student has participated in an approved program, the student shall submit, with the application for admission, evidence that the home-school program was approved by the student's school district's superintendent or school committee. Additionally, if the home schooled student is under the age of compulsory attendance, which is sixteen (16) years old in Massachusetts, a letter from the student's school district's superintendent or school committee is required stating that the student is not considered truant and would not be required to attend further schooling or continue to be home-schooled if the student has completed his/her home school program before the age of sixteen (16). Home-schooled students who have not completed an approved home-school program will not be eligible to enroll in an Anna Maria College degree or certificate program until they have obtained a HiSET or GED.

The College reserves the right to limit or deny enrollment of any student under the age of sixteen (16) in a course or program based on a case-by-case consideration of a variety of factors, including but not limited to the student's maturity, life experience, placement test scores, prior education, course content, instructional methodology and potential risks associated with participation in a particular course or program.

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 Admissions

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.

- A high school diploma is not required of students that have completed an Associate Degree from a Community College.
- 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 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. Credits are applied for courses accepted in transfer. Transferred courses do not alter the GPA.

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.
- Pre-licensure Nursing – A minimum grade of "C+" is required for A&P I & II, Microbiology, and Chemistry. Science courses cannot be older than 7 years. A minimum grade of "C" is required for Introduction to Psychology, Human Growth & Development, and Introduction to Sociology, and Applied Statistics.

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).

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.

Transfer students without a previously earned Bachelor's Degree
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 with fewer than 12 transfer credits
Transfer students with fewer than 12 credits in transfer will be required to take all General Education courses.

Students with 12-29 transfer credits
A student transferring 12-29 credits is exempt from the following General Education Course:

- AMC 100 First Year Seminar

Students with 30-59 transfer credits
A student transferring 30-59 credits is exempt from the following General Education Courses/Exploration Category Course:

- AMC 100 First Year Seminar
- ENG 103 Freshman Composition*
- ENG 104 Writing through Literature*
- PHL 110 Introduction to Philosophy
- Exploration in the Natural Sciences

*Students will still be required to meet the General Education Program 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, 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.

Students with an Associate's degree or 60-75 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.

In addition, a student transferring to Anna Maria College with an Associate's degree or 60-75 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.

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.

A student transferring with an Associate's Degree or 60-74 credits is exempt from the following General Education Courses/Exploration Course Categories:

- AMC 100 First Year Seminar
- ENG 103 Freshman Composition*
- ENG 104 Writing through Literature*
- PHL 110 Introduction to Philosophy
- THE 210 Introduction to Theology
- Exploration in the Natural Sciences
- Exploration in Western History and Culture
- Exploration in Societies of the World
- Exploration in Creativity and Imagination
- Exploration in Language I
- Exploration in Language II

*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 General Education Program 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

A student transferring 75 credits is exempt from the following General Education Courses/Exploration Course Categories:

- AMC 100 First Year Seminar
- ENG 103 Freshman Composition*
- ENG 104 Writing through Literature*
- PHL 110 Introduction to Philosophy
- THE 210 Introduction to Theology
- Explorations in the Natural Sciences
- Explorations in Western History and Culture
- Explorations in Societies of the World
- Explorations in Creativity and Imagination
- Exploration in Language I
- Exploration in Language II
- Exploration in Writing for Career & Creativity
- Exploration in Quantitative Reasoning
- Exploration in The United States in the World

*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 General Education Program 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

Students with 90 transfer credits i.e. a student seeking a second Bachelor's Degree
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.

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 Anna Maria College bachelor degree. Transfer students already holding bachelor's degrees who transfer 90 credits into Anna Maria are required to take the Senior Capstone Seminar appropriate to the Anna Maria major in which they are enrolled.

A student transferring 90 credits (i.e. a student seeking a second Bachelor's Degree) is exempt from the following General Education Courses/Exploration Course Categories:

- AMC 100 First Year Seminar
- ENG 103 Freshman Composition
- ENG 104 Writing through Literature
- PHL 110 Introduction to Philosophy
- THE 210 Introduction to Theology
- Explorations in the Natural Sciences
- Explorations in Western History and Culture
- Explorations in Societies of the World
- Explorations in Creativity and Imagination
- Explorations in Language I
- Explorations in Language II
- Explorations in Writing for Career & Creativity
- Explorations in Quantitative Reasoning
- Exploration in The US in the World
- Exploration in the Catholic Intellectual Tradition
- Exploration in Global Dynamics

Additional Transfer Policies

Credit by Examination

Individuals 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/Program Director and the Vice President for Academic Affairs.

Accepted transfer students will receive the transfer credit evaluation at the time of acceptance. 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.

Catalog Requirements

Anna Maria College policy regarding catalog year requirements is as follows:

- Undergraduate students must meet the requirements as they are outlined in the current catalog at the time the student enters the college.
- Students who change majors must meet the requirements as outlined in the current catalog at the time of the requested change.
- Students who leave the College, and then return, must meet the requirements as they are outlined in the current catalog upon their return.

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 are made available through the Office of Academic Affairs and the Office of Admissions.

College Board - 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 online application or a downloadable paper application. All may be accessed at www.annamaria.edu/admission/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 secondary school transcripts are required (an official English translation of such may be requested and students will be notified if this is needed) and, if applicable, all college transcripts. Students submitting official college transcripts will need to submit an official course-by-course evaluation from a professional evaluation service (e.g. Center

for Educational Documentation or World Education Services) for consideration of transfer credit.

- Students whose native language is not English may be required demonstrate their English proficiency. There are multiple ways to satisfy this requirement. Applicants should submit results of one of the following: TOEFL, IELTS, Cambridge Advanced English Exam (CAE) or the Pearson Test of English (PTE) exam. The recommended scores for direct admission into undergraduate degree programs are as follows. TOEFL 72, IELTS 6.0, PTE 50 or higher, or the CAE 58.

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.

- An original 250- to 500-word essay detailing educational objectives must be submitted
- An interview with a member of the Office of Undergraduate Admissions through Skype or through Initial View may also be requested. This is recommended but not required.
- 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 and/or have taken college coursework elsewhere must reapply to the program through the Office of Admission. They will be considered on the bases of the requirements listed above for transfer applicants. Official transcripts for 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. The Portfolio can be submitted directly to the Office of Admission by mail or uploaded in SLIDEROOM.

- **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 and Design faculty are scheduled by appointment throughout the academic year.

- **Music**

Students applying for admission into a music program must pass an entrance audition. Information on guidelines and to schedule an audition, is available at: https://www.annamaria.edu/mus-school/music/music-audition-guidelines

ADMISSION AND TRANSFER INTO PL-BSN PROGRAM POLICY

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 (http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/).

ADMISSION, TRANSFER, PROGRESSION POLICIES FOR THE PRE-LICENSURE BSN (PL-BSN) CURRICULUM

ADMISSION AND TRANSFER INTO Pre-licensure BSN (PL-BSN) PROGRAM POLICY

The Admission and Transfer Policy accompanies an application for nursing admission. This Policy includes eligibility; admission and transfer requirements; Testing requirements; and, selection process.

Nursing Program Requirements

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 (Essential Functions) standards for nursing students.

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 (http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/).

College Health Immunization Policy

In accordance with Massachusetts Board of Registration in Nursing regulations, candidates for admission to the nursing education program must provide satisfactory evidence of compliance to the Anna Maria College Health Office with the immunization requirements specified by the Massachusetts Department of Public Health. Failure to provide all required documentation may exclude the nursing student from clinical practice. Clinical immunizations are listed within the AMC Nursing Student handbook. (See, Nursing Program Clinical Health and Immunization Requirements)

The satisfaction of all the above does not guarantee admission.

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).

Admission and Transfer

All courses in the PL-BSN curriculum plan must be taken as scheduled in the published plan; therefore, students will need to take additional courses or semesters if an evaluation of their transcript indicates that they are not in compliance with the published curriculum plan. Students must complete the PL-BSN program within six (6) consecutive academic years based upon a freshman admission. Transfer student's timeframe for completion is adjusted according to entry into the College.

All candidates for admission or transfer into the Anna Maria College Pre-licensure BSN (PL-BSN) program (direct admission freshmen, internal and external transfers) will be evaluated by the Admission Office to validate that they are in full compliance with the following *AMC PL-BSN Admission and Transfer Policy* requirements.

To be considered for admission to the PL-BSN Nursing Program, the following documents must be submitted to the College Admission Office:

ADMISSION (Freshman Admission)

1. Satisfactory evidence of graduating from high school or having earned a GED or HiSET certificate. High school seniors may apply to the nursing program by submitting all other required documents; letter of recommendation, and an Essay. Although a preliminary acceptance may be offered, the student cannot matriculate into the College for the nursing major until proof of high school graduation has been received.
2. An official high school transcript that validates that the candidate has completed the following:
   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, is recommended.
3. Official score results from either the ACT exam, SAT exam or the ATI Test of Essential Academic Skills, (most current edition of the TEAS exam). The required scores to be considered for admission to the PL-BSN program are:
   a. ACT Composite score 19 or higher.
   b. SAT Scores:
      i. The minimum required scores for the SAT taken prior to March 2016 are:
         - Critical reading: 450
         - Writing: 450
         - Mathematics: 450
      ii. The minimum required scores for the SAT taken March 2016 and onward are:
         - Evidence-Based Reading and Writing Section: 500
         - Math Section: 490
   c. ATI TEAS exam score of proficient (58.7% minimum) or higher in the ATI Preparedness Category on the TEAS exam.

Students are only allowed two (2) attempts on the TEAS exam within one year from the date of the first TEAS attempt. A third and final attempt is allowed after one year of the initial attempt

of the TEAS exam, to achieve the required minimum score; this includes any ATI TEAS exam taken at another location.

It is strongly suggested that an applicant wait 45 days between TEAS exams. The TEAS test is administered at Anna Maria College (fee required). More information can be found on the College website at https://www.annamaria.edu/admission-process/teas-test. Information about the test content and resources to prepare for the exam can be found at https://www.atitesting.com/Solutions/PreNursingSchool/TEAS.aspx

Students who have either an ACT Composite score or SAT section score below the minimum acceptable scores must take and score proficient (58.7% minimum) or higher in the ATI Preparedness Category on the TEAS exam.

International Candidates for Admission

In addition to meeting the admission criteria for admission into the AMC PL-BSN program the following policy applies:

1. International students will need to meet the College's requirement for English proficiency, as described in the College *International Student Application process*:
2. International students whose first language is not English, will need to meet the College's requirement for English proficiency. There are multiple ways to satisfy this requirement. Applicants can submit the results of one of the following standardized tests: SAT or ACT test results, TOEFL, IELTS, Cambridge Advanced English Exam (CAE) or the Pearson Test of English (PTE) exam. The recommended English scores for direct admission into undergraduate degree programs are as follows. TOEFL 72, IELTS 6.0, PTE 50 or higher. CAE 58.
3. Students applying for direct admission into the nursing program that have taken the SAT after March 2016 are required to achieve a minimum SAT score of 500 on the Evidence Based Reading section and 490 on the Math section of the SAT for students taking the test from March 2016 or direct entry in the Anna Maria College nursing program. Minimum test scores for students that have taken the SAT test prior to March 2016: 450 Reading, 450 Math, 450 Writing. The minimum ACT score for consideration of direct admission into the nursing program is a composite score of 19. The minimum TEAS test score result for consideration of direct admission in the nursing program is (58.7% minimum) or higher in the ATI Preparedness Category on the TEAS exam.

TRANSFER Admission (Internal and External)

1. Satisfactory evidence of graduating from high school or having earned a GED or HiSET certificate to validate the above units of English, mathematics, social science, laboratory science; and, language requirements.
2. Official transcripts of all colleges or universities attended. **Please note**: Only one science course may be repeated once, and a withdrawal is considered as one unsuccessful attempt to pass a course.
3. If transferring from another nursing program, a letter from the former Director/Dean of Nursing stating compliance to the alignment of the MA Board of Registration good moral conduct https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure

4. Official score results from either the ACT exam, SAT exam or the ATI Test of Essential Academic Skills, (most current edition of the TEAS exam). The required scores to be considered for admission to the PL-BSN program are:
    a. ACT Composite score 19 or higher.
    b. SAT Scores:
        i. The minimum required scores for the SAT taken prior to March 2016 are:
            - Critical reading: 450; Writing: 450; Mathematics: 450

        ii. The minimum required scores for the SAT taken March 2016 and onward are:
            - Evidence-Based Reading and Writing Section: 500
            - Math Section: 490

    c. ATI TEAS exam score of proficient (58.7% minimum) or higher in the ATI Preparedness Category on the TEAS exam.

Students are only allowed two (2) attempts on the TEAS exam within one year. A third and final attempt is allowed after one year of the initial attempt of the TEAS exam, to achieve the required minimum score; this includes any ATI TEAS exam taken at another location.
It is strongly suggested that an applicant wait 45 days between TEAS exams. The TEAS test is administered at Anna Maria College (fee required). More information can be found at https://www.atitesting.com/Solutions/PreNursingSchool/TEAS.aspx. Information about the test content and resources to prepare for the exam can be found at https://www.atitesting.com/Solutions/PreNursing School/TEAS.aspx

Students who have either an ACT Composite score or SAT section score below the minimum acceptable scores must take and score proficient (58.7% minimum) or higher in the ATI Preparedness Category on the TEAS exam.

Course Exemption and Transfer of Credit Policy

General Education Course Exemption

The general education course exemption policy can be found in the most current *Anna Maria College Academic Catalog*, the information states that Transfer students with 30 or greater transferrable college credits (as evaluated by the Anna Maria College Registrar's Office) but fewer 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 pursuing 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.
Students are required to complete the following courses with a grade of C or higher. Course Exemptions for nursing majors will NOT be granted, they are:

- General Psychology **(3 credits)**
- Freshman Composition **(3 credits)**
- Writing through Literature **(3 credits**)

- Human Lifespan Development **(3 credits)**
- Introduction to Sociology **(3 credits)**
- Applied Statistics/Quantitative Analysis **(3 credits)**

Students granted course exemptions will be required to complete the total number of program credits for the degree.

Transfer of Credit

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. AMC reserves the right to require transfer students to successfully complete ENG103 and/or ENG 104 and any additional first and second year General Education course(s), if needed for the major.

A grade of C- or better must be earned to be considered for transfer (exceptions include C or better in courses deemed equivalent to AMC100, ENG103, and ENG104) 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.
Anna Maria College does award transfer credits for College Level Examination Program (CLEP) exams.

Courses beyond those that are currently in progress at the time of acceptance will not be accepted in transfer. All courses taken after an applicant has been accepted can only be taken at Anna Maria College or must have prior approval from the respective Program Dean or Chairperson.

Nursing Program Criteria for Acceptance of Transfer Courses

The official transcript and the course description applicable to the time the student took will be reviewed by the Admission Office to validate course equivalency to the Anna Maria College course(s). In order to be approved for transfer credit the following criteria must be met:

1. The course must have been completed at a regionally accredited College or University.
2. The course description, course content, and syllabi (if needed) for the course must be equivalent to the Anna Maria College courses.
3. The AMC PL-BSN nursing program has minimum acceptable grades for all science and select general education courses. The official transcript must validate that the student meets the criteria:

a. Science Courses:

The AMC PL-BSN program requires that to be accepted for transfer by the nursing program a minimum grade of "C+" is required. **Only one science course may be repeated once, and a withdrawal is considered as one unsuccessful attempt to pass a course.**

The following science courses taken at another regionally accredited college or university that will be reviewed for acceptance are:

- Anatomy & Physiology I (4 credits with a lab)
- Anatomy & Physiology II (4 credits with a lab)
- Microbiology (4 credits with a lab)
- Introduction to Chemistry I (4 credits with a lab)

To be accepted for transfer, science course grades cannot be older than 7 years and less than a "C+" grade.

b. General Education Courses**:**

The AMC PL-BSN program requires that to be **accepted** for transfer by the nursing program a minimum grade of "C" is required for the following **general education courses taken at another regionally accredited college or university**:

- General Psychology **(3 credits)**
- Human Lifespan Development **(3 credits)**
- Introduction to Sociology **(3 credits)**
- Applied Statistics/Quantitative Analysis **(3 credits)**

Nursing Course Exemption

There are NO nursing course exemptions for nursing courses within the PL-BSN program. Students transferring from other pre-licensure nursing programs must take all nursing courses at Anna Maria College.

Licensed practical nurses applying for advanced placement can apply for limited nursing course exemption, as defined in the AMC PL-BSN Advanced Placement Policy.

Licensed Practical Nurses (LPNs Applying for Advanced Placement Admission into the PL-BSN Program):

Applicants for Advanced Placement Admission into the PL-BSN Program must meet the general requirements for admission to Health and Science programs, as well as the specific nursing program admission requirements.

Nursing students are required to complete a minimum of 61 nursing credits at Anna Maria College for the Pre-Licensure Bachelor in Science (PL-BSN) Degree in Nursing, if not exempt.

Transfer of Science and General Education course credits must be from a regionally accredited college or university.

LPN candidates that have been approved for advanced placement admission to the Anna Maria College Pre-Licensure BSN program may also be required to complete additional pre-entrance

requirements, i.e., complete assigned ATI tutorial program(s), competencies, and entrance exams.

LPN students seeking advanced admission into the PL-BSN nursing program must have:

1. A letter of recommendation from the Dean/Director of the nursing program where they obtained their LPN diploma or current nursing supervisor.
2. Current unencumbered LPN license.
3. An official transcript from the LPN program with an overall GPA of 2.0 or higher
4. An official transcript indicating successful completion of the first two years of the published Anna Maria College PL-BSN curriculum college courses. The seven (7) year course expiration for science courses, taken at the college level, will be waived for LPN candidates who have been in active nursing employment during the last five (5) years.
5. A successful score of Level 2 or higher on the ATI RN Fundamentals exam for NUS300: Fundamentals of Nursing course (6 cr. awarded), on the National League of Nursing (NLN) Physical Assessment Exam for the NUS305: Nursing Health Assessment will be required (3 cr. awarded). A Level 1 or higher, and on the ATI RN Pharmacology for the NUS309: Pharmacology for Nursing, or transfer credit approval for a 3-credit pharmacology course. All ATI and/or NLN testing will be administered at Anna Maria College.
6. If unsuccessful on the ATI exam and/or NLN exam, the student will have to take the required nursing course(s) and achieve a grade of C+ or higher at Anna Maria College.

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 for commuter students or $500 for resident students is required to hold their place in the entering class. Once the deposit has been paid, students will then be eligible to receive important documentation about enrolling at Anna Maria College. The payment will be credited to the student's tuition and fees balance.

Recommended Deposit Deadline

Fall Semester

Freshmen	May 1
Transfers	May 1, then 3 weeks after date of acceptance

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, or visit the college website at www.annamaria.edu/admission/visit.

During the academic year, tours are available by appointment Monday through Friday at 10 a.m. and 2 p.m. During the summer months, tours are available by appointment Monday through Thursday at 10 a.m. and 2 p.m., and at 10 a.m. on Fridays. Weekend visits are available throughout the year on selected dates. Please check the website for the most up to date weekend visit dates.

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

Admission Events Please refer to the website www.annamaria.edu/admission/visit for dates.

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 (2019–2020 Academic Year)

Tuition: $36,190.00
Comprehensive Fee: $ 2180.00
Student Government Fee: $ 250.00

Room & Board (10 or 15 meals): $14,580
Room & Board (19 meals): $ 14,980

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 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 2019-2020 academic year, all accounts must be paid in full for the fall academic semester by August 1st, 2019 and for the spring academic semester by Wednesday, January 2nd, 2020. 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 https://www.universityhealthplans.com/secure/waiver.cgi?group_id=327. Proof of coverage must be submitted annually online with the insurance broker.

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 or 508-849-3366.

Fully on-line Undergraduate Program Tuition:

Undergraduate Tuition	$1230 per 3 credit course
RN-BSN Tuition	$1530 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 8:30 a.m. and 4:30 p.m., Monday through Friday. The financial aid staff is also accessible online at 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 beginning Oct. 1st of each year. Tax information from two prior years is required on the FAFSA which began with 2018/2019 FAFSA. For the 2019-2020 FAFSA families will use the 2018 tax information which should be populated by using the IRS

upload button on the FAFSA. The FAFSA may take 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 which opens October 1st of every year. 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 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. received information during the admissions process. The Merit Scholarship is renewable each year as long as the student maintains satisfactory academic progress, meets the outlined criteria below, and remains an 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.
- Failing to meet the terms of the scholarship offered, may result in the reduction of scholarship funding.

Anna Maria Opportunity Grant
The Anna Maria Opportunity Grant is an institutional, need-based grant for undergraduate day students. Amounts vary based on financial need. The FAFSA must be completed annually. Eligibility is determined by the FAFSA results and total of other grants and scholarships offered.

Anna Maria New England Catholic High School Scholarship
The Anna Maria New England Catholic High School Scholarship is an institutional scholarship of up to $5,000 per year for four years if the 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 is chosen each year. 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 strongly encouraged to write a thank you letter to the donor. These scholarships vary in amounts and may be renewable. Please contact the Financial Aid Office to learn more.

Anna Maria College Heart Advantage Scholarship
This $23,000 transfer scholarship is available for students transferring from any community college in New England. Eligible students will have earned an associate degree before matriculation at Anna Maria with a minimum GPA of 2.8. Students are guaranteed admission to Anna Maria for the completion of the bachelor's degree. This scholarship is open to students entering most full-time, day, on-ground, undergraduate programs. This program is designed for completion of the bachelor's degree in two (2) years. Some majors may take longer.

The scholarship will be awarded at the time of admission to all eligible students (no scholarship application necessary). Preferred deadline is June 1 for fall admission and November 15 for spring admission. This is a merit scholarship and does not require the student to file the FAFSA. Students will not receive both the Heart Scholarship and the Anna Maria College merit Scholarship. Students interested in obtaining additional need-based funding are encouraged to submit the FAFSA before March 15 for the fall semester and before November 15 for the spring semester.

The associate degree must be posted on the official community college transcript before the student matriculates at Anna Maria. The student is responsible for having the official transcript sent to Anna Maria College prior to matriculation.

Students will be required maintain good academic standing at Anna Maria with a minimum 2.5 cumulative grade point average while attending the College as a full-time student.

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. There is a limit to the number of years a student may reserve it.

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 at 25% 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 funds. We strongly encourage students to sign up for direct deposit so the funds will be directly deposited into a checking or savings accounts. Work-Study money may be put toward tuition if the student chooses by signing a form with the student account office. 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 on the Financial Aid Office portion of the website. Federal Work Study contracts must be completed every academic year before a student begins working.

Federal Subsidized Direct Loan
This is a need-based, low-interest, long-term Federal educational loan. The government will pay the interest while the student is enrolled and during the six-month grace period after a student is no longer enrolled at least half-time. First time students receiving a Subsidized Direct Loan will need to complete a Master Promissory Note (MPN) and an 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 will apply the funds to the student's account. This 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. If they are eligible based on the FAFSA, if they are not eligible for the full amount, the difference will be added to the unsubsidized loan. The maximum aggregate amount allowed over the course of an undergraduate degree for the Stafford Subsidized Loans is $23,000.

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 Federal educational loan. The Unsubsidized Direct loan is available to student's enrolled half-time or greater in the amount of $2,000 per year for dependent students whose parents have been denied the Federal Direct PLUS loan and students who are considered independent the amount increases. Freshman and Sophomore students receive $4,000 extra. Junior and Senior students receive $5,000 extra. Unlike the subsidized loan, the student is responsible for the interest which accrues during school. The Unsubsidized loan process is the same as the subsidized 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 in unsubsidized as undergraduates. 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 but there are other options.

The maximum aggregate amount allowed of both the Stafford Subsidized and Unsubsidized Loans is $31,000 for a BA/BS degree for dependent students.

The maximum aggregate amount allowed of both the Stafford Subsidized and Unsubsidized Loans is $57,500 for a BA/BS degree for dependent students who have Federal Parent Plus Loans denied and for independent students.

Massachusetts Financial Aid
The following are the state funds available to students who are permanent legal residents of Massachusetts. The student must also meet necessary criteria as determined by MA state program. For more information, students may contact the Massachusetts Office of Student Financial Assistance at 617-727-9420 or online at www.osfa.mass.edu.

Massachusetts State Grant (MASSGrant)
The MASSGrant is a need-based grant. To be eligible for the MASSGrant, the student's FAFSA must have been received by the Commonwealth of MA 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 and meet the above criteria 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 who also have the MA Grant. 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 (When Funded)
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. This award is not available every year but is determined by the Commonwealth of MA.

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. Information from the FAFSA will be sent to the appropriate state.

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 (For Student or Parents)
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 (Loan in the Parent Name)
This loan is for the parents of undergraduate dependent 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 and is set each year. A standard 10-year repayment schedule begins immediately unless the deferment option is chosen. Loan applicants must pass a credit check and complete a Master Promissory Note. The pre-application form for the Direct PLUS loan is available on the Anna Maria web site.

Alternative Loans (Loan in the student name – may need a co-signer)
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. 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 ten-month period starting July 15th and ending August 15th for both semesters. There is an enrollment/automatic insurance fee. Call TMS at 1-800-722-4867or visit them online at www.afford.com/annamaria for more information.

Veterans Benefits
Anna Maria College is approved by the Board of Regents of Higher Education for the purpose of training veterans and other eligible persons. Veterans who are eligible to receive benefits should consult the Registrar's Office at 508-849-3475 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.

Under S2248 PL 115-407 Section 103, Anna Maria College will not impose a late fee, denial of access to facilities, or other penalty against a veteran or eligible dependent due to a late payment of tuition and/or fees from the VA up to the certified benefits amount. Any portion of the balance not covered by VA benefits is still expected to be settled by the due date.

Satisfactory Academic Progress (S.A.P.)
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. Attempted includes all classes passed, failed, withdrawn, repeated, incomplete and pass/fail classes.

Graduate Satisfactory Academic Progress Financial Aid Policy
Graduate students must maintain a GPA of 3.0 at all times.

Undergraduate Satisfactory Academic Progress (SAP) Financial Aid Policy
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:

1. 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.
2. 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 Anna Maria College 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 year. 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 the next year 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 appeal only two times, but not consecutive years, while enrolled at Anna Maria College
- 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.

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 and/or state government.*

Earned aid is applied to the student's balance due 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.

*The official order of return is Unsubsidized Direct Loan, Subsidized Direct 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 Affair's 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.

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. Anna Maria College students plan, implement, and evaluate many social and recreational events on campus. Community outreach programs show students how to be good global citizens. Leadership skills are developed through a leadership program with specific offerings for each class year. Students involved in activities gain many of the leadership skills required to be successful in their professional careers.

Diversity and Inclusion

The Office of Diversity and Inclusion (ODI) is a vibrant, student-centered space on campus where all are welcome. Extending beyond multicultural programming, O.D.I. 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 Diversity and Inclusion is charged with the task of development and implementation of educational, cultural, and social programs. The office draws 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, Coughlin 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 Coughlin 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 every floor in each 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. Each hall is also assigned to a Resident Director (RD). RDs are live-in professionals who are on call evenings and weekends for emergencies. The Residence Director 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 Anna Maria College. The Director of Residence Life supervises the Residence Life staff. The Director's office is located in Bishop Flanagan Campus Center.

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 Anna Maria College'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 weekly and any student is welcome to attend these meetings.

Many of the student activities are planned and sponsored by Anna Maria College Activities Board (AMCAB), All students are welcome to join AMCAB to be involved in planning, 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, 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 Anna Maria College 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 searches 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, smaller testing environment with reduced distractions, note-taking assistance, preferential seating, and tape recorder.

Please refer to the web link *https://www.annamaria.edu/success-center/accommodation-process* for current procedures to request academic and other accommodations.

Please consult the Student Success Center for acceptable forms of documentation, the process required to request accommodations and/or to schedule an appointment. To ensure that accommodations are reviewed and approved in a timely manner, students should complete the accommodation process during the first week of the semester.

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 two-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:

- Academic Preparation
- Policies and Procedures
- Health, Wellness, Safety and Awareness
- Strengthening Peer and Institutional Connections
- 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.

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 12 NCAA Division III teams. These include women's ice hockey, equestrian, soccer, volleyball, basketball, field hockey, cross-country and softball, as well as men's ice hockey, equestrian, 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 an 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, or as specified by their major's curriculum plan.

- 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 (1) hour of classroom instruction and two (2) 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). Work outside of class can include reading, practice, viewing PowerPoints, watching videos, completing assignments, working on projects, writing essays, and other assignments as related to the course.

- For a three credit course at the undergraduate level there are approximately 45 hours of face to face time plus 90 hours for 'external' work/assignments = 135 hours (general rule = 45 hours per one credit)
- For a three (3) credit graduate level course there are approximately 30 hours of face to face time plus 60 hours for 'external' work/assignments = 120 hours (general rule = 30 hours per one credit)
- If the course is online or hybrid then the equivalent work load would need to be clearly documented and demonstrated.
- If the course is offered in an accelerated model (eight weeks) the equivalent work load would be twice that of a course offered during a 15 week semester.

Change of Major
Students who, after matriculation, wish to change their major should consult with and receive approval of the academic advisor to ensure they have the required admission criteria. The program director of the intended major will review for approval 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 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

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 students are advised by their advisor, they will receive an Advisor PIN which students 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, unless otherwise defined by the major. 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. Students are encouraged to attain a certain number of credits each term to remain in good academic standing. If a student falls behind in the minimum credits required per semester, they will be placed on academic probation for the following semester regardless of GPA.

# Full Time Semesters	On Track Progression	Minimum Required/ Probation Level	Difference
1	15	6	9
2	30	21	9
3	45	39	6
4	60	54	6
5	75	69	6
6	90	84	6
7	105	99	6
8	120	114	6

A student who falls behind the "Minimum Required/Probation Level progression at the completion of any semester is placed on academic probation for the following semester, regardless of GPA.

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:

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

Academic Warning and Probation

If a student's semester or cumulative GPA falls below 2.0, the student may be placed on academic warning or probation. At the end of each semester, the Vice President of Academic Affairs reviews all students with a CGPA below 2.0 and places them on academic warning or probation. Any student whose academic record reflects persistent academic deficiencies is also eligible for probation, suspension or dismissal.
Please refer to the academic catalog for the official policies on student academic standing.

Credits Attempted	**GQPA**	**Decision**
1-18	Between 1.51 - 2.00	Academic Warning*
1-18	Between 1.00 - 1.50	Academic Probation
1-18	At or Below 1.00	Academic Suspension
19-59	Between 1.75 - 2.00	Academic Probation
19-59	Below 1.75	Academic Suspension
60 and over	Between 1.85 - 2.00	Academic Probation
60 and over	Below 1.85	Academic Suspension

*A student may be placed on academic warning for only one semester.

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 contact the Program Director to discuss potential eligibility related to their program of studies before attempting to register for classes. Please note that all regulatory agency requirements and/or current program requirements will need to be met for program completion.

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, matriculated students who wish to take a course at a college outside 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 syllabus.

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 (in a traditional semester), 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). 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 undergraduate day 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 actives 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. https://www.annamaria.edu/Documents/Academic%20Integrity_2017_final.pdf

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.

Graduation Requirements - Bachelor Degree
The requirement for graduation is a minimum of 120 credits unless designated otherwise by the major. The CGPA (cumulative grade 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 the appropriate sections of this catalog.

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 person in authority, providing they follow proper procedure. This appeal must occur within four (4) weeks upon issuance of the grade. The student's first step in such an appeal must always be to confer with the instructor. If further steps are necessary, the student should see the person next in authority, e.g., the Program Director in which the course is taken, then the Academic Vice President for Academic Affairs, then the Vice President for Academic Affairs who may ask the decision of the Academic Review Committee for a recommendation. 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.

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

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.

Delta Epsilon Sigma

Gamma Gamma Chapter Excellence in Catholic Colleges. A national scholastic honor society for students of Catholic universities and colleges in the United States.

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, a National Honor Society, recognizes excellence of scholarship and distinguished achievement in the study of Social Work.

Sigma Beta Delta
Sigma Beta Delta, an International Honor Society, recognizes the top 20% of Business students.

Sigma Tau Delta
Sigma Tau Delta is a National Honor Society for English.

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 Schools and Programs

SCHOOL OF PROFESSIONAL STUDIES

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

Bachelor of Science
Business Administration
Criminal Justice
Digital Marketing
Emergency Leadership
Emergency Management
Fire Science (online and on ground)
Forensic Criminology
Health and Community Services
Health Administration
Nursing Pre-licensure
Nursing RN to BSN (online)
Paramedic Science
Sports Management

Bachelor of Arts
Health Science
Human Development and Human Services
Law and Society
Psychology
Social Work

SCHOOL OF LIBERAL ARTS AND SCIENCES

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

Bachelor of Arts
Art
Art Therapy
Catholic Studies
Digital and Social Media Design
English
Graphic Design
History
Liberal Studies
Music
Video and Photographic Arts
Self-Designed Art
Studio Art
Theology

Bachelor of Music
Music Education
Music Therapy

DIVISION OF ADVANCED STUDIES

Master of Business Administration
Master of Arts in Counseling Psychology
Master of Science in Criminal Justice
Master of Education
- Early Childhood
- Elementary Education
- Kodaly Emphasis
- Moderate Disabilities

Master of Science in Health and Emergency Management (hybrid)
Master of Science in Industrial and Organizational Psychology
Master of Social Work
Master in Pastoral Ministry
Master in Public Administration (online)

Second Bachelor's Degrees

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. In some majors, testing might be required as an admission criterion. 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-, unless otherwise defined by major.

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 Leadership 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 an unencumbered current Registered Nurse License in one of the Anna Maria College online nursing program approved states.

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 their assigned Advisor and, after admission to the degree program, from the Program Dean/Director 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 the Financial Aid 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.

Accelerated Bachelor Degree Program

A student is able to apply to complete their degree in seven semesters (3.5 years) in the following areas: Business, Criminal Justice, Education (with AP Credits), English, Emergency Management, Fire Science, Forensic Criminology, Health and Community Services (with AP Credits), History, Human Development and Human Services, Marketing, Psychology, Social Work, Sports Management, and Catholic Studies.

The Student needs to have earned a minimum of 30 credits, have an overall GPA of 3.0 or better and two letters of recommendation. Click here for the application and more details http://www.annamaria.edu/accelerated

Special Programs

Directed Research 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, art therapy and social work programs require internships/practica. Students in the more traditional liberal arts and science 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 requirement 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.

The Washington Center Internship TWC 497 (variable credits)
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.

The Washington Center Internship TWC 498 (variable credits)
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 or 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).

Study Abroad Program

Anna Maria College offers students different opportunities to study abroad. The truly adventurous student may decide to spend a summer, semester or year abroad studying in a foreign country. Students have studied in London, Quebec, France, Costa Rica, Spain, Australia, 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 Faculty-Led travel opportunities in the spring and summer semesters. In Faculty-Led short study trips, students study the history, culture and language of a foreign country and spend time exploring the city/country with the professor. Countries and cities explored in the past have included France, Chile, Italy, German, Ireland, India, Berlin, Budapest, and Vienna. Students must be at least second semester sophomore with a 2.7 GPA or permission of the Study Abroad Director (this is to ensure that the student is serious) Also, the student must be in good standing with the VP of Student Affairs 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 six years instead of seven

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 six years instead of seven.

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 Higher Education Consortium (HECCMA), Anna Maria College students are eligible to apply for Air Force ROTC at WPI.

Self-designed Programs and Minors
Self-designed programs offer students the opportunity to broaden their 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 2.7
- 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 (HECCMA)
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.

The Sister Doris Gagnon General Education Program

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.

Anna Maria College 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 Anna Maria College. 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 Anna Maria College embody the mission of the College, as a Catholic institution inspired by the ideals of the Sisters of Saint Anne, Anna Maria College educates students to become individuals who will transform their world as ethical leaders and community-oriented professionals. Learning goals for the General Education are directly derived from this mission and are identified through a framework of knowledge, skills, and responsibilities focused in contemporary literacies to include:

KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD THROUGH THE LIBERAL ARTS
Focused by engagement with big questions, both contemporary and enduring

Contemporary Literacies
- Humanities Literacy
- Integrated Social Scientific Literacy (Behavioral & Social Sciences)
- Scientific Literacy
- Artistic Literacy

INTELLECTUAL AND APPLIED SKILLS
Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance and *demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

Contemporary Literacies
- Critical Thinking Literacy
- Communication Literacy
- Professional Literacy
- Information and Research Literacy

PERSONAL AND SOCIAL RESPONSIBILITY
Anchored through active involvement with diverse communities and real-world challenges

Contemporary Literacies
- Personal Literacy
- National and Global Literacy
- Moral Literacy
- Critical Literacy

General Education Required Courses

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

General Education Course	Recommended Year
AMC 100 First Year Seminar	Freshman Year
ENG 103 Freshman Composition	Freshman Year
ENG 104 Writing Through Literature	Freshman Year
PHL 110 Introduction to Philosophy	Freshman Year
Explorations in Natural Sciences	Freshman Year
THE 210 Introduction to Theology	Sophomore Year
Explorations in Western Cultures & History	Sophomore Year
Explorations in Global Language I	Sophomore Year
Explorations in Global Language II	Sophomore Year
Explorations in Societies of the World	Sophomore Year
Explorations in Creativity and Imagination	Sophomore Year
Explorations in Writing for Career and Creativity	Junior Year
Explorations in Quantitative Reasoning	Junior Year
Explorations in the U.S. in the World	Junior Year
Explorations in Catholic Intellectual Tradition	Senior Year
Explorations in the Global Dynamics	Senior Year
Capstone course in Major	Senior Year

Students will be required to take a Freshman Seminar course

- AMC 100 First Year Seminar

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

- ENG 103, ENG 104, Explorations 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. **A grade of C or better is required for graduation. If a student does not receive a C or better after 3 attempts the student will be dismissed from the college**.

Students will be required to take:

- PHL 110 Introduction to Philosophy *
- THE 210 Introduction to Theology *

*Philosophy, Theology, Catholic Intellectual Tradition 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 the Catholic Intellectual Tradition requirement (see below).

Students will be required to take 1 class that fulfills each of the following General Education Exploration Course categories (EC):

- Explorations in Natural Sciences
- Explorations in Western Cultures and History
- Explorations in Societies of the World
- Explorations in Creativity and Imagination
- Explorations in Global Language I *
- Explorations in Global Language II *
- Explorations in the U.S. and the World
- Explorations in Quantitative Reasoning
- Explorations in Global Dynamics
- Explorations in Catholic Intellectual Tradition**

*Explorations in Global Language Courses- 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 Department of Humanities.

**Explorations in Catholic Intellectual Tradition 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. THE 210 is the prerequisite course for all Catholic Intellectual Tradition course options.

***Students are required to take a Senior Capstone Seminar course in their major:**
All courses approved to meet General Education Exploration Course categories will be identified as such in the Anna Maria College online student registration portal.

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.

General Education Course Descriptions

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 (3)
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. 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, 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, and Chicago). **A grade of C or better is required to move on to ENG 104. 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. 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. Pre-requisite PHL 100

General Education Exploration Course Category Descriptions
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 Anna Maria College Online course search tool and visible within the Anna Maria College student web registration portal.

Explorations in Global Language I and II (6)
To acquire minimal conversational level in a foreign language and develop corresponding cultural competence, each Anna Maria College 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 Department of Humanities.

Explorations in the Natural Sciences (3-4)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 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 (3)
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 (3)
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 Intellectual Tradition (3)
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.

Explorations in Quantitative Reasoning (3)
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 Business, Mathematics, Philosophy, Fire Science, and Music

Senior 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.

Approved Exploration Courses as of April 2019

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 231	Watercolor
ART 233	Printmaking I
ART 237	Stained Glass
ART 239	Videography
ART 242	Photography I
ART 248	Introduction to Digital Photography
CRJ 207	Forensic Photography
DES 103	Introduction to Digital Design
DES 110	Typography I
DES 140	Graphic Design I
DES 240	Introduction to Graphics Design II
ENG 209	Young Adult Literature
ENG 210	Fiction: The Short Form
ENG 220	The Origins of Literature in Folklore and Myth
ENG 222	Gothic Literature
ENG 233	British Literature
ENG 240	Women's Lives, Women' Literature
ENG 242	Psychological Study
ENG 330	Shakespeare
ENG 331	Shakespeare II
FOR 207	Forensic Photography
MCO 203	Introduction to Media Studies
MCO 210	Introduction to Film Studies
MCO 241	The Horror Film
MIS 380	Web Design and Research
MUS 257	Music Appreciation
MUT 410	Music Therapy III (for majors only)
MUT 190	Music as Health Resources

GLOBAL DYNAMICS

BIO 406	Epidemiology
BUS 412	Diversity in the Workforce
CRJ 230	Homeland Security
CRJ 309	Genocide Studies
ECO 201	Macroeconomics
ENG 341	Post-Colonial Global Literature
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 21st Century
MUT 411	Psychology of Music: A Global Perspective (for majors only)
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 114	Genocide
HST 117	Global History I
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
HUM 111	People and Places: An Introduction to Cultural Geography
HUM 112	World Religions
PSC 390	Post-Conflict Justice
SOC 201	Introduction to Sociology
SOC 207	Sociology of a Multicultural World

UNITED STATES IN THE WORLD

ART 353	American Art History
CRJ 202	Refugee and Immigrant Studies
ECO 200	Microeconomics
EML 440	International/Comparative pre-hospital
ENG 230	US Literary Traditions
ENG 239	Writers of New England
HST 111	American Nation I
HST 112	American Nation II
HST 203	Modern American Urban History
HST 218	Food, Gender and Culture

HST 226 African American History I
HST 227 African American History II
HST 229 Contemporary Immigration to the U.S.
HST 231 History of Massachusetts in New England
HST 265 US Immigration after 1965
HST 327 US in the 1960's
HUM 205 New England Global Destination
HUM 216 Geography of the Americans
HUM 217 Introduction to Latino Studies
MCO 219 Vietnam War through Film
NUS 431 Nursing in a Global Society
PHL 304 Healthcare Ethics
PSC 407 US 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 420 Teaching Seminar
ENG 102 Dev Writing (by placement only)
ENG 201 Creative Writing
ENG 212 Memoir Writing
ENG 215 Poetry Writing
ENG 307 Authentic Writing for Professional Communication
ENG 311 Persuasive Professional Communication
ENG 312 Digital Professional Communication
ENG 217 Detective in Fiction
ENV 325 Topics in Environmental Studies
ENV 491 Senior Seminar II
FRS 490 Fire Science Senior Seminar
HON 490 Senior Seminar (Honors Program Only)
HUM 490 Senior Seminar
PLS 107 Legal Researching and Writing
MCO 249 Science Fiction Writing
MCO 250 Screenwriting
MUT 250 MT Pre-Practicum (for majors only)
MUT 350 MT Practicum I (for majors only)
MUT 351 MT Practicum II (for majors only)
NUS 304 Scholarly Inquiry in Evidence-Based Nursing Practice (RN to BSN students)
NUS 314 Scholarly Inquiry in Evidence-Based Nursing Practice
SWK 401 Social World Research
SWK 454 Senior Capstone

CATHOLIC INTELLECTUAL TRADITION

THE 240 American Catholic History

THE 304 Catholic Social Teaching
THE 306 Introduction to the Old Testament
THE 308 Introduction to the New Testament
THE 310 Jesus, Fully Human, Full Devine: Introduction to Christology
THE 311 God and the Human Person
THE 312 History and Mission of the Church
THE 313 Catholic Bioethics
THE 314 Moral Theology
THE 319 Catholicism and Interreligious Dialogue
THE 320 Restorative Justice
THE 330 Faith and Reason in the Catholic Intellectual Tradition
THE 331 Economic Justice for All
THE 336 Pastoral Care of Youth
THE 360 Society, Science and God in the Catholic Tradition
THE 361 Biblical Exploration in Justice
THE 363 Latin@, Present, Past and Future: Contribution of Latin@ Catholics to the Struggle for Justice in the USA
THE 365 War, Peace and God
THE 366 Hell, Evil and Punishment
THE 367 Theology of Beauty
THE 368 Synoptic Gospels

EXPLORING THE NATURAL SCIENCES

BIO 103 Introduction 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 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 270 Patient Assessment and Medical Emergencies
ENV 260 Principles of Sustainable Development
ENV 320 Environmental Hazard and Risk Analysis
FOR 480 Forensic Anthropology
FOR 481 Forensic Anthropology

FRS 103 Fire Behavior and Combustion
PHY 201 College Physics I
PHY 202 College Physics II
PSY 348 Neuropsychology
SCI 101 Introduction to the Natural Sciences
SCI 120 Earth Sciences

WESTERN CULTURES IN HISTORY

ART 251 Art History I
ART 252 Art History II
ENG 232 Irish Identity
ENG 320 Medieval Literature
ENG 321 Arthurian Literature
ENG 355 Literature of the Holocaust
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
HST 223 The Black Plague in Medieval Europe
HST 224 People and Pestilence
HST 230 Fencing History, Technique and Culture
HST 232 Holocaust and World War II
MUS 255 Music History
MUS 256 Music History II
NUS 313 History of Nursing (RN to BSN Enrolled Students only)
PHL 202 Philosophy of Race and Racism
PHL 206 Philosophy through Film
PHL 211 Ethical and Political Themes in Shakespeare

LANGUAGE I AND II

ASL 101 Introduction to American Sign Language I
ASL 102 Introduction to American Sign Language II
EDU 656 ESL Theory and Practice
FRN 101 Beginning Conversational French
ITL 101 Beginning Conversational Italian
ITL 102 Italian and Humanities
SPN 101 Beginning Conversational Spanish
SPN 201 Spanish for Outreach
SPN 209 Conversational Spanish II

QUANTITATIVE REASONING

BUS 250 Applied Statistics and Quantitative Analysis
EMG 301 Emergency Planning: Hazard Analysis and Mitigation
FRS 309 Analytical Approach to the Public Fire Protection
MTH 101 Numbers & Operations

MTH 102 Principals and Concepts of Operations
MTH 127 Algebra Through Geometry
MTH 221 Calculus I
MTH 222 Calculus II
MTH 230 Foundations of Probability and Statistics
MUS 101 Music Theory I
MUS 102 Music Theory II

List of approved Exploration Courses that have been certified to meet with the requirements as stipulated by the Core Exploration Categories, as of June 2019. Please note that this is not a comprehensive list, as additional courses will be certified from semester to semester and occasionally uncertified.

School of Professional Studies – Business, Behavior, and Education

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 and practices, as well as critical thinking skills and ethical reasoning for making business decisions. Team work and the latest information and communication technology (ICT) tools are stressed throughout the program. 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 practitioner's 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 the Sigma Beta Delta international honor society.

Requirements Credits

General Education Requirements: 51

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

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

Business Administration Core: 36

- BUS 110 Leadership
- BUS 151 Financial Accounting I
- BUS 152 Financial Accounting II
- BUS 260 Principles of Management
- BUS 268 Principles of Financial Management I (Prerequisite: BUS 152)
- BUS 210 Personal Finance
- BUS 270 Marketing Principles and Communications
- BUS 380 Business Law
- BUS 403 Business Ethics
- MIS 110 Computer Application for Business (or MIS 362 Advanced Spreadsheet Applications)
- Two 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 Financial Accounting I
- BUS 152 Financial Accounting II
- BUS 260 Principles of Management
- BUS 270 Marketing Principles and Communications
- Two upper-level business administration electives (300 or 400 level)

Digital Marketing

This major is an interdisciplinary program – business, marketing, social media, video, graphic design, web design, mobile apps - to name a few of the areas of study. Traditional marketing strategies focused on the 4 Ps of marketing: price, place, product, and promotion. Current digital marketing strategies also need to focus on the 4Cs of marketing: consumer, cost, convenience, and communication. This major combines these areas and prepares graduates for this ever-changing highly competitive field. The digital marketing major provides the theoretical foundations as well as the creative, analytical skills needed to persuade and communicate in the digital world. 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

- BUS 250 Applied Statistics and Quantitative Analysis
- BUS 490 Business Capstone Seminar

- ECO 200 Microeconomics
- ECO 201 Macroeconomics
- ENG 312 Digital Professional Communication
- DES 103 Introduction to Digital Design

Digital Marketing Core: 48

- BUS 110 Leadership
- BUS 151 Financial Accounting I
- BUS 152 Financial Accounting II
- BUS 210 Personal Finance
- BUS 260 Principles of Management
- BUS 268 Principles of Financial Management I
- BUS 270 Marketing Principles and Communications
- BUS 271 Consumer Behavior
- BUS 311 Principles of Advertising
- BUS 314 Social and Mobile Media Marketing
- BUS 327 Data Analytics
- BUS 380 Business Law
- BUS 403 Business Ethics
- BUS 441 Marketing Research
- MIS 362 Advanced Spreadsheet Applications
- MIS 380 Web Design and Research

1 elective from the following list:

- BUS 410 Managing and Marketing New Products
- BUS 425 Risk Management
- BUS 445 International Marketing
- BUS 451 Project Management
- BUS 499 Internship

Electives 18 - 21

Total 120

Digital Marketing Minor

Students in any major may minor in Digital Marketing

- BUS 311 Principles of Advertising
- BUS 314 Social and Mobile Media Marketing
- BUS 3XX Data Analytics
- BUS 441 Marketing Research
- DES 103 Introduction to Digital Design
- MIS 380 Web Design and Research

Health Administration

This major has an interdisciplinary focus on business and health informatics, the analysis of health systems information and metrics. The health administration degree is an applied business degree. This major does encompass health care management and does make students employable in health care organizations but has a broader scope. It goes beyond delivery of health care, looking at pharmaceuticals, biotechnology, and medical device companies. This major combines such areas to prepare graduates for the ever-changing, highly competitive field. The health administration major provides the theoretical business foundations as well as the practical skills needed to manage in the health services industry. Our program differentiates itself from other programs with its interdisciplinary focus – looking at the necessary business, medical terminology and coding documentation, compliance with Federal and State healthcare policies, rules/regulations, and insurance (Medicare, Medicaid and Private) knowledge and skills. The program combines theory and application. 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

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

Health Administration Core: 51

- BUS 110 Leadership
- BUS 151 Financial Accounting I
- BUS 152 Financial Accounting II
- BUS 210 Personal Finance
- BUS 268 Principles of Financial Management I
- BUS 270 Marketing Principles and Communications
- BUS 380 Business Law
- BUS 403 Business Ethics
- MIS 362 Advanced Spreadsheet Applications
- BUS 280 Health Services Management
- BUS 316 Human Resource Management
- BUS 383 Health Care Law
- BUS 425 Risk Management
- ECO 302 Economics of Health Care
- HCS 303 Health Informatics, Data Entry & Documentation
- HCS 401 Navigating Qualified Health Plans

- PHL 304 Health Care Ethics

Electives 15 - 18

Total 120

Health Administration Minor

Students in any major may minor in Health Administration.

- BUS 280 Health Services Management
- PHL 304 Health Care Ethics
- HCS 303 Health Informatics, Date Entry & Documentation
- HCS 401 Navigating Qualified Health Plans
- BUS 316 Human Resource Management
- BUS 425 Risk Management

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

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.

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

Requirements Credits

General Education Requirements: 51

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

- ECO 200 Microeconomics
- BUS 250 Applied Statistics and Quantitative Analysis
- BUS 491 Sport Management Capstone Seminar
- BIO 240 Exercise Physiology

Sport Management Core 42

- BUS 110 Leadership
- BUS 151 Financial Accounting I
- BUS 152 Financial Accounting II
- BUS 223 Sport Marketing
- BUS 262 Sport Management
- BUS 263 Governance & Administration in Sport Organizations
- BUS 264 Sport Finance
- BUS 265 NCAA Governance
- BUS 301 Sport Ethics
- BUS 318 Facility Administration
- BUS 382 Sport Law
- BUS 499 Internship (3 credits)
- ECO 265 Economics of Sport
- MIS 110 Computer Applications for Business (or MIS 362 Advanced Spreadsheet Applications)

Two electives from among the following:

- BIO 130 Nutrition and Health
- BUS 215 Public Speaking and Presentations
- BUS 302 Coaching Strategies

- BUS 303 Coaching, Motivation, and Leadership
- BUS 314 Social Media Marketing
- BUS 316 Human Resource Management
- BUS 323 Marketing for Non-Profit Organizations
- BUS 420 Fundraising/Budgeting in Sports
- PSY 340 Psychology 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, Marketing, & Sport Management Course Offerings

BUS 100 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 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.

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 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.

BUS 215 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.

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. Pre-requisite BUS 263.

BUS 250 Applied Statistics 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.

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 263 Governance & Administration in Sport Organizations (3)
This course will examine governance (defined as the "exercise of authority"), organizational structure and design, policy, ethics and will address these concepts in a myriad of sport functions including collegiate, professional and Olympic sport.

BUS 264 Sport Finance (3)
Financial management concepts and practices as applied to sport organizations. Pre-requisite: BUS 152.

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 265 NCAA Governance (3)
This course combines relevant examples, extensive factual information, and important practitioner observations with solid theoretical concepts to help prepare those interested in pursuing a career in collegiate athletics management. The course's in-depth research reveals the inner workings of athletic departments and the conferences and governing organizations that impact them. Using examples from schools of varying sizes and representing the various conferences, associations, and divisions, this course provides a comprehensive view of management processes such as the hiring of coaches, generating revenue to cover expenses, recruiting and its mechanics and regulations, ensuring the well-being of student-athletes, and Title IX enforcement. Pre-requisite: BUS263.

BUS 270 Marketing Principles and Communications (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 well as consumer, cost, convenience, and communication 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 280 Health Administration (3)
An introduction to the health services industry. 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 as applied to the health service industry.

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 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 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. Prerequisite: BUS 270 or permission of instructor.

BUS 316 Human Resource Management (3)
A study of the many functions performed in dealing with employees from a personnel management viewpoint. Special emphasis will be placed on the role of the personnel office. Prerequisite: BUS 260.

BUS 318 Facilities Administration (3)
Examines facility marketing and management issues including facility type, design, location, scheduling, and maintenance.

BUS 323 Marketing for Non-Profit Organizations (3)
Explores marketing strategies, including the use of social media, as applicable to non-profit organizations.

BUS 3XX Data Analytics**
A science of analyzing data and problem-solving. Various data analytic techniques will be presented including descriptive, inferential, predictive, and prescriptive analytics. Pre-requisite: BUS 250 or equivalent.

BUS 383 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 383 Health Care Law (3)
Provides an overview of law as it relates to the health care industry.

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 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 412 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.

BUS 420 Fundraising and Budgeting in Sports (3)
Focuses on the development of and management of successful fundraising as well as budgeting techniques.

BUS 425 Risk Management (3)
A study of the principles of risk management. Students will identify, analyze, and develop strategies to manage risk in businesses and organizations. Disaster planning will also be discussed.

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 (Variable)
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.

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.

ECO 302 Economics of Health Care (3)
Focuses on the economics and decision-making of the health care industry.

Bachelor of Arts in Psychology
The psychology program has as its primary goal the preparation of students for graduate programs and work in the human services field. The curriculum includes introductions to the basic concepts utilized in psychology, the evolution of the field, theories of normal and abnormal psychological development, experimental psychology, and an internship in a community setting. At the beginning of the senior year, students who have maintained a 3.0 QPA may apply for 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.

Psychology Major Requirements (45 Credits)

- PSY 101 General Psychology
- PSY 202 Advanced General Psychology
- BUS 250 Applied Statistics and Quantitative Analysis
- PSY 210 Research in the Social World
- PSY 327 Experimental Psychology
- One Course in Developmental Psychology (PSY 207 Child Development; PSY 215 Adolescent Development; PSY 217 Human Lifespan Development)
- One Course in Clinical Psychology (PSY 306 Abnormal Psychology; PSY 313 Personality Theory)
- One Course in Sociocultural Psychology (PSY 322 Social Psychology; PSY 324 Cultural Psychology)
- PSY 348 Neuropsychology
- PSY 421 History & Systems of Psychology
- PSY 499 Internship
- HDS 490 Senior Seminar

Three Upper-Level Electives: electives must be level 300+ and are selected from disciplines relevant to the study of psychology, which includes courses in social work, education, music therapy, or art therapy. Please consult with your academic advisor for approval of electives taken outside of psychology. Minor (optional) or 27 free elective credits

Total 120

Psychology Minor Requirements (18 credits)
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.

1. PSY 101 General Psychology
2. One Course in Developmental Psychology (PSY 207 Child Development; PSY 215 Adolescent Development; PSY 217 Human Lifespan Development)
3. One Course in Clinical Psychology (PSY 306 Abnormal Psychology; PSY 313 Personality Theory)
4. One Course in Sociocultural Psychology (PSY 322 Social Psychology; PSY 324 Cultural Psychology)
5. Upper-Level Elective Course
6. Upper-Level Elective Course

Addiction Studies Minor (18 credits) and
Addiction Studies Minor – Licensed Alcohol & Drug Counselor (LADC) Track (24 credits)

The Addiction Studies Minor provides an interdisciplinary education as it relates to substance use, addiction, and recovery. Students will be offered courses in substance use theory, prevention, treatment, and social issues. There is an additional track that concentrates on addiction counseling and prepares students in becoming a Licensed Alcohol and Drug Counselor Level 1 (LADC-1) in the Commonwealth of Massachusetts. The goal of the minor is to increase student knowledge, competency, and skills as it relates to the field of addiction science.

Addiction Studies Minor (18 credits)

1. PSY 205: Foundations of Addiction 1
2. PSY 206: Foundations of Addiction 2
3. CRJ 304 Drugs & Society
4. PSY 306 Abnormal Psychology
5. Upper-Level Elective
6. Upper-Level Elective

Addiction Studies Minor – Licensed Alcohol and Drug Counselor Track (24 credits)

1. PSY 205: Foundations of Addiction 1
2. PSY 206: Foundations of Addiction 2
3. CRJ 304 Drugs & Society
4. PSY 306 Abnormal Psychology
5. PSY 622 Counseling Theory
6. PSY 727 Counseling Substance Use
7. PSY 815 Internship Seminar I (300 hour)

Psychology Course Offerings

PSY 101 General Psychology (3)

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

PSY 150 Psychology through Films (3)

Basic concepts in psychology will be explored through film, lecture, readings and discussion.

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 205 Foundations of Addiction 1 (3)

The purpose of this course is to familiarize students with the history of problems associated with drug and alcohol use and various forms of addiction throughout the years, and how our laws and policies around these issues have evolved following a cyclical pattern of tolerance and restraint. Specific topics will include the "War on Drugs," "Sentencing" for drug-related crimes, the

Harrison Act, State and local narcotic control, federal support of the medical approach, and America's political process around drugs.

PSY 206 Foundations of Addiction 2 (3)
The purpose of this course is to familiarize students with the types of problems associated with drugs and alcohol use and various forms of addition. Specific topics will include alcohol use and addiction, prescription and illegal drug use, and other forms of addictive behaviors including compulsive gambling and eating disorders. Programs such as AA, NA, Al-Anon, and OA will be explored, along with other treatment and rehabilitation approaches. Special emphasis will be placed on the impact of these disorders on the individual, family, community, and society at large. Ethical and professional responsibilities will also be covered.

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 210 Research in 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

PSY 215 Adolescent Development (3)
A course designed to expose the student to the physical, cognitive, social, and emotional aspects of adolescent development. Topics include an overview of developmental theories, the sense of self in adolescence, morality, family, violence, and substance abuse.

PSY 217 Human Lifespan Development (3)
A study of lifespan development through an examination of the biological, cognitive, and social domains and their interdependency. Examines developmental changes from conception to late adulthood. Explores how current research theories of human development translate into practice, specifically that of nursing students.

PSY 306 Abnormal Psychology (3)
A study both of the development of the abnormal personality and of theories and research relating to causal factors in such pathologies.

PSY 313 Personality Theory (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 322 Social Psychology (3)
A survey of principles and theories showing the ways that group living influences the individual. Topics include attitude change, prejudice, leadership, altruism, love, and environmental psychology

PSY 324 Cultural Psychology (3)
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.

PSY 327 Experimental Psychology (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: PSY101.

PSY 328 Advanced Experimental Psychology (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: PSY101, quantitative reasoning course in and statistics preferred.

PSY 340 Sport Psychology (3)
An examination of psychological theories and research related to sport behavior.

PSY 348 Neuropsychology (3)
This course examines the structures and functions of the human brain as they relate to psychological processes and human behaviors.

PSY 421 History & Systems of Psychology (3)
This advanced course provides the historical context in which contemporary systems of psychology exist. Topics will range from the earliest attempts to study the human mind to current issues and controversies in the field.

PSY 490 Group Dynamics (3)
This advanced course provides students with an understanding of systems theory as it applies to group behavior. Students will explore similarities and differences between face-to-face and virtual groups. Emphasis is on experiential learning.

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

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 individual, family, groups, 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:

- Employment at the baccalaureate-level as professional social work in generalists practice
- 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, issues of diversity and oppression and social work practice methods as well as field work experience and a variety of elective courses in specific areas of interest and skill development, such as addiction studies, death and dying, and child welfare. These sequences are designed to provide students with the knowledge, values, and skills necessary to operate from a holistic frame of reference.

Field Work

The objective of the agency-based field work experience required of every student concentrating in social work is to provide a direct practice opportunity in the areas of child welfare, family systems, elder services, medical and psychiatric services, juvenile justice 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 valuable 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, Anna Maria College offers a wide range of agencies for student field work placement. The junior field placement is a semester long placement and requires the student to complete 100 hours of field experience. 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 Practice and Field Internship courses: SWK 345, 443, 448, 449, 445 and 446; and SWK 454 Senior Capstone 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 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. Course will be in the spring semester of the junior year. Pre-requisite: 75 plus credits and more or approval of the Program Director and or Director of Field Placement.

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.

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) elective
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)
This 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.

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.

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 humans services to complete their degree in social work. Understanding the time constraints non-traditional students face with work, family and school, the Program has been designed with flexibility, accessibility and affordability in mind. When warranted social work classes may be offered during early evening and weekend delivery model.

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 Kelly Sullivan, MSW, LICSW, Interim Director and Director of Field Placement of BSW Program at ksullivan@annamaria.edu

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 101 General 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):

- 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 Adolescent Development
- HDS 490 Senior Seminar (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
BUS 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 Personality Theory
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 101 General 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 Senior Seminar
- 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 101/SOC 201 General Psychology or Introduction to Sociology
- ECO 200 Principles of Microeconomics
- 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
- 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)
This course provides the student with an understanding and appreciation of macro human services practice with organizations and communities. Students will learn the human service 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

HDS 490 Senior Seminar (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.

Education – Teacher Preparation

The teacher preparation programs at Anna Maria College prepares 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 100 hours of pre-practicum field experiences and a full semester, 15 weeks, of 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' academic and social-emotional needs.

Teacher Preparation Programs

The teacher preparation programs at Anna Maria College are interwoven with strong liberal arts learning experiences.

The following programs prepare students for initial teacher licensure and are approved by the Massachusetts Department of Elementary and Secondary Education (DESE):

- Teacher of Music (All)
- Early Childhood (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. Click here 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, human development human services, or music (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 catalogue, 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 music will find their major requirements in the School Liberal Arts and Sciences, Music. Students interested in teaching Early Childhood (PreK-2) will find their major requirements in the School of Professional Studies, Human Development Human Services. Students interested in teaching Elementary (1-6) meet the major requirements in the School of Professional Studies, Liberal Studies. The second major, education / teacher preparation, requirements can be found in the Department of Education section of the catalogue.

Course descriptions specific to majors can be found in the corresponding schools. All courses specific to teacher licensure preparation can be found in the Department of Education. An overview of Schools with teacher preparation majors is listed below:

School of Liberal Arts and Sciences
Teacher of Music (All)

- Major in Music Education

School of Professional Studies

Elementary Education (1-6)

- Major in Liberal Studies (optional concentration in special education/moderate disabilities)

Early Childhood
(PreK–2)

- Major in Human Development and Human Services (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. **In order to meet State Initial teacher licensure requirements all MTELs, required for each license, needs to be passed.**
To be eligible for teacher preparation, students must meet the following requirements by the end of their sophomore year:

- Complete a minimum of 60 credits.
- Declare a major in one of the liberal arts or sciences.
- Maintain a minimum overall Grade or Quality Point Average (GPA/QPA) of 2.7 in their major and teacher preparation courses.
- Achieve a passing score on the Communication and
    - Literacy sections (reading and writing) of the Massachusetts Tests for Educator Licensure (MTEL).
- Demonstrate professional dispositions in Education courses.

Requirements for Massachusetts Department of Elementary and
Secondary Education Initial License

- A liberal arts or an interdisciplinary major in liberal arts and sciences.
- Proficiency in courses that meet the Subject Matter Knowledge Requirements for Massachusetts licensure.
- Proficiency in courses that meet the Professional Standards for Teachers Requirements for Massachusetts licensure
- A minimum of 100 hours of supervised pre-practicum field experiences connected to an Intro to Teaching course and two methods courses related to licensure disciplines.
- A 15-week practicum, supervising field placement, 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 consistently demonstrating professional dispositions and sound moral character.

Teacher Preparation/Education Major Requirements for Licensure

School of Liberal Arts and Sciences

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 Department 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:

- EDU 190 Education, Culture, and Society
- PSY 207 Child Development OR PSY 215 Psychology of Adolescence
- EDU 203 Introduction to Teaching (includes 20-hour field placement – EDU 409)
- EDU – at least one course focusing on special education
- MUS 411 Music in the Elementary School (includes 40hour field placement – EDU 409)
- MUS 412 Music in the Secondary School (includes 40hour field placement – EDU 409)
- MUS 413 Contemporary Issues of the Music Educator (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 120 hours of monitored field-based experience

- (classroom observation typically accomplished in MUS 411, MUS 412 and MUS 413) 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.

School of Professional Studies

Early Childhood (PreK–2)

- *Major in Human Development and Human Services*

Students pursuing licensure in Early Childhood Education will major in 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, including passing all required MTELs.

Subject knowledge requirements for Early Childhood Teacher Licensure include:

- ENG 220 The Origins of Literature in Folklore and Myth
- HST 109 or HST 110 Western Civilization I or II
- BIO 130 Nutrition and Health
- MTH 102 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 203 Introduction to Teaching (includes 20 hour field placement – EDU 409)
- EDU 190 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
- Special Education Course (several are offered)

- EDU 312 Mathematics and Science Education for Early Childhood (includes 40-hour field placement – EDU 409)
- EDU 612 Foundations of Reading (includes 40hour 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 Senior Seminar

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 Elementary Teacher Licensure include:

- ENG 220 The Origins of Literature in Folklore and Myth
- HST 109 or HST 110 Western Civilization I or II
- BIO 130 Nutrition and Health
- MTH 102 Numbers and Operations
- MTH 127 Algebra through Geometry
- Course in U.S. History
- Course in economics
- Science with a lab

Teacher Licensure Requirements for Elementary (1-6) include:

- EDU 203 Introduction to Teaching (includes 20 hour field placement – EDU 409)
- EDU 190 Education, Culture, and Society
- PSY 207 Child Development
- Special Education Course (several are offered)
- EDU 310 Language Arts and Children's Literature
- EDU 316 Teaching and Learning Math and Science
- (includes 40-hour field placement – EDU 409)
- EDU 612 Foundations of Reading (includes 40hour 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 Department of Justice and Social Sciences for specifics about the major and optional minors (listed below).

- PSY 207 Child Development
- 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
- BLP 110 Leadership
- Special education course, Discuss with advisor
- 300-400 elective Discuss with advisor
- 300-400 elective Discuss with advisor
- HDS 499 Internship

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 three required courses and three electives.

Required:

- EDU 190 Education, Culture, and Society
- PSY 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

Three elective from the following list:

- EDU 203 Intro to Teaching 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)
- EDU 656 ESL Theory and Practice (fifth year option)
- Or pre-approved course from the Director of Education Programs

Education Course Offerings

EDU 190 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 202 Educator Preparation and Professionalism (3)
This course helps to prepare pre-service teachers for the professional expectations in the field. Students will analyze the Six Essential Elements used to evaluate pre-service teachers in Pre-Practicum and Practicum. Universal Design for Learning is emphasized in this course, focusing on how this design approach creates proficient teaching and learning opportunities. The role of special education and support services will be addressed, identifying how these different services work with the students and classroom teacher. Students will evaluate the interpersonal and intrapersonal skills required for being an effective teacher. The Communication and Literacy MTEL strategies will be threaded throughout the course to provide an opportunity to prepare for this requirement.

EDU 203 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. EDU 203 requires a 20-hour field experience. Prerequisite: EDU 190.

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 612 – Foundations of Reading Instruction (5th year option) (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 Elementary (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 632 Strategies for Inclusion (3 credits) (5th year option)
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 II (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 and 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 and Individual Educational Plan. Students will also become familiar with the appeals process by the Bureau of Special Education Appeals (BSEA).

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 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 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) (PK-2)
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 program supervisors from the college. 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) (1-6)
Engages teacher education students in observing, assisting, and teaching in elementary classrooms for 300 or more hours during the semester, including a minimum of 150 hours of direct teaching. Directed by school personnel and program supervisors from the college. The Department of Elementary and Secondary Education Candidate Assessment of Performance Pre-Service Performance Assessment is the assessment tool for this experience.

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.

School of Professional Studies – Community Safety and Public Service Programs

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 leadership.

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 Ethics, Applications for Fire Research, and Analytical Approaches to 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: 33 credits

- 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 305 Fire Service Ethics
- FRS 307 Applications for Fire Research
- FRS 309 Analytical Approaches to Public Fire Protection
- FRS 490 Senior Seminar 1
- FRS 491 Senior Seminar 2 or FRS 499 - Internship

Electives (6 required) 18 credits

- FRS 302 – Fire and Emergency Services Administration
- FRS 304 – Fire Investigation
- FRS 310 -- Geographic Information Systems (GIS) in Emergency Management
- 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

Fire Science Course Offerings

FRS 310 Geographic Information Systems (GIS) in Emergency Management (3)
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.

FRS 103 Fire Behavior & Combustion (3)
This course explores the theories and technical fundamentals of how and why fires spread and how they are controlled. Three lecture hours per week.

FRS 104 Principles of Emergency Services (3)
This course provides an overview of fire protection: career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; and introduction to fire strategy and tactics. Three lecture hours per week.

FRS 107 Fundamentals of Fire Prevention (3)
This course provides fundamental information regarding the history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use of fire codes; identification and correction of fire hazards; and the relationships of fire prevention with built-in fire protection systems; fire investigation and fire and life-safety education. Three lecture hours per week.

FRS 112 Fire Protection Hydraulics & Water Supply (3)
This course provides a foundation in the theoretical knowledge needed to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and solve water supply problems. Three lecture hours per week.

FRS 203 Fire Protection Systems (3)
Students learn the design and operational features of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers. Three lecture hours per week.

FRS 205 Building Construction for Fire Protection (3)
This course presents the components of building construction that relate to fire and life safety. The focus of this course is on firefighter safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. Three lecture hours per week.

FRS 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 305 Fire Service Ethics (3)
This course examines the basic principles of ethics as related to fire service operations and management with special attention given to current issues in the fire service

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, 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 Guided Course (3)
FRS 499 Internship

Fire Science (Degree Completion - Continuing Ed. 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 Degree Completion 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.

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 Guided Course-Guided Course (3)

FRS 499 Internship (variable)

Bachelor of Science in Emergency Management

Program description
The field of emergency management is expanding. 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 practices with 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 practices leadership skills using analytical, decision making and problem solving capabilities

- Demonstrate effective problem 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:

- Apply an integrative understanding of emergency management principles and systems
- Describe the hazards that threaten communities on a local, regional, national or global scale
- Use critical understanding of the operations frameworks, systems, and professional roles that shape current emergency management
- Model the leadership, problem solving, analytical, and decision-making skills required in the field of emergency management
- Use 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
- Utilize emergency management principles to contribute to community resilience and sustainability through hazard mitigation, planning, and collaborative strategies
- Use the oral, written and technological communication skills consistent with standards in the field of emergency management
- Model 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 Framework
- 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
- 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

Emergency Management Course Offerings

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 (3)
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 (3)
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 (3)
Suggested project: Implement an annual campus safety plan

EMG 491 Action Research Project /Approved Internship

Emergency Medical Leadership Administration

Emergency Medical Leadership Administration (EMLA) Online

Bachelor Degree

The EMLA 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 Requirements 10 courses

Electives 12 courses

Required Courses

- BUS 250 Applied Statistics and Quantitative Analysis (3)
- EML 302 Emergency Services Management (3)
- EML 306 Health Informatics (3)
- EML 307 Applications for Emergency Services Research (3)
- EML 317 Legal Aspects of Emergency Services
- EML 326 Human Resource Management for Emergency Services
- EML 402 Emergency Services, Leadership & Administration (3)
- EML 425 Emergency Services Budgeting and Finance (3)
- EML 430 Emerging Topics in Pre-Hospital Care
- EML 436 Critical Incident Stress for Emergency Services (3)
- EML 440 International Comparative Pre-Hospital Care (3)
- EML 470 EML System Design (3)

Emergency Medical Leadership Administration Course Offerings

EML 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

EML 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.

EML 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

EML 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.

EML 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.

EML 402 - Emergency Services, Leadership & Administration (3)
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

EML 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.

EML 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.

EML 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.

EML 440 – International / Comparative Pre-Hospital Care (3)
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 EML models, funding structures and health care philosophies we can better understand and critique America's pre-hospital care system and the place of EML organizations within.

EML 470 – EML System Design (3)
This course discusses the principles for organizational deign 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.

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 101General 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 Anna Maria College educated practitioners of advanced emergency medical care.

Required EMLcourses
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 (EML220, 8 credits). The Massachusetts state practical exam also is offered on campus. Alternatively, students may earn the EMT-B certification outside the Anna Maria College 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 EML496 and EML498. 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)

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 EML496 or EML498. In addition, a grade of at least B- is required in each of the following courses: EML240, EML 270, EML 290, EML 300, EML 360, and EML 380. Courses may be repeated only once in the effort to achieve the required grades. All practical skills in each EML 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 EML 496 or EML 498. In addition, a grade of B- or higher is required in each of these courses, individually: EML 240, EML 300, and EML 360. Each practical skill in EML 240 and EML 300 also must be passed to advance to clinical and field experiences.

Paramedic Science Course Offerings

EML 240 –Introduction to Paramedic Studies (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.

EML 270 Patient Assessment and Medical Emergencies in Advanced EML 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.

EML 290 Pharmacology in Advanced EML 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.

EML 300 -- Lifespan Issues and Special Populations in Advanced EML (4)
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.

EML 360 Cardiology in Advanced with lab EML (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.

EML 380 Trauma and Advanced EML 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.

EML 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.

EML 492 Concepts and Practical Review in Advanced EML (3)

EML 496 Paramedic Field Placement (4)

EML 498 Paramedic Clinical Placement (4)

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.

Students must enroll in academic level appropriate courses unless supported by their advisor(s) and approved by the Director of Criminal Justice Programs.

- Freshman (0-30 credits): 100-level courses
- Sophomores (31-60 credits): 100-level and 200-level courses
- Juniors (61-90 credits): 100-level, 200-level, and 300-level courses
- Seniors (91+ credits): 300-level and 400-level courses preferred

Requirements Credits
General Education Requirements: 51
Criminal Justice Core: 45

BUS 250 Applied Statistics and Quantitative Analysis
CRJ 101 Foundations in Criminal Justice (minimum of "C" required)
CRJ 210 Constitutional Law
CRJ 212 Criminal Law (pre-req CRJ 101)
CRJ 220 Criminology (minimum of "C" required) (pre-req CRJ 101)
CRJ 250 Policing in America
CRJ 260 Corrections
CRJ 490 Senior Seminar in Criminal Justice (Seniors only)

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), Specialization (optional) or Electives: 24
Total 120

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 legal and criminal justice processes. Through an exploration of theoretical approaches to the study of victims, their particular circumstances, and the specific resources available to them, the student is exposed to the field of Victimology and its contribution to the protection of legal and civil rights of victims and survivors.
Anna Maria College has developed an interdisciplinary minor in Victimology (6 courses) and a certificate in Victim Studies (4 courses). Students enrolled in a bachelor's degree program in any field or concentration may earn a minor in Victimology through the completion of three required courses and three upper level electives (300-400 level) or a certificate in Victim Studies through the completion of three required courses and one upper level elective. Students may enroll in the Victim Studies certificate as a post-baccalaureate student pursuing a master's degree.
Requirements: six courses, 18 credits

- CRJ 362 Victimology
- CRJ 386/PSY 342 Counseling for Victims and Families
- SWK 242 Introduction to Social Welfare
- Three upper level electives (300-400 level) including two approved electives from course work in Criminal Justice, Psychology and Social Work listed below.

Two approved electives from:

CRJ 380 Disaster Victims
CRJ 381 Victim's Advocacy

CRJ 382 Sexual Assault
CRJ 383 Child Abuse
CRJ 384 Elder Abuse
CRJ 385 Mental Health and Criminal Justice
CRJ 410 Juvenile Justice
CRJ 421 Gender, Crime and Justice
CRJ 422 Domestic Violence
CRJ 423 Race and Crime
PSY 207 Child Development
PSY 215 Adolescent Development
SWK 348 Growth and Behavior and Social Environment I
SWK 349 Growth and Behavior and Social Environment II
SWK 350 Child Abuse, Family Preservation, and Permanency Planning
SWK 408 Marriage and Family

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

Private Security Minor

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

Requirements: six courses, 18 credits

- CRJ275 Introduction to Security
- 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.

Law, Politics and Society Minor

Students seeking a minor in Law, Politics, and Society 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.

Requirements:

- SOC 201 Introduction to Sociology
- LPS/PSC 231 American Government
- Three 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.

The minor requires six courses in Political Science, at least two of which must the introductory courses:

- 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 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

- 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 Personality Theory
- 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

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):

- SOC 210 Researching the Social World
- BUS 250 Applied Statistics Quantitative Analysis
- CRJ 101 Foundations in Criminal Justice (minimum of "C" required)
- CRJ/FOR 205 Crime Scene Forensics (4)
- CRJ 210 Constitutional Law
- CRJ 212 Criminal Law (pre-req CRJ 101)
- CRJ 220 Criminology ((pre-req CRJ 101, minimum of "C" required)
- CRJ/FOR 311 Criminalistics
- CRJ/FOR 340 Cybercrime
- CRJ/FOR 407 Forensic Psychology
- CRJ/FOR 480 Forensic Anthropology (4)
- CRJ/FOR 490 Senior Seminar

Additional coursework:

- CRJ/FOR 499 Internship (highly recommended, minimum 3 credits)
- Three upper-level electives (300 or 400 level) in CRJ, FS or LS.

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. A student pursuing the minor must complete four required courses and two upper level electives (300-400 level) in Forensic Criminology, Criminal Justice, or Law and Society or approved by the student's advisor.

Requirements: Six courses, 20 credits total

- CRJ/FOR 205 Crime Scene Forensics (4 credits)
- CRJ/FOR 311 Criminalistics
- CRJ/FOR 407 Forensic Psychology
- CRJ/FOR 480 Forensic Anthropology (4 credits)
- Two 300-400 level FC, CRJ, or LS courses

Criminal Justice Course Offerings

Required courses are traditionally offered in semesters indicated: Fall (F) or Spring (S). Electives are rotated each semester.

Students must enroll in academic level appropriate courses unless supported by their advisor(s) and approved by the Forensic Criminology Program Director and the Director of Criminal Justice Programs.

- Freshman (0-30 credits): 100-level courses

- Sophomores (31-60 credits): 100-level and 200-level courses
- Juniors (61-90 credits): 100-level, 200-level, and 300-level courses
- Seniors (91+ credits): 300-level and 400-level courses preferred

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. (minimum "C" required for CJ majors and minors)

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 200 Report Writing for Criminal Justice (3)
Introduction to Report Writing will provide each student with a fundamental basis to understand and develop proper writing skills for a career path in Law Enforcement or the closely related professions of Corrections, Probation, Parole, Social Services, and/or Private Security.

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) (pre-req or co-req CRJ 101)

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. (pre-req CRJ 101) (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. (minimum "C" required for CJ majors and minors) (pre-req CRJ 101)

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 internationals 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. (pre-req CRJ 101)

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. . (pre-req or co-req CRJ 101)

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

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 courses 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.

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 381 Victim's Advocacy (3)
Victims and survivors utilize a variety of social services within and outside of the criminal justice system. This course examines the Victim Bill of Rights and the legal aspects of victim advocacy. Additionally, the concept of restorative justice is examined and how victims can take steps to have their dignity and civil rights restored as well.

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 386/PSY 342 Counseling for Victims and Families (3)
This course will provide students with knowledge and skills for interviewing and supporting victims and their families. Students will learn strategies for building a rapport and listening skills that will aid students in identifying the needs of the victims and their families. Case studies on various topics of victimization will be presented where practice assessment and treatment planning can be created. Students will practice interviewing and engaging skills that are sensitive to the needs of the individuals. Review of agencies and community resources and supports that are available in local communities will be identified to further aid in the support for victims and their families.

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 trail. 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 421 Gender, Crime and Justice (3)
Gender issues as they relate to criminal justice policy, practice, and programs are examined. The course will present a historical and contemporary analysis of the position of women as offender, victim and criminal justice professional.

CRJ 422 Domestic Violence (3)
An in-depth introduction to domestic violence as it pertains to family issues, law enforcement and society. The course will examine the dynamics of domestic abuse, including an analysis of the laws, investigations, procedures and research in domestic violence issues and how these have evolved in recent decades.

CRJ 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 441Criminal Profiling II (3)
A continuation of the study of techniques and methods used to create criminal profiles to assist in criminal investigations. Pre-requisite: CRJ 440 Criminal Profiling I

CRJ/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 Guided Course Guided Course (3)
A custom-designed academic experience in criminal justice that provides curricular enrichment and flexibility. Directed studies are considered for the expansion of an existing course and/or to complete a major research project which cannot be undertaken in the context of an existing course. The proposal must be approved by the supervising professor, the academic advisor and the division chair.

CRJ /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)

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, Politics, 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

8 Core Requirements:

- PLS 100 Introduction to Law
- LPS 107 Legal Research and Writing

- PSC 201 Introduction to Politics
- SOC 201 Introduction to Sociology
- CRJ 212 Criminal Law
- BUS 250 Applied Statistics and Quantitative Analysis
- LPS 255 Philosophy of Law
- LPS 490 Senior Seminar in Laws, Politics, and Society

In addition to the above 8 core requirements, students are required to take 3 courses from the below listing:

- CRJ 101 Foundations in Criminal Justice
- CRJ 360 Contemporary Constitutional Issues
- BUS 380 Business Law
- PSC 407 American Foreign Policy
- PSC 408 Modern Presidency
- PSC 240 Governments of the World
- LPS 422 Contemporary Issues in Law, Politics, and Society
- PSC 407 American Foreign Policy
- JSS 210 Researching the Social World
- SOC 221 Social Problems in America
- SOC 331 Conformity, Deviance and Social Control
- PSC 201 Introduction to Politics
- CRJ 499 Internship
- CRJ 220 Criminology
- CRJ 430 Ethics in Criminal Justice
- CRJ 210 Constitutional Law
- Other courses as approved by Program Director

Law and Society Course Offerings

LPS 100 Introduction to Law (3)
The goal of the course is to provide a basic understanding of the U.S. legal system from a variety of perspectives. The course focus includes essential history and the working structure of the government, procedural issues in the courts, specific concepts of basic categories of law such as contract law and property, the roles of various legal professionals, and the effect of legal ethics on the practice of law. It is intended that the course lay a solid foundation for those who intend to pursue advanced legal courses and to provide a functional appreciation for students of other disciplines with regard to the impact of the legal system on those disciplines.

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 Contemporary issues in Law, Politics, 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 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 (3)
Introduces the major theories and concepts in international politics and examines the evolution of the international system during the modern era. Main topics include: the causes of war and peace, the dynamics of colonialism and post colonialism, the emergence of global environmental issues, the nature and functioning of international institutions, the legal and ethical obligations of states, the international sources of wealth and poverty, and the challenges globalization poses to the international system.

PSC 390 Post-Conflict Justice (3)
Examines post conflict justice (also known as transitional 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 the need for justice and the need to rebuild their societies? How much "truth" is needed about the past and how do countries balance the past and the future? The course examines the International Military Tribunal at Nuremburg, the Truth

and Reconciliation Commission (TRC) of South Africa, the trial of Saddam Hussein and other classic instances of transitional justice.

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.

School of Professional Studies – Nursing and Integrated Health Sciences

Nursing

Pre-licensure Nursing program

Approved by the Massachusetts Board of Registration in Nursing
239 Causeway Street, Suite 200
Boston, MA 02114

Telephone: (617) 973-0922
http://www.mass.gov/eohhs/provider/licensing/occupational/nur sing/

Accredited by the Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Telephone: (404) 975-5000 Fax: (404) 975-5020
www.acenursing.org

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.

The nursing department's student records maintenance and retirement policy can be found in the Anna Maria College Nursing Student Handbook.

END OF NURSING PROGRAM STUDENT LEARNING OUTCOMES (SLO)
At the conclusion of the Anna Maria College Baccalaureate in Nursing Program, the graduate will be able to:

1. Utilize the nursing process to manage safe and effective care across the lifespan, adapted to the client's physiological, psychological, sociocultural, development, and spiritual dimensions of health. **(Patient-Centered Care) (Safety)**

2. Use critical reasoning and best current evidence to make nursing practice decisions that support the client's ability to attain, retain, and maintain optimal wellness. **(Evidence-Based Practice)**
3. Incorporate civil, legal, ethical, and spiritual principles into the provision of socially responsible nursing care. **(Professionalism)**
4. Communicate professionally and effectively with clients in contemporary healthcare settings and members of the healthcare team to achieve mutually determined health care outcomes. **(Communication)**
5. Utilize contemporary information technology to communicate, facilitate, and provide care. **(Informatics and Technology)**
6. Integrate leadership skills and principles to influence the behavior of individuals, groups, and members of the interdisciplinary healthcare team within their environment to facilitate the acquisition/ achievement of shared goals. **(Leadership) (Teamwork and Collaboration)**
7. Apply knowledge of healthcare policy, financial, and regulatory influences on health care systems to quality improvement processes that contribute to achieving cost effective, patient-centered outcomes. **(Systems-Based Practice) (Quality Improvement)**
8. Model accountability for nursing practice decisions, with a commitment to professional growth and life-long learning. **(Professionalism)**

Anna Maria College's Nursing Program Student Learning Outcomes are derived from the following professional standards and guidelines:

- AACN, Essentials of Baccalaureate Education for Professional Nursing (2008).
- American Nurses Association. (2015). Code of Ethics for nurses with Interpretive Statements.
- American Nurses Association (2015). Nursing: Scope and standards of practice.
- Commonwealth of Massachusetts 244 CMR 3.00 Registered Nurse (Nurse Practice Act).
- National Council of State Boards of Nursing (2016).
- 2019 Detailed NCLEX-RN Test Plan.
- Accreditation Commission for Accreditation in Nursing, Inc. (2013) Accreditation manual with interpretive guidelines.
- Massachusetts Action Coalition (2016). Nursing Core Competencies.
- Quality and Safety Education for Nurses (QSEN). (2007). Quality and safety competencies.

PRE-LICENSURE BSN CURRICULUM

The undergraduate Bachelor of Science in nursing program is a traditional four-year program with eight academic semesters. The full-time program of study incorporates the exploration courses of Anna Maria College with nursing curriculum, totaling 121 credits.

Fall Semester	Spring Semester
Freshman Year	
• Freshman Composition (3 cr) **ENG 102 or 103*** • First Year Experience (3 cr) **AMC 100** • Intro to Psychology (3 cr) **PSY 201** • Global Language I (3 cr**) *** **See approved course listing** • Human Anatomy & Physiology I (4 cr) **BIO 212** **16 credits**	• Writing through Literature (3 cr) **ENG 104** • Intro to Philosophy (3 cr) **PHL 110** • Intro to Sociology (3 cr) **SOC 201** (Fulfills Societies in the World Requirement) • Global Language II (3 cr) **See approved course listing** • Human Anatomy & Physiology II (4 cr) **BIO 213** **16 credits**
Sophomore year	
• Intro to Theology (3 cr) **THE 210** • Exploring Western Cultures & History (3 cr) **See approved course listing** • Human Lifespan Development (3 cr) **PSY 217** • Explorations in Creativity and Imagination (3 cr) **See approved course listing** • Introductory Chemistry (4 cr) **CHM 110** **16 credits**	• US in the World (3 cr) **See approved course listing** • Microbiology for the Health Professions (4 cr) **BIO 222** • Applied Statistics (3 cr) (Fulfills Quantitative Reasoning Requirement) • NUS 211 Professionalism in Patient Centered Care (3cr) (30 class hrs/ 45 clinical/laboratory hrs) • NUS 212 Pathophysiology for Nursing (3 cr) (45 class hrs) **16 credits**
Junior Year	
• Catholic Intellectual Tradition (3 cr) **See approved course listing** • NUS 300 Fundamentals of Nursing (6 cr) (45 class hrs/45 lab hrs/ 90 clinical hrs) • NUS 305 Nursing Health Assessment (3 cr) (30 class hrs/ 45 lab hrs) • NUS 309 Evidence Based Research for the RN (3 cr) (45 class hrs) **15 credits**	• NUS 325 Promoting Physiological and Psychological Health (11 cr) (105 class hrs/ 180 clinical/laboratory hrs) • NUS 314 Scholarly Inquiry in Evidence-Based Nursing Practice (3 cr) (45 class hrs) (Fulfills 3rd Writing Requirement) **14 credits**
Senior Year	
• NUS 401 Family Health Nursing (10 cr) (90 class hrs/180 clinical/laboratory hrs) • NUS 402 Community Health Nursing (4 cr) (45 class hrs/ 45 clinical/laboratory hrs) (Fulfills Global Dynamics Requirement) **14 credits**	• NUS 425 Comprehensive Nursing Practice (11 cr) (90 class hrs/225 clinical hrs) • NUS 490 Senior Seminar in Nursing (3 cr) (45 class hrs) **14 credits**

***Exempt with 2 or more years of High School language*

All courses, e.g., general education, science courses, must be successfully completed in sequence to continue in the nursing program.
Policies and the nursing curriculum may be modified in response to approval or accreditation standards, with or without prior notice.
Students granted course exemption will be required to complete the total number of program credits for the degree

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. 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. Two nursing course failures

at any time will result in the student being dismissed from the nursing program. A withdrawal or separation from the program 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. Only one science course, of any title, may be repeated once to remain in the nursing major. Two science course failures at any time will result in the student being dismissed from the nursing program. 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 Dean of Discipline 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 Dean of Nursing for consideration. Readmission is determined by the Nursing Faculty Organization and with space availability. 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 or unsatisfactory clinical health requirements 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 or a Red Cross Basic Life Support for Healthcare certification 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 all current and prospective 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.

Essential Functions of a Health Science
(Nursing, EMT, Paramedic) Student

The ability to meet the technical standards and educational outcomes established by the Anna Maria College (AMC) programs is essential for the fulfillment of the requirements for their degree. The academic and technical standards established by the faculty require that all students accepted by the AMC programs possess the physical, cognitive, and behavioral abilities that insure that they will be able to complete all aspects of the curriculum. Students admitted to a program must have the intellectual, emotional and physical abilities to acquire the knowledge, behaviors, and clinical skills needed to successfully complete the entire curriculum and practice nursing as a registered professional nurse. The essential function standards outlined below (Essential Function Standards), in conjunction with established academic standards, are followed by undergraduate nursing faculty to select applicants and retain students who possess the intelligence, integrity, physical, and personal as well as emotional characteristics that are necessary to become an effective professional nurse. The faculty must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a baccalaureate prepared student. The faculty and program cannot compromise the health and safety of others and reserve the right not to admit and/or progress in the nursing curriculum. Any applicant who cannot meet the essential technical standards or who would constitute a direct threat to the health and safety of others, e.g., those individuals who are impaired by alcohol or substance abuse cannot meet the Essential Function Standards.

Anna Maria College Program Essential Function Standards

Communication: Nursing students must be able to:

- communicate effectively with members of the health care team, including clients and family members verbally and in writing, and be able to record information accurately and clearly.
- accurately interpret a client's verbal and non-verbal expressions.
- critically analyze and convey information on the client's status to members of the healthcare team in oral, written, and electronic form in a timely manner.

Observation: In both clinical and laboratory settings, students must be able to:

- observe demonstrations of nursing skills and the implementation of client care utilizing illustrations, models, medical equipment as well as standardized clients, client simulators and actual human clients.
- directly and accurately confirm a client's identity, observe a client's physical condition and demeanor
- obtain a medical history and perform a complete physical examination. The student must then integrate the information obtained through these holistic observations to implement the nursing process.

Motor Skills: Students must possess and use motor skills in conjunction with the senses of sight, hearing, smell and touch to accurately collect, interpret and utilize data. Examples include:

- ability to assess vital signs.

- provide safe client care e.g., perform CPR, apply pressure, position and transfer clients.
- provide safe client care e.g., prepare & administer medications, manipulate emergency medical equipment, change a dressing.
- respond quickly to and in emergency situations.
- complete all required tasks during the assigned period of clinical practice in order to carry out the nursing process during the delivery of general nursing care or in emergency situations.

Interpretative, Conceptual and Quantitative: Students preparing for their practical experiences should possess capabilities that enable them to function effectively and efficiently in the domains of interpretative, cognitive, and quantitative reasoning.
Students must be:

- capable of developing and seeking out appropriate learning techniques and study habits that allow for an evolving understanding of the baccalaureate curricular content.
- able to learn through a variety of teaching-learning modalities, including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of assignments, when applicable validation of accurate medication administration and calculation of medication dosage, and use of computer technology.
- able to progressively memorize, measure, calculate, reason, analyze, and synthesize the essential concepts within their major including but not limited to person, health, and environment. The nursing student must also be able to apply these concepts in their clinical student nursing practice through the use of clinical reasoning and clinical judgment.

As designed within their major outcomes, students are to achieve the goals of clinical competency and client safety, students are expected to acquire the strategies of problem-solving and critical thinking in order to prioritize client needs, recognizing urgent or emergent situations as well as demonstrating conscientious detail to the needs of the whole client and family.

Behavioral and Social: Students must:

- understand the legal and ethical aspects of their practice and function within the guidelines established by the law and consistent with the practice, for example: ANA Standards of Nursing Practice, ANA Scope & Standards of Practice and Code of Ethics for Nurses and NSNA Code of Academic and Clinical Conduct and Code of Academic and Clinical Conduct Interpretive statements for Nursing Students.
- be able to relate to clients and their families, colleagues, faculty, and other members of the health care team with courtesy, maturity, and respect for the dignity and cultural diversity of individuals. This requires that they place the welfare of their clients foremost, and demonstrate honesty, integrity, dedication, compassion, and nondiscrimination in the care of their clients.
- demonstrate honesty and integrity in their school work and in their relationships with faculty, staff, administrators, and classmates.

- consistently demonstrate the emotional stability to be able to exercise good judgment and carry out prompt completion of all the responsibilities attendant to the diagnosis and care of their clients, and in their course work, in a sensitive and effective manner in the role as nursing student. This sensitivity includes self-examination of personal attitudes, perceptions, and stereotypes in order to avoid potential negative impact on relationships and client care.
- be able to adapt to changing environments, display flexibility and professional responsibility to their clients, peers, faculty, staff and administrators, and to learn to function in an environment of uncertainty, in which changes may occur rapidly and without warning.
- be able to accept and integrate evaluative feedback and respond by a positive modification of behavior.
- use conflict resolution strategies effectively in university settings, and in on and off campus clinical learning settings.

Marks, B., & Ailey, S. A. (2014) *White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs.* Sacramento, CA: California Committee on Employment of People with Disabilities (CCEPD).

If a nursing student or applicant believes he/she cannot meet one or more of the standards without accommodations or modifications, the school must determine, on an individual basis, whether or not the necessary accommodations or modifications can be reasonable made. (Refer to AMC Health Center requirements)

Anna Maria College Additional Nursing Program Fees: 2019-2020 Academic Year
(All fees are subject to change)

Additional Nursing Program Fee's NOT Covered by Tuition:

- Books
- Transportation
- Clinical site parking
- Immunizations
- CPR certification
- Uniforms
- Clinical Accessories, (examples - stethoscope, watch with second hand, etc.)
- NCLEX-RN exam
- NSNA annual membership (optional)

Nursing Fee Schedule 2019-2020

Freshman (any new student including internal and external transfers):
Fall Semester- $300.00
Spring Semester- $300.00

Sophomore
Fall Semester- $300.00
Spring Semester- $300.00

Junior
Fall Semester- $300.00
Spring Semester- $300.00
Senior
Fall Semester- $300.00
Spring Semester- $300.00

Pre - Licensure BSN Program Course Offerings

NUS 211 Professionalism in Patient Centered Care (3 credits) (45 Clinical/Laboratory Hours; 30 Class Hours)
NUS 211 explores the values and competencies expected of the baccalaureate level nursing student. The Anna Maria College Baccalaureate Degree in nursing philosophy and program student learning outcomes provide the framework upon which the course is structured. Students will be introduced to state and national nursing core competencies, including the *ANA Standards of Nursing Practice* and the *Massachusetts Nursing Core Competencies*. The nursing process and the 5 dimensions of health will be explored, with a focus on safe and effective patient-centered care. Strategies and resources for academic success in the Anna Maria Baccalaureate Degree in Nursing Program will be introduced and used to augment course learning.

Prerequisites: ENG 102 or 103, ENG 104, AMC 100, PSY 201, Global Language I, Global Language II, PHL 110, SOC 201, PSY 217, THE 210, Exploring Western Cultures and History, Explorations in Creativity and Imagination, BIO 212, and BIO 213, and CHM 110
Co-requisites: US in the World, BIO 222, and NUS 212

NUS 212 Pathophysiology for Nursing (3 credits) (45 Class Hours)
NUS 212 is an introduction to the basic concepts of pathophysiology. Phenomena that produce alterations in physiologic function and the resulting human response are examined. Emphasis is placed upon the physiological dimension of health. Nursing and interdisciplinary healthcare interventions to promote, restore, and maintain optimal health are explored.

Prerequisites: ENG 102 or 103, ENG 104, AMC 100, PSY 201, Global Language I, Global Language II, PHL 110, SOC 201, PSY 217, THE 210, Exploring Western Cultures and History, Explorations in Creativity and Imagination, BIO 212, and BIO 213, and CHM 110
Co-requisites: US in the World, BIO 222, and NUS 211

NUS 300 Fundamentals of Nursing (6) (90 Clinical Hours; 45 Lab Hours; 30 Class Hours)
NUS300 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 health care systems. Emphasis is placed on the use of the nursing process in addressing the client's physiological, psychological, sociocultural, developmental, and spiritual dimensions of health. Basic nursing skills introduced are practiced in the nursing skills laboratory and in health care settings. Students are required to pass the didactic/classroom, on campus clinical lab, and clinical practicum components of this course. A grade of C+ or better and a passing grade in the on campus clinical lab and clinical practicum components are required to continue in the nursing program. Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. The student is given three attempts to pass this competency.
Prerequisites: NUS 211; NUS 212, BIO 212, BIO 213, BIO 222, and CHM 110
Co-requisites: NUS 305, NUS 309, and Catholic World View

NUS 305 Nursing Health Assessment (3) (45 Lab Hours; 30 Class Hours)
The NUS 305 course focuses on the complete health assessment, the nursing process, the dimensions of health, and their relationship to the prevention and early detection of disease in patients across the life span. This course provides the student with the knowledge and skills required for obtaining a comprehensive health history and performing a physical, psychological, sociocultural, developmental and spiritual assessment on individual adults and families across the lifespan. Emphasis is placed on the processes of health assessment: interviewing, history taking, physical assessment and documentation of collected data. Students are required to pass the didactic and lab components of this course.
Prerequisites: NUS 211; NUS 212, BIO 212, BIO 213, BIO 222, and CHM 110
Co-requisites: NUS 300, NUS 309, and Catholic World View

NUS 309 Evidence Based Research for the RN (3 credits) (45 Class Hours)
NUS 309 introduces the pharmacotherapeutic aspects of nursing care and its support of evidenced-based findings to improve patient care. The concepts of physiology, 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 care team are discussed. Ethical/legal and cultural considerations are explored across the lifespan. A grade of C+ or better is required to continue in the nursing program.

Prerequisites: NUS 211; NUS 212, BIO 212, BIO 213, BIO 222, and CHM 110
Co-requisites: NUS 300, NUS 305, and Catholic World View

NUS 314 Scholarly Inquiry in Evidence-Based Nursing Practice (3) (45 Class Hours)
NUS 314 introduces the student to the process of using scholarly inquiry to generate new knowledge and support evidence-based nursing practice. The course focuses on preparing students to become critical consumers of nursing and healthcare research, utilize best current evidence in nursing practice, and develop an understanding of the research process necessary for contemporary evidence-based nursing practice and graduate study. A grade of C+ or better is required to continue in the nursing program.
Prerequisites: NUS 211; NUS 212; NUS 300, NUS 305, NUS 309
Co-requisites: NUS 325

NUS 325: Promoting Physiological and Psychological Health **(11 credits) (180 Clinical/Laboratory Hours, 105 Class Hours)**
In NUS 325 students further refine their ability to use the nursing process to provide safe and effective care to experiencing physiological and psychological health alterations. The classroom, on campus clinical lab, and clinical learning experiences within this nursing course build upon previously acquired knowledge and skills. The nursing process, dimensions of health, and the core competencies for nursing are used as the framework for all learning experiences. Students are required to pass the didactic/classroom, on campus clinical lab, and clinical practicum components of this course. A grade of C+ or better and a passing grade in the on campus clinical lab and clinical practicum components are required to continue in the nursing program. Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. The student is given three attempts to pass this competency.
Prerequisites: NUS 211; NUS 212; NUS 300, NUS 305, NUS 309 plus BLP 250, or MTH 230.
Co-requisites: NUS 314

NUS 401 Family Health Nursing (10) (180 Clinical/Laboratory Hours; 90 Class Hours)
NUS 401 focuses on the nurse's role in addressing the healthcare needs of childbearing women and families, children from conception through adolescence, and adults experiencing health disruptions and developmental transitions. The physiological, psychological, sociocultural, developmental, and spiritual dimensions of health are used at the framework for the nurse to effectively prioritize and implement interventions to promote health and well-being for adults, perinatal, neonatal, and pediatric clients and their family members. The role of the nurse as a client advocate and member of the interdisciplinary healthcare team is addressed. Critical reasoning and application of best current evidence to clinical practice will be stressed. Pharmacological and nutritional principles are integrated throughout the course. The classroom and clinical learning experiences within this nursing course build upon previously acquired knowledge and skills. A grade of C+ or better and a passing grade in the on campus clinical lab

and clinical practicum components are required to continue in the nursing program. Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. The student is given three attempts to pass this competency.
Prerequisites: NUS 211; NUS 212; NUS 300, NUS 305, NUS 309, NUS 325, and NUS 314
Co-requisites: NUS 402

NUS 402 Community Health Nursing (4 credits) (45 Clinical Hours; 45 Class Hours)
NUS 402 focuses on care of the community as client. The nursing program core concepts and dimensions of health are applied to the care of individuals, families, and groups from a community health perspective. 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. Students are required to pass the didactic/classroom, on campus clinical lab, and clinical practicum components of this course. A grade of C+ or better and a passing grade in the on campus clinical lab and clinical practicum components are required to continue in the nursing program.
Prerequisites: NUS 211; NUS 212; NUS 300, NUS 305, NUS 309, NUS 325, and NUS 314
Co-requisites: NUS 401

NUS 425: Comprehensive Nursing Practice (11 credits) (225 Clinical/Laboratory Hours, 90 Class Hours)
NUS 425 focuses on the management of safe and effective nursing care for individuals, families, and groups across the lifespan who require complex nursing judgment to address alterations in the dimensions of health. Learning experiences are designed to provide opportunities for the student to synthesize and apply concepts essential to the role of the entry-level registered nurse, integrate prior learning, apply the nursing process and the core competencies for nursing, and collaborate with members of the interdisciplinary health care team to provide prioritized patient-centered care. The role of the nurse as a leader in professional practice is further developed through the presentation of theories related to leadership, organizational behavior, and professional collaboration. Principles of quality improvement, health care policy, and regulatory processes for upholding legal and ethical principles in the provision of safe care will be discussed. Students are required to pass the didactic/classroom, on campus clinical lab, and clinical practicum components of this course. A grade of C+ or better and a passing grade in the on campus clinical lab and clinical practicum components are required to successfully pass this course. Students are expected to achieve a minimum grade of 85% or higher on the math competency exam prior to clinical assignments. The student is given three attempts to pass this competency.

Prerequisites: NUS 211; NUS 212; NUS 300, NUS 305, NUS 309, NUS 325, NUS 314, NUS 401, and NUS 402
Co-requisites: NUS 490

NUS 490 Senior Seminar in Nursing (3 credits) (45 Class Hours)
NUS 490 is a fourth year core seminar course designed as a capstone experience. This course provides an opportunity for nursing students to participate in a seminar that promotes integration and synthesis of the knowledge and skills acquired throughout the nursing and general education curriculum. Students synthesize prior learning in preparation for transition to the role of baccalaureate prepared registered nurse. Using an interdisciplinary approach, students are prepared to deliver nursing care that reflects principles and concepts from the Anna Maria College BSN program philosophy. The dimensions of health, the core competencies for nursing, and the American Nurses Association Scope and Standards of Practice are used as a framework to explore select nursing topics. A grade of C+ or better is required to successfully pass this course.
Prerequisites: NUS 211; NUS 212; NUS 300, NUS 305, NUS 309, NUS 325, NUS 314, NUS 401, and NUS 402
Co-requisites: NUS 425

RN to BSN Completion Program for the Registered Nurse

Accredited by the Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Telephone: (404) 975-5000 Fax: (404) 975-5020
www.acenursing.org

Anna Maria College's online RN to BSN nursing program is designed for working registered nurses, who have an associate degree or diploma in nursing, seeking degree completion to earn a Bachelor of Science degree in nursing (BSN). The program prepares graduates to meet the ever-changing nursing practice challenges within contemporary health care settings. The curriculum's focus on the Massachusetts core competencies for nursing broadens and refines the learner's knowledge, skills, and clinical competencies. Direct and indirect clinical experiences that focus on the acquisition of new knowledge and skills are integrated throughout the program. This education provides the graduate with the knowledge, skills and competencies necessary for professional practice, the opportunity for career advancement, and serves as a foundation for graduate study in nursing.
Online RN to BSN courses are offered throughout the calendar year in 8-week terms. Students enroll in 2 nursing courses per 8-week term making it possible to complete the program in under two years.

The RN to BSN program is a **120 credit** online program offered through a cohort model. After entering the nursing course sequence, the program is completed in 5 consecutive 8 week terms.

*****The Anna Maria College online programs are approved to confer a degree in many states in the U.S., but are still awaiting full approval from certain states. The AMC RN to BSN online program is restricted to be offered within in the following states:

- Alabama
- Arkansas
- Iowa
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Wisconsin

PROGRAM ADMISSION/TRANSFER REQUIREMENTS

Admission/Transfer Requirements are:

- Submit validation of holding an unencumbered current Registered Nurse license in one of the AMC online nursing program approved states.
- Graduated from a state approved, regionally accredited (ASN graduates) or nationally accredited (diploma graduates) nursing program.
- Official Nursing Program/College transcript.
- Resume with documentation of current nursing employment and professional activities.
- Two letters of recommendation.
- A College GPA of 2.0 in the Foundational Courses (Pre-requisites) See curriculum plan.
- International students must have attended an institution approved by the Ministry of Education in the institutions country.
- International students may be required to have transcripts evaluated by a professional evaluation service.
- International student applicants whose native language is not English may be required to demonstrate their English proficiency. There are multiple ways to satisfy this requirement. Applications may be asked to submit results of one of the following: TOEFL, IELTS, Cambridge Advanced English Exam (CAE) or the Pearson Test of English (PTE) exam. The recommended scores for direct admission into undergraduate degree programs are as follows. TOEFL 72, IELTS 6.0, PTE 50 or higher. CAE 58.

Program Requirements

Students in the RN to BSN completion program must complete **120 college credits** to graduate. The RN to BSN program completion must be within a 3 year period from when the student entered the nursing course sequence

Course Exemption and Transfer Credit Policies

Transfer of the required College/Pre-licensure college and nursing credits are awarded as accordingly outlined in the RN to BSN Nursing curriculum map.

In order to enter the RN to BSN sequence the following credits must be achieved.

- Transfer Nursing Credits (30 credits)
- Foundational Courses (30 credits)
- Applied Statistics/Quantitative Analysis (3 credits)

Transfer Nursing Credits: A minimum of 30 nursing credits are accepted in transfer from Diploma or Associate Degree graduates.

Foundational Courses include Anatomy & Physiology I & II, Microbiology, English Composition, English Literature, Natural Science, Sociology, Psychology, and Human Growth & Development are required. Anna Maria College general education courses are included in the program of study.

Applied Statistics/Quantitative Analysis course is a pre-requisite to the NUS 304 Scholarly Inquiry in Evidence-Based Nursing Practice course.

RN-BSN NURSING - CURRICULUM MAP/PLAN

NAME: _____ ID#_____ RN to BSN total program credits = 120

TRANSFER NURSING CREDITS (30 credits)	**GRADUATION DATE**		**NURSING PROGRAM**		**# CREDITS EARNED**
Transfer credits from a State approved and regionally or nationally accredited Diploma or Associate Degree: 30 credits					
FOUNDATIONAL COURSES required for transfer admission credits (30 credits)	**COLLEGE**	**DATE**	**COURSE # & TITLE**	**CREDITS EARNED**	**CREDITS TRANSFERRED**
Anatomy & Physiology I (4cr.)					
Anatomy & Physiology II (4cr.)					
Microbiology (4cr.)					
Natural Science (3 or 4cr)					
Introduction to Psychology (3cr.)					
Introduction to Sociology (3cr.)					
Human Lifespan Development (3cr.)					
English Composition I (3cr.)					
English Composition II (3cr.)					
GENERAL EDUCATION COURSES (18 credits)	**COLLEGE**	**DATE**	**COURSE # & TITLE**	**CREDITS EARNED**	**CREDITS TRANSFERRED**
Creativity and Imagination (3cr.) ***e.g., MUS 257 Music Appreciation***					
US in the World (3cr.) **e.g.,** ***NUS 313 History of Nursing***					
Global Dynamics (3 cr.) **NUS 408 Pubic Health Nursing or MCO 304 Global Media**					
Catholic Intellectual Tradition (3cr.) ***THE 304 Catholic Social Teaching*** **(3cr.)**					
Quantitative Reasoning (3cr.) ***BUS 250 Applied Statistics*** **(3cr.)**					
Writing for Careers and Development (3cr.) ***ENG 307*** Authentic Writing for Professional Communication **Global Dynamics (3cr.)**					

ADDITIONAL College credits (12 credits)	COLLEGE	DATE	COURSE # & TITLE	CREDITS EARNED	CREDITS TRANSFERRED
REQUIRED NURSING COURSES (NURSING COURSE SEQUENCE) (30 credits)	**COLLEGE**	**DATE**	**COURSE # & TITLE**	**COURSE CREDITS**	**CREDITS EARNED**
NUS 301 Professional Nursing (3cr.) *Pre-req: All Foundational courses required for transfer admission (30 credits)* ***Co-req: NUS 320***	**AMC**	**Term 1**		3	
NUS 320 Comprehensive Health Assessment for the RN (3cr.) *Pre-req: All Foundational courses required for transfer admission (30 credits)* ***Co-req: NUS 301***	**AMC**	**Term 1**		3	
NUS 304 Scholarly Inquiry in Evidence-Based Nursing (3cr.) Practice *Pre-req. BUS 250 Applied Statistics, NUS 301, NUS 320* ***Co-req: NUS 315***	**AMC**	**Term 2**		3	
NUS 315 Integrative Approaches to Health (3cr.) *Pre-req. NUS 301, NUS 320* ***Co-req****: NUS 304*	**AMC**	**Term 2**		3	
NUS 400 Contemporary Issues in Pharmacology (3cr.) *Pre-req. NUS 304, NUS 315* ***Co-req****: NUS 405*	**AMC**	**Term 3**		3	
NUS 405 Core Concepts of Leadership *Pre-req. NUS 304, NUS 315* ***Co-req: NUS 400***	**AMC**	**Term 3**		3	
NUS 421 Managing Resources Within the Organization (3cr.) *Pre-req. NUS 400, NUS 405* ***Co-req: NUS 408***	**AMC**	**Term 4**		3	
NUS 408 Public Health Nursing (3cr.) *Pre-req. NUS 400, NUS 405* ***Co-req: NUS 421***	**AMC**	**Term 4**		3	
NUS 431 Nursing in a Global Society(3cr.) *Pre-req. NUS 301, NUS 304, NUS 315, NUS 320, NUS 400, NUS 405, NUS 408, NUS 421* ***Co-req: NUS 495***	**AMC**	**Term 5**		3	
NUS 495 RN-BSN (CAPSTONE) (3cr.) *Pre-req. NUS 301, NUS 304, NUS 315, NUS 320, NUS 400, NUS 405,NUS 408, NUS 421, NUS 431* ***Co-req: NUS 431***	**AMC**	**Term 5**		3	
			CREDITS in Transfer		
6/5/19 TOTAL CREDITS EARNED					

Prerequisites: Enrolled in AMC RN to BSN program

RN to BSN Course Offerings

30 Nursing Credits

- NUS 301 Professional Nursing
- NUS 304 Scholarly Inquiry in Evidence-Based Nursing Practice
- NUS 315 Integrative Approaches to Health
- NUS 320 Comprehensive Health Assessment for the RN
- NUS 400 Contemporary Issues in Pharmacology
- NUS 405 Core Concepts of Leadership
- NUS 421 Managing Resources within the Organization
- NUS 408 Public Health Nursing
- NUS 431 Nursing in a Global Society
- NUS 495 RN-BSN Capstone

NUS 301: Professional Nursing (3 credits) NUS 301 introduces the student to baccalaureate nursing practice. Principles and concepts from the Anna Maria College BSN program philosophy are used to introduce the student to the role of the baccalaureate prepared nurse. The dimensions of health, the core competencies for nursing, and the American Nurses Association Scope and Standards of Practice provide the framework for exploring the components of professionalism, social responsibility and service in nursing practice, ethical issues in nursing, current health issues, legislative issues in health care, career planning, and nursing theorists. A grade of C+ or better is required to continue in the nursing program
Prerequisites: All Foundational courses required for transfer admission (30 credits)
Co-req: NUS 320

NUS 304: Scholarly Inquiry in Evidence-Based Nursing Practice (3 credits)
NUS 304 introduces the student to the process of using scholarly inquiry to generate new knowledge and support evidence-based nursing practice. The course focuses on preparing students to become critical consumers of nursing and healthcare research, utilize best current evidence in nursing practice, and develop an understanding of the research process necessary for contemporary evidence-based nursing practice and graduate study. A grade of C+ or better is required to continue in the nursing program.
Prerequisites: BUS 210 Applied Statistics, NUS 301, NUS 320
Co-req: NUS 315

NUS 315: Integrative Approaches to Health (3 credits)
NUS 315 enhances understanding of how integrative approaches to health accompanies contemporary nursing and medical healthcare. This course explores the use of complementary and alternative modalities (CAM) including holistic theory and integrative health approaches. Emphasis will be placed on using these modalities to promote healing, comfort, and optimum health. The cultural, socioeconomic, legal, ethical, and professional implications for the nurse related to the use of integrative approaches to health will be addressed. A grade of C+ or better in this course is required to continue in the nursing program
Prerequisites: NUS 301, NUS 320
Co-req: NUS 304

NUS 320: Comprehensive Health Assessment for the RN (3 credits)
NUS 320 focuses on the complete health assessment, the nursing process, the dimensions of health, and their relationship to the prevention and early detection of disease in patients across the lifespan. This course provides the student with the knowledge and skills required for obtaining a comprehensive health history and performing a physical, psychological, sociocultural, developmental, and spiritual assessment on individual adults and families across the lifespan. Emphasis is placed on the processes of health assessment: interviewing, history taking, physical assessment, and documentation of collected data. Students are required to pass

the didactic and lab components of this course.A grade of C+ or better is required to continue in the nursing program.
Prerequisites: All Foundational courses required for transfer admission (30 credits)
Co-req: NUS 301

NUS 400: Contemporary Issues in Pharmacology (3 credits)
NUS 400 builds on basic knowledge of pharmacology and pharmacological interventions in health and disease to enhance nursing practice. Current pharmacology-based research and best practice clinical practice guidelines are analyzed to develop evidence-based practice care solutions to contemporary care issues. Current issues in pharmacological care including but not limited to preventing medication errors, drug affordability, nonadherence to medication regimes, drug approval, and off-label use of medications are explored. The role of the nurse in teaching patients' safe and effective medication administration and assessment of medication management in patients is emphasized. A grade of C+ or better is required to continue in the nursing program
Prerequisites: NUS 304, NUS 315
Co-req: NUS 405

NUS 405: Leadership and Management in Nursing (3 credits)
NUS 405 is a clinically focused course that examines the concept of leadership theories and styles, including the key attributes that a nursing leader should possess. Emphasis will be placed upon the role of the nurse leader in a variety of healthcare settings. Concepts such as team building, conflict resolution, and ethical decision making will be examined. The course will provide students opportunities to integrate and apply their learning through activities and experiences that incorporate best practices and national standards. The didactic portion of this course provides instruction and support to students as they develop, refine and carry out leadership analysis and development of leadership project. The leadership project will focus on an evidence-based solution to one deficit identified in the healthcare system leadership analysis. The clinically focused practice component of the course involves assessment/analysis of professional nursing leadership in a local health care system/organization. Activities involved in the clinically-focused component include but are not limited to, interviewing practitioners and observation of practices at a healthcare facility. Nursing department approval is required prior to the student undertaking the clinically-focused leadership analysis. A grade of C+ or better is required to continue in the nursing program.
Prerequisites: NUS 304, NUS 315
Co-req: NUS 400

NUS 408: Public Health Nursing (3 credits)
NUS 408 is a clinical course that focuses on public and population-centered healthcare of the community as client. Theories and concepts related to nursing and public health sciences are presented within the framework of the dimensions of health with attention to critical thinking and caring. Current national and global public/population health problems, epidemiology, trends in

the United States healthcare delivery, and community resources are examined. Emphasis is placed on health promotion, risk reduction, and disease prevention and management across the lifespan in home and community settings. The clinically focused component of the course involves assessment/analysis of a community health issue in the student's local community, evaluation of services in that community to address the issue, and creation of a health promotion plan designed to address the identified community health issue. Nursing department approval is required prior to the student undertaking the clinically focused community health issue assessment/analysis. A grade of C+ or better is required to continue in the nursing program.
Prerequisites: NUS 400, NUS 405
Co-req: NUS 421

NUS 421: Managing Resources Within the Organization (3 credits)
NUS 421 explores the concepts and practices of excellence in nursing management within the healthcare system. Effective skills of nurse leaders/managers are analyzed and discussed. Current topics and trends in nursing management are integrated into the course content including but not limited to organizational behavior within the healthcare system, managing change, conflict management and negotiation, budgeting and human resource management, and nursing informatics. Emphasis is placed on developing critical thinking as to how a nurse manager effectively employs financial analysis and decision making to safely manage care within the healthcare organization.A grade of C+ or better is required to continue in the nursing program.
Prerequisites*:* NUS 400, NUS 405
Co-req: NUS 408

NUS 431: Nursing in a Global Society (3 credits)
In the NUS 431 students will gain an understanding of the role of nursing in improving the quality of healthcare at local, organizational, state, national, and international levels. This course will focus on the nurse's role in healthcare systems to meet the needs of a global society. Emphasis is placed upon how coordination and communication is integral when providing inter-professional and international public and healthcare policies. The nurses' responsibility as a healthcare advocate is explored in relation to the local, national and international political arena. A grade of C+ or better is required to continue in the nursing program.
Prerequisites: NUS 301, NUS 304, NUS 315, NUS 320, NUS 400, NUS 405, NUS 408, NUS 421
Co-requisites: NUS495

NUS 495: Senior Seminar (Capstone) (3 credits)
NUS 495 is designed to fulfill the fourth year requirements for the Anna Maria College Core Curriculum. The theme of the fourth year core is "Seeking Integration." NUS 495 is offered as a fourth year capstone seminar. This course integrates the student learning outcomes of the General Education Core Curriculum, nursing program student learning outcomes, core competencies for nursing, and the ANA Standards of Practice. Students will be engaged in

active learning through activities such as research article analysis, projects, service learning, and/or indirect clinical. They will develop a comprehensive project that requires synthesis of principles and concepts presented in all prior RN to BSN nursing courses.
A grade of C+ or better is required to continue in the nursing program.
Prerequisites: NUS 301, NUS 304, NUS 315, NUS 320, NUS 400, NUS 405, NUS 408, NUS 421, NUS 431
Co-requisites: NUS431

RN to BSN – Anna Maria College's Exploration Category

NUS 313 History of Nursing (3 credits) (Fulfills AMC's Exploration Categories – US in the World)
NUS 313 highlights the history of nursing practice and education from a global perspective. The evolution of professional nursing is discussed, to include how world events, scientific discoveries, and historical figures influenced contemporary nursing practice and education.
A grade of C+ or better is required to continue in the nursing program.

Please refer to the Anna Maria College Nursing Student handbook for all program policies and procedures.

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 Anna Maria College 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 101 General 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

Health and Community Service Course Offerings

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.

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 (3)
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.

BLP 110 (see Business, Law, and Public Policy Offerings) (3)

PSY 101 (see Psychology Course Offerings) (3)

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 program Director/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 Leadership

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.

EML220 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

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 including electives focuses on the student's interest and established in collaboration with the Health Science Director and AVPAA of the School

Required Courses (3)

One basic laboratory science course (4) (SCI 120 Earth Science, BIO 104 Ecology, OR CHM 110 Introductory Chemistry

One environmental policy course ENV 260 Environmental Sustainability OR ENV 301 Environmental Equity (3)

One skills course (3) (GIS, such as CIS 302; Statistics, such as BUS 250; or a database management course)

Suggested Electives (3) but not limited to

- BIO 406 Epidemiology
- BIO 408 Toxicology
- ENV 420 Hazard and Risk Analysis (3)
- ENV 405 Environmental Law and Policy (3)

A review of the major pieces of environmental legislation in the United States and the policies and programs that have been developed under them to protect natural resources, particular species, and human health. Three class hours per week.

- ENV 499 Internship (3)
- 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.

Environmental Studies Course Offerings

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.

ENV 260 Environmental Sustainability (3)
An exploration of the concept of sustainability as an international movement to address the increasing concern for the degradation of Earth's ecosystems that support all life, and the relationship between human well-being and the expanding gap between those who have plentiful resources and those who do not. Three class 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 405 Environmental Law and Policy (3 cr.)
This course traces the development of environmental law in the United States. Students learn the fundamental concepts and outcomes of key pieces of legislation such as NEPA and the Clean Air Act. Students identify historic and current events that have prompted legislation and characterize the role of municipal, state, and federal laws. Strategies other than legislation and regulation to achieve public policy goals also are examined.

ENV 420 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.

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 selected by the student in consultation with their science faculty advisor, also prepares students for graduate study in many health fields such as pharmacy, physician assistant, or physical therapy.

Pre-Pharmacy Track

Students who plan a career in pharmacy will require a doctoral degree from a school of pharmacy. The first step toward that goal is undergraduate study in the sciences that will prepare the student for success in graduate studies to come. Students usually apply to pharmacy schools expecting to enter upon completion of their bachelor degree. It is possible, however, to complete pre-requisite courses for pharmacy in three years, including some summer courses. Students are assigned an academic advisor from among the science faculty at Anna Maria who will guide them in planning their program of study to meet the particular requirements of their target schools in pharmacy. Many of these programs have particular electives they require and students and advisors can be sure to include these courses in their study plan.

Anna Maria does have an articulation agreement with the University of St. Joseph School of Pharmacy in Hartford, CT, and a formal plan can be developed for students to prepare to enter that pharmacy program after three years at Anna Maria. Completing a four-year bachelor degree at Anna Maria is also an option for students to wish to enter the St. Joseph School of Pharmacy. No matter which school of pharmacy interests an Anna Maria student, the Health Science major provides the courses required to prepare for graduate study in the field. It combines a broad science literacy, including emphasis on biology and chemistry, with knowledge of 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 advance student integrates this preparation with a study of individual and community strategies for protecting and enhancing human health.

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 science courses and three upper level (i.e., 300–400 level) electives approved by the program. In addition, four courses are courses are required from specific disciplines, namely human development, statistics, psychology and sociology.

Required Science Courses (9)

- BIO 103 Introduction to Biology (4)
- BIO 212/213 Human Anatomy and Physiology I/II (4.4)
- CHM 110/111 General Chemistry I/II (4,4)
- BIO 222 Microbiology (4)
- BIO 402 Genetics (3)
- BIO 406 Principles of Epidemiology (3)
- BIO 408 Toxicology (3)
- Courses required from other fields (4)
- PSY 101 Introduction to Psychology (3)
- SOC 201 Introductory Sociology (3)
- PSY 217 Human Lifespan Development (3)
- BUS 250 Applied Statistics and Quantitative Analysis (3)
- Electives (3 courses)

Three upper level electives from the Health Science program, Electives from other schools or from offerings within the HECCMA: Higher Education Consortium are acceptable with permission of the Program Director.

Students who anticipate graduate study in the health field are encouraged to add courses that are prerequisite for entry into their chosen program. Examples include: Calculus (one or two courses) and Physics with laboratory (one or two courses), Organic Chemistry, and Biochemistry. These courses may be taken through one of the HECCMA colleges if they are not offered at Anna Maria College. Students, along with their advisors plan their electives to meet the standards of future programs. Research or internship experiences are also available to build a student's preparation for further study or for work in the field.

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) are required. Examples include:
- BIO 345 Bioanthropology
- BIO 360 Occupational Safety & Health
- BIO 370 Cancer, the Environment & the Workplace (3)
- BIO 373 Biotechnology Laboratory Methods
- BIO 402 Genetics
- BIO 406 Principles of Epidemiology
- BIO 408 Toxicology

Health Science Course Offerings

BIO 103 General Biology I (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: Human Senses and Perception (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 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 330 Cell Biology (4)
This course explores aspects of cell form, function, and dysfunction, based on modern research. Readings are drawn from the primary and secondary literature and laboratory experiences

involve techniques used in most cell biology research labs. As part of the course students design and conduct a research study of their own. BIO 103 prerequisite

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 (3)
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.

BIO 409 Research Methods in Biology: Cytoskeleton (4)
Students in this course will explore, in depth, a discrete cellular process by reviewing the relevant primary and secondary literature. Knowledge from this research will be used to synthesize a meaningful hypothesis and design a study using contemporary research methods to test the hypothesis. The model system used for the study will be a small freshwater invertebrate from the genus Daphnia. The focus of the projects will be on aspects of the cytoskeleton within Daphnia cells. The students will interpret the results of the study and explain their significance through a paper formatted as a scientific manuscript and a presentation to the Anna Maria College community at the annual Academic Symposium.

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

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.

School of Liberal Arts and Sciences

Department of Humanities

The academic programs offered by the Humanities Department in the School of Arts and Sciences provide students with a broad-based liberal arts education infused with the principles of the Catholic intellectual tradition. Whether in a traditional major like Theology, 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 Department also offers programs focused on specific professional skills including teaching, youth ministry, writing and editing, and media communications.

A bachelor's degree in one of the Department of Humanities' majors prepares students for a wide range of career options and graduate study. 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 communication skills, skills necessary for participation in the professional world. Furthermore, 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 Department also offers several options for interdisciplinary study. Students may engage the mission of the College to its fullest extent through the Catholic Studies or Theology program, or they may self-design a course of study in Liberal Studies centered upon a coherent theme of personal intellectual interest, such as Writing, Media Studies, Philosophy or Latin American/Latino (a) Studies.

Perspective: The Humanities Mission Statement

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 Department's mission statement provides a clear vision of our objectives. The school engages students in the pursuit of intellectual 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, but also manifests itself 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 Department, 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 Department's goals. In fulfillment of its mission and that of the College, faculty and graduates of the Department 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 Department of Humanities are many and varied. The Department'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.

Major Fields
English
- English Literature

History
- General History

Catholic Theology
- Theology
- Catholic Studies

Minor Fields
Catholic Studies
Catholic Theology
English Literature
General History
Latin American/Latino (a) Studies
Media Studies
Medieval Studies
Modern Foreign Languages: Spanish
Philosophy
Writing

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 206: Self, Society and Travel in Florence, Italy
The course is an interdisciplinary exploration into three themes – self, society, and travel – that probes the dimensions and intersections of identity, community, and place. This course is designed to contribute to the academic core of a month-long study abroad program in Florence, Italy, the seat of the Italian Renaissance and the birthplace of the modern world. In Florence, students will be exposed to the Italian Renaissance through site-visits to numerous museums and galleries, churches and cathedrals, palaces and gardens, and other historically and religiously important monuments.

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.

TRAB 209: Culture of Paris
An introductory, interdisciplinary study of the art, architecture, literature, history, politics and intellectual culture of Paris, France. This course is designed to be the academic core of a week-long study abroad program in Paris. Students will learn through the immersive experience of being in Paris while reading interdisciplinary sources and writing about how their direct experiences of the city's treasurers and their academic knowledge of it intersect and inform each other.

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.

The English major is designed to give students a solid foundation in the roots of literature in English by looking at ancient and early literature. It introduces students to major writers in both the English and American traditions. Students can focus their electives around a literature track or a creative writing track. Students who study English are well suited to pursue many occupations, such as teacher, lawyer, librarian, journalist, publisher, and public relations. They often go on to graduate school in other fields because of their solid foundation in critical thinking and writing. Students also find minors in English useful as many occupations are looking for employees with strong thinking and writing skills.

Literature Emphasis
Students on the literature track focus on the study of literary forms, textual analysis, and historical development of British, American, and Anglophone literatures. In addition to the English General Education requirements, students must complete three 200-level literature courses.

Creative Writing Emphasis
Students on the creative writing track gain a sound understanding of the English literary tradition while developing skills in the creative writing genres of fiction, nonfiction, poetry, and drama. In

addition to the English General Education requirements, students must complete three 200-level creative writing courses.
General Education Requirements: 51

English Major 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
- 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) (may include ENG 499 Internship)
- ENG 490 Senior Seminar in English

Minor (optional but strongly encouraged) and/or General Electives 33:
Total 120

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

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 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 Authentic Writing for Professional Communication
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- 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 English Course Offerings

ENG 201 Creative Writing (3)
Writing in poetry or fiction. Self-Designed 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)
This writing course explores the art of creating short narratives, using both classic and contemporary examples to understand the progression of the form through cultural and political changes, as well as to appreciate the craft of storytelling with concision. Writers such as Chekhov and Munro will represent the "typical" short story form, but students will also have an opportunity to read and write other forms, such as flash fiction, fairy tales, graphic fiction, and commercials.

ENG 212 – Memoir Writing (3)
In this creative nonfiction course, students will write stories based on their life experiences. This course teaches students how to structure their stories, develop storytelling skills, and learn new techniques to adapt their own life stories into a chronological memoir. This course introduces students to the study and writing of nonfiction prose, with emphasis on studying the elements of nonfiction prose and practice in the craft of writing.

ENG 215 – Poetry Writing (3)
This course will help students improve their poetic craft through the process of reading, analyzing, discussing, and writing poetry. Students will write a variety of poems as responses to writing assignments and workshop them in a "roundtable" setting. Students will become attuned to the poetic possibilities of everyday life and learn to describe their experiences and memories with original language, sensory images, and figurative devices. By the end of semester, students will have a polished portfolio of poems.

ENG 217 The Detective in Fiction (3)
Studies the detective in English and American fiction from his birth in the stories of Edgar Allan Poe and Sir Arthur Conan Doyle through his (or her) evolution in the works of such writers as G. K. Chesterton, Wilkie Collins, Dashiell Hammett and/or Agatha Christie. The course concludes with an examination of the contemporary detective fiction of writers like Elmore Leonard, P. D. James, Barbara Vine, and/or Sherman Alexie.

ENG 220 The Origins of Literature in Folklore and Myth (3)
Emphasizes song and tale, fable, epic and tragedy. Discussion of the evolution of narrative and verse forms, and oral (story-teller/poet) techniques, and the power of image and symbol. Topics occur in the context of a survey of the classical Greek, Hebrew and North American experience. Study will include reference to other cultures and ideas from theorists such as Freud, Jung, Hamilton, Graves, and Campbell

ENG 222 Gothic Literature and its Influences (3)
Examines the changing conventions within gothic literature. Forms include prose, verse, and film. Looks at the influences of history, art and architecture in the development of the genre. Historical focus on the eighteenth and nineteenth centuries as well as the contemporary period. Literary theories may include psychoanalytic theory and feminism.

ENG 230 U. S. Literary Tradition (3)
Examines key moments in the making and remaking of the national identity of the United States, from the Puritans to the American Renaissance, from the Harlem Renaissance to multiculturalism. Literary forms may include verse, prose, and film. Genres may include the jeremiad, epic, pastoral, and satire. Literary theories may include historicism, Marxism, new historicism, and cultural studies.

ENG 233 British Literature (3)
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 240 Women's Lives, Women's Literature (3)
This course examines literature written by women around the world and examines how their experience as women informs their writing. In addition, the course will present writings by feminist critics to show how theories about women's places in the world can help readers to understand the impact of the world in the writing of women.

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 Authentic Writing for Professional Communication (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 311 Persuasive Professional Communication (3)
Course Description The ability to write and speak in a persuasive manner is often the difference between success and failure in the workplace. In fact, good writing skills are in demand. In this course, students will develop the necessary skills to effectively communicate their ideas in a

professional setting. Students will examine a variety of concepts, techniques, and tools designed to improve written and spoken interactions. Students will discuss how to persuade their audience by first understanding how people behave and how people use language cross-culturally. Emphasis will be placed on how research and evidence-based findings can effectively support persuasive writing. Students will learn how persuasive writing is used across professional settings, including but not limited to reports, internal communications, external communications with private and public sectors, marketing proposals, and grant proposals.

ENG 312 Digital Professional Communication (3)
How is professional use of social media different from personal use of social media? This course explores what it means to use social media as a professional in support of the goals of a business or organization for which you work. Students will learn the professional purposes of social media and evaluate functionalities of a variety of platforms. Writing for social media communication requires the ability to tell the story of your organization to a wide audience demographic. Students will engage in ethical considerations of social media communication as well as how professionals communicate in the digital world to develop trust and consistency of their message.

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: Instructor permission.

ENG 341 Post Colonial Global Literature (3)
This course examines poetry and prose written by and about colonial and postcolonial people. Post colonialism 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 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.

ENG 496 Guided Course 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.

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 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 guides student as they carry

out independent research, analyze research data, write a formal paper and present a synopsis of research to a group.

General Education Requirements: 51

History Major Requirements: 36

- HST 109-110 Western Civilization I & II (3, 3)
- HST 111-112 American Nation I & II (3, 3)
- HST 118 Global History II (3)

Six other history courses, consisting of four at the 200 or 300-level, one non-Western history course and two additional history electives (may include HST 499 Internship and up to two HUM, PSC or PPO courses as approved) (3, 3, 3, 3, 3, 3)

- HST/HUM 490 Senior Seminar (3)

Minor (optional but strongly encouraged) and/or General Electives 33

Total 120

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 (3, 3) or HST 111–112 American Nation I & II (3, 3)
- Four upper-level history electives (3, 3)

History Course Offerings

HST 108 Western Ancient and Medieval History (3)
The purpose of this course is to investigate and understand the fundamental themes in the political, social, economic, cultural, and religious history of Western civilization from the ancient Near East to the Late Middle Ages. Through the study of these various aspects of ancient and medieval cultures, students begin to think historically about their world in terms of patterns of human experience and assess the similarities between conditions prevailing in ancient times and those in the current era.

HST 109, 110 Western Civilization I & II (3, 3)
The purpose of this course is to investigate and understand the fundamental themes in the political, social, economic, cultural, and religious history of Western civilization from the Renaissance to the French Enlightenment in the first semester and from the French Revolution to the Nuclear Age in the second semester. Through the study of these various aspects of Early-Modern and Modern Western cultures, students begin to think historically about their world in terms of patterns of human experience and assess the similarities between conditions prevailing in the past and those in the current era.

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 (3)
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 (3)
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.

HST 213 The War of the Roses (3)
This course will trace the history of the War of the Roses, looking at its roots, the factors that influenced the wars, and the impact of the wars on international politics of the region as well as the impact on the various levels of society in England. The course will also explore how historic and artistic depictions of the War of the Roses from the Renaissance to the present day impact our understanding of the wars.

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.

HST 216 Coup's, Conflicts and revolutions in Africa (3)
This course is intended to familiarize students to the politics and cultural conflict of several African nations in their quest for freedom and independence. , The course will explain the origins of conflict, particularly as it relates to colonialism and the formation of liberation movements that have existed. This course will shed light on way the existing form of government has been established through the scope of its turbulent past and will examine the future possibilities for stability.

HST 217 Latin American History through Film Art and Music (3)
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 218 Food, Gender and Culture (3)
Even though the production, distribution, preparation and consumption of food join us together as a global community, particulars vary dramatically across time and place. Few historical periods offer as much change and evolution as does the United States across the span of the long 20th century, roughly spanning the period from the Spanish American War (1898) to the opening years of the 21st century. The industrialization and globalization of agriculture, revolutions in transportation, and changing demographics, among many other factors, help explain some of these dramatic culinary and consumption transformations. We will use a number of primary and secondary sources to explore Food, Gender and Culture and pose questions about the introduction and promotion of processed foods, electrical appliances and other equipment for the home kitchen, cookbooks and television cooking shows, restaurant culture and evolving gender roles, as well as other phenomenon.

HST 222 History of the Medieval Crusades (3)
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 (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.

HST 224 Peoples and Pestilence (3)
In this course we will study the history of epidemics from antiquity to the twenty-first century, starting with the plague in Athens, and including outbreaks of smallpox, yellow fever, typhoid fever, influenza, and cholera through HIV/AIDS, Ebola, bird flu and SARS in contemporary society. Themes will include the extent to which epidemics act as agents of demographic, social, economic, religious and political change; epidemics, empire and colonialism; the organized public health response to each epidemic, and the development of medical therapeutics and technologies.

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 229 Contemporary Immigration to the United States (3)
The purpose of this course is to study the Immigration Act of 1965, its implications and effects for the United States, as well as subsequent immigration acts (Immigration Control and Reform Act, the Immigration Act of 1990, etc.). The course will include an overview of the origins of post-1965 immigration, patterns of settlement, and the processes of acculturation/assimilation. Since the Immigration Act of 1965 dramatically changed the sources of the new immigration, of necessity, part of the course will include a cursory review of the push factors found in Asia, Africa and Latin America. While the focus of the course is immigration and its attendant processes within the United States, the course as a whole recognizes that immigration is inherently a binational/multinational phenomena through recognizing the importance of the conditions in the sending country.

HST 231 Massachusetts and New England History (3)
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 232 The Holocaust & World War II (3)
The course will seek to answer the questions of "why" and "how" two of the most tragic events in human history occurred: WWII and the Holocaust. Students will be exposed to the rise and fall of Adolf Hitler's Nazi movement in Germany, its racist and expansionist ideology, and the impact of the war it produced. The influences of various nineteenth century intellectual theories, the consequences of WWI, the failures of the Weimar years, the politics of terror, the costs of appeasement, and the effects of totalitarianism will be examined.

HST 296 Canada and the Commonwealth of Nations (3)
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 327 US in the 1960's (3)
This course will examine the major political, social, cultural, diplomatic, and economic developments of the 1960s, with special emphasis on the presidency, Vietnam War, the black freedom struggle, the feminist movement, the counterculture, the New Left, the New Right, the Chicano Movement, the gay/lesbian movement and popular culture. It will also focus on how to research carefully, think critically, write clearly, and speak compellingly about a particularly important decade for the country. Availability of a broad range of primary sources (documents, movies, music, television, and newspapers) supports undergraduate research.

HST 332 Drug Trafficking in Latin America (3)
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 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.

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 490 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 Guided Course Guided Courses 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.

Latin American and Latino Studies

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: 18 Credits

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 HUM 217 Introduction **to** Latino Studies or Introduction to Latin American Studies

Three courses from available electives. (consult advisor)

Medieval Studies

Medieval Studies Minor
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)

Requirements (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/Self-Designed Study—At least two courses in the minor must be at the upper level)

Media Studies

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

Requirements: 18 Credits

- MCO 203 Introduction to Media Studies (3)
- MCO 220 Video Production (3)
- Plus 4 electives from available electives (12)

Media Studies 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 144 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 100 Introduction to Communication (3)
Introduction to Communication is designed to give students a general survey of the discipline of communication by integrating social and cultural diversity and by emphasizing public speaking, mass and social media as well as health communication. The course is divided into three units. Unit I introduces students to the discipline of communication by focusing on the basic foundations and theories as well as considering careers within the field. Unit II delves into the basic processes and skills that are central to a range of communication skills and goals. Finally, Unit III presents students with specific situations in which communication processes exist, including interpersonal and group communication as well as public, mass and digital communications.

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 219 The Vietnam War through Film (3)
Combining lectures and screenings regarding the recent history of America and Vietnam, students will come to understand the Vietnam War from the perspective of the Americans fighting it and those at home, as well as the Vietnamese fighting for a democratic state or for the reunification of their country. These themes will be further explored through films from both cultures, with attention being paid to the similarities and differences in theme, character, and overall culture. Students will be expected to analyze and write about films on an academic level while addressing form, content, and meaning, regardless of whether they "liked" the film in question.

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 249 Science Fiction Screenwriting (3)
In this course, you will push the boundaries of storytelling by creating your own extraordinary yet plausible world and developing characters and plot in the service of an overarching theme that uncovers a universal truth recognizable in the present day. Through textual readings, script analyses, in class workshops and lectures, students will pitch their own ideas for a full length sci-fi script, break story, create an outline, and ultimately write the first 30 pages of a professionally formatted screenplay.

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.

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.

Minor in Spanish

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 209 Conversational Spanish II (3)
The primary goal of this course is to build the student's oral proficiency. Students will improve their listening and speaking skills and will develop conversational strategies in Spanish. Activities focus on small group and pair work, as well as individual presentations. Students will practice different types of discourse, including description, narration, and dramatic dialogue. The course is conducted entirely in Spanish, after the first day. Fluency is not required but the commitment to speak in Spanish is.

SPN 496 Guided Course 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
- Five upper-level philosophy electives

Philosophy Course Offerings

PHL 110 Introduction to Philosophy (3)
See General Education Requirements

PHL 201 Introduction to Logic (3)
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 strong suit, be prepared to devote extra time to this course.

PHL 202 Philosophy of Race and Racism (3)
This Course provides an introductory study of philosophical issues and concepts central to an understanding of race and racism in contemporary Western society. This course critically examines themes from the works of some thinkers from the history of philosophy (such as Immanuel Kant and G.W.F. Hegel), though it concentrates on contemporary philosophical reflection on race and racism. This course has two goals. The first is to learn about philosophical ideas and theories as they pertain to race and racism, and to use those theories to introduce philosophical ways of thinking about race and racism. The second is to engage with these philosophical ideas and theories ourselves, and to begin to engage in philosophical analysis of race and racism.

PHL 203 Philosophy of Art (3)
An introductory study of some of the central issues in the philosophy of art.
Some of the questions we will ask (and try to answer) include: What is art? Is it possible to define art? What makes art different from non-art? Or can anything be art? What, if anything, does art do? What function does art serve, if any? Are aesthetic values completely subjective? Is beauty in the eye of the beholder? Or are there any universal, objective criteria by which to judge a work of art? What is beauty? What is the relation of art to beauty? We will examine these and other questions central to the philosophy of art through the lens of artistic works and

practice. With attention to visual art forms, we will explore the philosophical significance of art, and the relevance of philosophy to art. Readings will be drawn from classic sources (such as Plato, Hume, and Kant) and from contemporary sources.

PHL 206 Philosophy Through Film (3)
An introductory exploration of film as a vehicle for communicating classical philosophical problems and for stimulating philosophical thinking about various contemporary issues. Philosophical texts are paired with screenings of a range of movies, from Hollywood blockbusters to independent and foreign films. Philosophical issues will be dramatically explored through film and discursively examined through selected readings. Topics may include: the nature of human consciousness, the distinction between illusion and reality, the value of truth, the question of personal identity through time, the challenge of determinism for free will and moral responsibility, the relationship between ignorance, knowledge and belief, the problem of moral motivation, the tension between reason and madness, and the meaning of life. Film will also be used to drive philosophical examination and critique of representations of race, class and gender in society. The power of movies to influence society may be explored through propaganda films.

PHL 211 Ethical and Political Themes in Shakespeare (3)
This course, which explores philosophy's relationship with literature, introduces students to a careful reading of some of Shakespeare's greatest plays. We turn to these plays not because they are old or famous, but because they address fundamental questions of ethical and political life. Shakespeare was a careful writer, and each play poses puzzles requiring the reader to use every power of his/her mind, heart, soul and imagination to follow his clues and hints. As a study in the philosophy of literature, this course focusses on Shakespeare's engagement with moral, political and religious ideas.

PHL 210 Philosophy of Human Nature (3)
An introductory survey and evaluation of past and present accounts of what it is to be human, focusing on several different features of human beings that purportedly distinguish them from non-human animals. Our rational capacity, the range and depth of our emotional life, our self-consciousness, the supposed persistence of the self through time, and our apparent ability to act freely will be among the topics considered. Plato, Aristotle, Epicurus, Lucretius, Augustine, Aquinas, Hobbes, Rousseau, Hume, Marx, Darwin, Freud, de Beauvior, and Sartre may be among the thinkers examined. Attention will also be paid to contemporary sources. Investigations into sex, gender and race as defining features of the human being may also feature in the course.

PHL 219 Introduction to Social and Political Philosophy (3)
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 Introduction to Ethics (3)
An introductory study of the nature of morality and of ethical bases for the assessment of actions, agents, and institutions. Emphasis will be placed upon the views of Aristotle, Kant, and Mill as they bear on ethics. Some attention will be paid to applications of moral theory to practice.

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.

Theology

Theology invites students to grapple with some of the fundamental questions of humanity, and to learn to draw upon the fundamental sources of Catholic Christianity, namely, Revelation (Scripture and Tradition) and Church teaching. Furthermore, students will use the tools of philosophy and reason to study Scripture, Tradition and Church teaching. This foundation reflects the mission and values of Anna Maria College, and the charisms of Blessed Marie-Anne Blondin. The study of theology builds upon thousands of years of discourse and reflection, and on the foundational elements of both faith and reason. Students in this major will practice the valuable skills of thinking and reading critically, as well as writing and speaking clearly and persuasively, on some of the most relevant, complex and life-defining topics, such as relationships, community, calling, work, service, peace and justice. The Theology major prepares students for graduate study or for a profession in a pastorally related field. These include various ministry roles (e.g., with youth, campus ministry), teaching in a Catholic school, religious education, community services, or a vocation to the diaconate or priesthood.

Requirements Credits
General Education Requirements: 51
Theology Core: 30
Minor (optional but strongly encouraged) and/or General Electives 39

Total 120

In addition to the required course THE 210 Introduction to Theology and the required second theology course (in the General Education category Catholic Intellectual Tradition), pursuing the theology major requires ten additional courses, as follows:

- THE114 Bible, Tradition and Church Teaching
- THE310 Jesus, Fully Human, Fully Divine
- THE316 Sacramental and Liturgical Theology
- Church History 1 course
- Scripture 2 courses
- Catholic Art/Literature 1 course
- Catholic Spirituality or Morality 1 course
- Student choice in conjunction with advisor 2 courses

Minor in Theology

Requirements: 18 credits
Students minoring in Theology must complete THE 210 Introduction to Theology and the required second theology course (in the General Education category Catholic Intellectual Tradition), even if not required as a transfer student, plus four (4) additional courses as follows:

- THE 114 Bible, Tradition and Church Teaching
- 1 additional 200 level THE course
- 2 additional 300 level THE courses

Certificate in Theology
A person who has not matriculated at Anna Maria College or who already holds a college degree may wish to obtain a Certificate in Theology to further his or her personal or professional interests.

Requirements:

- THE114 Bible, Tradition and Church Teaching
- THE210 Introduction to Theology
- 1 additional 200 level course
- 3 additional 300 level courses

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. 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:

General Education Requirements 51
Catholic Studies Core: 30
Minor (optional but strongly encouraged) and/or General Electives 39

Total 120

In addition to completing the required Anna Maria courses: Introduction to Theology and the required second theology course (in the Catholic Intellectual Tradition category), 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 in Catholic Studies

Requirements: 18 credits

Students minoring in Catholic Studies must complete the two theology 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 Intellectual Tradition Course)
- 12 Catholic Studies 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 course provides 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, and third-world development. Service activity might be required in fulfillment of this course. Pre-requisite THE 210.

THE 306 Introduction to the Old Testament (3)
Reading and study of the Old Testament, 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. Pre-requisite THE 210.

THE 308 Introduction to the New Testament (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. Pre-requisite THE 210.

THE 310 Jesus Fully Human, Fully Divine: Introduction to Christology (3)
This course encompasses n historical and systematic study of the person and work of Jesus Christ as the object and foundation of Christian faith. Pre-requisite THE 210.

THE 311 God and the Human Person (3)
This course examines the nature of the human person in light of Catholic understanding of creation, revelation, sin, salvation, the grace of Christ, and community. Contemporary issues in Christian anthropology will also be addressed. Pre-requisite THE 210.

THE 312 History and Mission of the Church (3)
This course incorporates an examination of the origins, nature and mission of the Church. Topics include theological literature, popular religion, theological developments, the role of the papacy, and the interaction between Christianity and culture. Pre-requisite THE 210.

THE 313 Catholic Bioethics (3)
This course examines the body of Catholic teachings regarding the sanctity of human life from the moment of conception through natural death. It starts with an examination of the positive theological understanding that each person is created freely and lovingly by God, with both body and soul, and in the image and likeness of God. Select contemporary topics (e.g., contraception, abortion, use of medical technology, medical research and experimentation, conscience protection, organ transplantation, end of life care, determination of death, etc.) are discussed against the backdrop of this positive foundation and with the aid of core principles of Catholic bioethics. The primary emphasis of the course is theological; secondary attention is paid to legal, political, cultural and scientific aspects of bioethics. Pre-requisite THE 210.

THE 314 Moral Theology (3)
This course invites students to explore the foundational sources, principles, concepts and domains of Catholic moral theology. A central proposition of Catholic theology is that following Christ is the essential foundation of the moral life. Moral theology brings together faith and reason–through an examination of Scripture and Sacred Tradition alongside the demands of reason. Students will consider universal moral principles and virtues, as well as application of principles to specific questions and situations. Pre-requisite THE 210

THE 316 Sacramental and Liturgical Theology (3)
This course examines the history, doctrine, theory and praxis of sacraments and liturgy within the Roman Catholic Church. Pre-requisite THE 210.

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. Pre-requisite THE 210.

THE 320 Restorative Justice: A Catholic Perspective on Criminal Justice (3)
Students will be introduced to the principles and framework of a restorative justice approach, including its theological and historical roots. Restorative justice emphasizes repairing the harm caused by criminal behavior. Within the practice of restorative justice, crimes and injustices are not considered solely as a breaking of laws, but rather are understood as wrongs against another person and indicative of broken relationships between offender, victim and community. We will compare and contrast various criminal justice paradigms, such as restitution, prevention, retribution and restoration. Drawing particularly upon theological concepts, students will design a restorative justice application. Pre-requisite THE 210.

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. Pre-requisite THE 210.

THE 331 Economic Justice for All (3)
From a Catholic theological and moral perspective, economic activity is ideally meant to be a free response to God's divine commands to be a good steward of creation and to help others. This response is actualized in the dual mandates to serve the common good and to foster human development. The prime question driving this course of study is: what can be done to consciously transform economic activity and relationships to more fully reflect God's call for mercy, peace, solidarity and justice? Pre-requisite THE 210

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. Pre-requisite THE 210.

THE 360 Society, Science and God in the Catholic Tradition (3)
This course will explore the interface of science, technology, society and religious belief from the perspective of a theologically informed worldview. Implications posed by the latest scientific discoveries and current social trends will be explored. Readings and discussion will consider areas where science and religion can find concurrence, avoiding any reductionist tendency, for the common good of humankind and the good of the natural world. Pre-requisite THE 210.

THE 361 Biblical Explorations in Justice (3)
This 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. Pre-requisite THE 210.

THE 362 Dying Before their Time: Morality of Life Ending Treatments (3)
This 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 Anna Maria College 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. Pre-requisite THE 210.

THE 363 Latin@ Present, Past and Future: Contributions of Latin@ Catholics' Struggle for Justice in the USA (3)
This class will examine the mutual influences between the Latin@ Catholic experience within the Church and their influence within the larger society. Latin@ Catholics' contribution to the development of the Catholic Church is invaluable as well to the redefinition of what it means to be Latin@ in North America. The increasing number of Latin@ Catholic families in the pews have presented serious challenges not only to the institutional church to respond to their needs, beyond the celebration of their faith in their vernacular but also to the not easy socio-economic hardships that accompany the majority of those Latin@ who have left their family, culture and country behind. This class will interpret how latin@s and the U.S. Catholic Church mutually transform one another within the context of a rapidly changing American experience. Pre-requisite THE 210.

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. Pre-requisite THE 210.

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? Pre-requisite THE 210.

THE 367 Theology of Beauty (3)
The Catholic intellectual tradition teaches that God is revealed through beauty: in the order and harmony of creation, in truth, in moral goodness, in relationships. Beauty is meant to draw

human beings toward God, and thus toward truth and goodness. From a theological perspective, what is beauty, and why does it matter? In what ways can we encounter beauty, in nature and in artistic works? What are some of the dimensions of beauty (such as the personal, cultural, liturgical, moral, ethical or political)? How have ancient and contemporary artists imagined and portrayed the beautiful? Pre-requisite THE 210.

THE 368 Synoptic Gospels (3)
Study of the Bible is a fundamental component of the Catholic intellectual tradition. This course introduces the student to the three Gospels according to Matthew, Mark and Luke (known as the Synoptic Gospels). For Christians, the Gospels are the core of the Bible. Emphasis in this course is placed on the theological, moral and literary structures of each Synoptic Gospel. The course explores key events in the life of Jesus, as described within each Synoptic Gospel. Matthew, Mark and Luke are also examined in relation to the unity of the whole Bible. Pre-requisite THE 210.

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 Guided Course (3)
Guided Course 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.

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 their basic academic foundation on this model, and then adds an area of focused study by choosing a 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 specific structure imposed by other majors, Anna Maria College offers a major in Liberal Studies that enables students to develop an appreciation for and an ability to work with multiple perspectives and methodologies. Specific requirements involve a plan for the distribution of courses, the required selection of a minor and the choice of the final General Education Seminar course.

Learning Outcomes:
Students who successfully complete the Bachelor of Arts Degree in Liberal Studies will be able to:

- demonstrate their familiarity with the intellectual foundations and scholarly approaches of the academic disciplines of the arts and humanities, natural sciences, behavioral sciences, and social sciences.
- demonstrate the ability to conduct research that engages with a complex issue or problem by utilizing the methods and approaches from multiple disciplines.
- demonstrate the ability to integrate and synthesize multiple intellectual perspectives and academic methods in the production of inter-disciplinary essays and presentations.

Distribution requirements
Liberal Studies students are required to complete courses in the disciplines listed below. To add depth as well as breadth to this interdisciplinary concentration, where two courses are required in a discipline, at least one of the courses elected must be listed at the 200-level or higher. Course requirements can be completed with courses also used to fulfill General Education requirements, however, transfer student exemptions from certain General Education requirements do not apply to Liberal Studies requirements.

2 Courses	Natural Sciences
2 Courses	Humanities
2 Courses	Social Sciences
1/2 Courses	Behavioral Sciences[1] *
1/2 Course	Creative/Performing Arts*
1 Course	Quantitative Reasoning
1 Course	Senior Seminar/Capstone (in the Program of the Student's Minor)

*Students can choose to take either 2 Behavioral Science courses and 1 Creative/Performing Art course or 1 Behavioral Science course and 2 Creative/Performing Art courses.
[1]Behavioral Sciences connect the Natural and Social Sciences to study decision making and human interaction. At Anna Maria this would include (but not be limited to) courses in Psychology, and select courses in Social Work, Education and Criminology, as identified by the advisor.

Minor course of study
Students electing to major in Liberal Studies pursue an area of more integrated study and thus are required to complete 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. In light of the flexibility of the Liberal Studies Degree, students are encouraged to explore completing a second minor or expanding a minor into a second major.

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 Program of the student's minor. The Program Direction (or designee) of the student's minor 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 Education Consortium may be particularly attractive to these students.

School of Liberal Arts & Sciences - Department of 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.

The Department of Music offers the following music degree programs:

- Bachelor of Arts in Music
- Bachelor of Music: Teacher of Music (Pre-K–8 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 Anna Maria College campus, there are many other musical events including the Worcester County Music Association's Music Festival, the Community Concert Series, concerts at the Worcester Art Museum, and individual concerts and performances at various other locations, including Mechanics Hall and the DCU Center.

The music programs at Anna Maria College foster a community of musicians by developing students' proficiency in music skills, building their academic knowledge of music and by cultivating professional attitudes toward musicianship. All music majors develop a shared set of skills and knowledge through the Music Core, which includes training in piano proficiency, ear training, music theory 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 and Piano Proficiency Exam assesses each student's strength in key skill and knowledge areas so that additional support can be provided in any areas needing further study (see the Music Student Handbook).

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:

MUS ___ Individual Studio Instruction in Major Instrument (1, 1, 1, 1, 1, 1) *
MUS ___ Ensembles (1, 1, 1, 1, 1, 1)
MUS 105, 106, 205, 206 Piano Class I, II, III, IV (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 Technology Applications for Music Educators or MUT 433 Technology Applications for Music Therapists
(3)
MUS 491 Senior Seminar in Music (3)

General Education Requirements: 51

General Electives

*Additional fee will apply for Private Lessons

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)

*Additional fee will apply for Private Lessons

Bachelor of Music: Teacher of Music (All)

The Bachelor of Music in Music Education degree program provides preparation for a career teaching music at the PreK-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 The Department of Education - Education and Teacher Licensure Preparation for specifics.

Program requirements include:

MUS ___ Individual Studio Instruction in Major Instrument (1, 1, 1, 1, 1, 1, 1) *
MUS ___ Ensembles (1, 1, 1, 1, 1, 1, 1)
MUS 105, 106, 205, 206 Piano Class I, II, III, IV (1, 1, 1, 1)
MUS 100 Performance Lab (0, 0, 0, 0, 0, 0, 0, 0)

MUS 101, 102, 201, 202, 301 Music Theory I, II, III, IV, V (3, 3, 3, 3, 3)
MUS 255, 256 Music History I, II (3, 3)
MUS 260 American Music (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 Conducting (1)
EDU 190 Education, Culture, and Society
PSY 207 Child Development OR PSY 215 Adolescent Development
EDU 203 Introduction to Teaching (includes 20 hour field placement – EDU 409)
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)
MUS 413 Contemporary Issues of the Music Educator (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)

General Education Requirements: 51

*Additional fee will apply for Private Lessons

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.

Graduates of this program take an exam to acquire the professional credential MT-BC (Music Therapist-Board Certified) and qualify for employment in traditional clinical settings as well as

new expanding areas of health care delivery such as hospice care, substance abuse programs, and oncology treatment centers.

Program requirements include:

MUS ___ Individual Studio Instruction in Major Instrument (1, 1, 1, 1, 1, 1) *
MUS ___ Ensembles (1, 1, 1, 1, 1, 1)
MUS 105, 106, 205, 206 Piano Class I, II, III, IV (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)
MUT 171 Clinical Percussion (1)
MUT 173 Clinical Voice (1)
MUT 181, 182, 185, 186 Clinical Guitar I, (1) II (1), III (1), IV (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 433 Technology Applications for the Music Therapist (2)
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)
EDU 336 Psychology of the Exceptional Child (3)
PSY 101 General Psychology or PSY 202 Advanced General Psychology (3)
PSY 201 Introduction to Psychology (3) or PSY 202 Advanced General Psychology (3)
PSY 207 Child Development (3) or PSY 217 Human Lifespan Development (3)
PSY 306 Abnormal Psychology or PSY 313 Psychology of Personality (3)
PSY 322 Social Psychology or PSY 324 Cultural Psychology (3)

General Education Requirements: 51

*Additional fee will apply for Private Lessons

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)

Major Ensembles (all majors are required to take one each semester):

MUS 143 Concert Chorus (0-1)
MUS 130 Wind Ensemble (0-1)

Elective Ensembles (optional for all students):

MUS 131 AMCAT Pep Band (0-1)
MUS 132 Percussion Ensemble (0-1)
MUS 133 Jazz Ensemble (0-1)
MUS 134 Flute Choir (0-1)
MUS 135 Guitar Ensemble (0-1)
MUS 136 Clarinet Ensemble (0-1)
MUS 139 Chamber Choir (0-1)

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 101 Music Theory I (3)
First course in a four-semester music theory sequence. MUS 101 prioritizes mastery of the fundamentals that serve as building blocks for advanced musical understanding and theoretical analysis. Emphasis is on the principles of notation, rhythm and acoustical orientation along with fluency with identification of scales, key signatures, intervals, triads and voice leading. Prerequisites: Successful audition for the music program at Anna Maria College. Corequisites: MUS 149 and MUS 105.

MUS 102 Music Theory II (3)
MUS 102 is the second course in a four-semester music theory sequence. MUS 102 prioritizes further mastery of the fundamentals that serve as building blocks for advanced musical understanding and theoretical analysis. Emphasis is on the fluency with identification of key signatures, triads, seventh chords, secondary chords, and an introduction to the overall principles of voice leading. Prerequisites: MUS 101. Corequisites: MUS 150 and MUS 106.

MUS 105 Piano Class I (1)
MUS 105 is the first course in a sequence of courses that are designed to prepare students for the piano proficiency examination. Basic keyboard skills of sight-reading, transposition, improvisation, harmonization, scale and arpeggio playing, and the learning of new repertoire will form the basis for MUS 105. Corequisites: MUS 101 and MUS 149.

MUS 106 Piano Class II (1)
A continuation of MUS 105, MUS 106 will prepare students for the piano proficiency examination. Basic keyboard skills of sight-reading, transposition, improvisation, harmonization, scale and arpeggio playing, and the learning of new repertoire will form the basis for MUS 105. Prerequisite: MUS 105 or instructor permission. Corequisites: MUS 102 and 150.

MUS 120 Opera Workshop (1)
In this course students will learn proper rehearsal and preparation techniques to perform opera scenes. Students will learn appropriate repertoire, finesse vocal and acting technique and hone their ability to sing repertoire from opera and operetta. This course will culminate in an opera scenes performance.

MUS 130 Wind Ensemble (0-1)
The Wind Ensemble is a performance ensemble comprised of students at Anna Maria College. The Wind Ensemble presents at least one concert each semester and performs a variety of

literature written for winds and percussion. Participation in the ensemble allows for the continued growth and development of both individual and ensemble performance skills. Opportunities are also provided for the study of music in a variety of cultural and historical contexts. Prerequisite: Successful audition.

MUS 131 AMCAT Pep Band (0-1)
This focus of this ensemble is performance preparation due to its high exposure at College athletic games. With such a public face, a focus on rehearsal time is spent on performance etiquette, entertainment value, and the pursuit of excellence. Students will need to learn to cooperate with one another, both in their sections and in the sections of other musical families. The literature ranges from jazz to pop to classical which gives the students exposure to a wide range of musical styles, enhancing their skills and honing a finer ensemble blend. This ensemble will meet during the interim of classes in order to perform at various sporting events, but it will end earlier in the semester. Prerequisite: Successful audition.

MUS 132 Percussion Ensemble (0-1)
The focus of this ensemble is performance preparation. Students will be exposed to elements of technique and history in order to match performance practice with today's industry standards. Repertoire will be selected based on experience and adjusted to fit the needs of each student to maximize growth. Prerequisite: Successful audition.

MUS 133 Jazz Ensemble (0-1)
MUS 133 is a small group setting stylized as a jazz lab ensemble. Improvisation, jazz music theory, ear training, jazz rhythmic exercises and stylistic studies are applied to wide variety of jazz repertoire. Historic performances of repertoire for transcriptions, interpretation, standardized practices and arrangement ideas will be examined as students gain an understanding of what’s expected of them when performing as a professional musician in the jazz idiom. Prerequisite: Successful audition.

MUS-134 Flute Choir (0-1)
MUS 134 is a performing ensemble that concentrates on trios, quartets and applicable flute choir repertoire from a variety of musical styles and time periods. Students play music both music arranged from the standard Classical repertoire as well as pieces written specifically for flute ensembles. Flute choir focuses on a high level of flute technique as well as the mechanics of playing in a chamber music setting such as intonation, articulation, musicality, style and phrasing. Students perform regularly in both recital settings and college events. These performances allows participants to maintain a deeper level of commitment to the ensemble while enhancing overall performance quality. Prerequisite: Successful audition.

MUS 135 Guitar Ensemble (0-1)
MUS 135 brings together guitarists of various abilities and backgrounds to develop the skills of ensemble playing through chamber music for guitar. This course consists of the study and performance of standard guitar ensemble literature with emphasis on intonation, rhythmic alignment, balance, style and the requirements of effective ensemble playing. Prerequisite: Successful audition.

MUS 136 Clarinet Ensemble (0-1)
In this group, students develop a working knowledge of standard and traditional literature written specifically for clarinet ensembles, as well as arrangements and the ability to use their skills to create their own when necessary. Intonation, timbre and blend, tempi, expression and dynamics, and matching articulation are some of the important aspects covered. Students are required to maintain a group rehearsal time outside of coaching in class. A wide range of literature is approached, Prerequisite: Successful audition.

MUS 139 Chamber Choir (0-1)
Students are expected to audition at the start of each academic year. The literature in this course is a balance of motets and madrigals from the Renaissance Period, but also includes unaccompanied literature from the Impressionistic and Modern Period. In addition to joining the concert chorus concerts, Bel Canto Chamber Choir performs in at least one other performance throughout the semester. Prerequisite: Successful audition.

MUS 143 Concert Chorus (0-1)
Rehearsal and performance of works from the choral repertoire appropriate to the undergraduate choral ensemble (SATB). Public performances are a required component of the course. Prerequisite: Successful audition.

MUS 149 Ear Training and Musicianship I (1)
This course is designed to help students master sight singing and ear training skills through melodic, and rhythmic reading and dictation. Students will develop their musical vocabulary and reinforce critical music theory concepts. MUS 149 will include: major and minor scales; simple and compound time; major, minor, and perfect intervals; and sight reading and dictation including stepwise motion, intervals of the tonic triad; rhythms including even divisions of the beat.

MUS 150 Ear Training and Musicianship II (1)
This course is designed to help students master sight singing and ear training skills through melodic, and rhythmic reading and dictation. MUS 150 will include: major and minor scales; simple and compound time; major, minor, and perfect intervals; and sight reading and dictation including stepwise motion, intervals of the tonic, dominant and subdominant triads; rhythms including regular and irregular divisions of the beat.

MUS 171 Percussion Class (1)
This course is designed to educate music majors on the basics of percussion performance and the logistics of running a percussion program, both concert and marching. Each main percussion family (drums, mallet instruments, and timpani) will receive a special unit of focus. Resources for education will be examined. The application of this knowledge will occur through peer-teaching, playing tests, and unit quizzes.

MUS 173 Voice Class I (1)
A class wherein students will learn to use their voice appropriately as a music educator. This includes modeling good technique for students as well as general vocal health for instructor and students. This class will cover a wide variety of topics relevant to the singing music teacher. In each class students will sing warm up vocalizes and group or solo songs to learn and apply basic vocal pedagogy and technique.

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)
This course is designed to provide students with a fundamental knowledge of the guitar so that in time they will develop the ability to use the guitar in the classroom. Topics covered include proper technique, reading/playing melodies in traditional notation, basic first position open chords, strumming, tuning, and basic guitar maintenance.

MUS 196 Foundations of Conducting (1)
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 (1**)**

MUS 199, 299, 399, 499 OpporTUNEity Internship (0-1)
An opportunity for students to gain practical experience in a field related to their major. This course is based on a community engagement project with the Worcester Public Schools. The students will integrate and apply knowledge, theory and understanding derived from courses and content areas included in their field of study by providing music learning experiences to youth

from underserved communities. Training, mentorship and supervision will be provided. End of term projects including public performance and speaking events. *Prerequisites: Instructor permission. For music majors only.*

MUS 201 Music Theory III (3)
A continuation of MUS 102, MUS 201 emphasizes seventh chords, altered chords, modulation and form. Concentrated study in nineteenth-century composition techniques form the basis of MUS 201. Prerequisites: "MUS 102. Corequisites: MUS 249 and MUS 205.

MUS 202 Music Theory IV (3)
MUS 202 is a continuation of MUS 201, the fourth in a series of required theory courses within the general music curriculum. MUS 202 emphasizes seventh chords, altered chords, modulation and form. Concentrated study in nineteenth and twentieth-century composition techniques form the basis of MUS 202. Prerequisites: MUS 201. Corequisites: MUS 250 and MUS 206.

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 205 Piano Class III (1)
A continuation of MUS 106, MUS 205 will prepare students for the piano proficiency examination. The development of skills related to open-score reading, improvisation, and accompaniment will form the basis of MUS 205. Prerequisite: MUS 106 or instructor permission.

MUS 206 Piano Class IV (1)
A continuation of MUS 205, MUS 206 will prepare students for the piano proficiency examination. The development of skills related to open-score reading, improvisation, and accompaniment will form the basis of MUS 205. Prerequisite: MUS 205 or instructor permission.

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 249 Ear Training and Musicianship III (1)
This course is designed to help students master sight singing and ear training skills through melodic, harmonic, and rhythmic reading and dictation. Students will develop their musical vocabulary and reinforce critical music theory concepts. MUS 249 will include: sight reading and dictation including intervals of the supertonic, mediant, and submediant chords; syncopation and irregular meters; harmonic progression including the tonic, sub-dominant and dominant triads.

MUS 250 Ear Training and Musicianship IV (1)
This course is designed to help students master sight singing and ear training skills through melodic, harmonic, and rhythmic reading and dictation. Students will develop their musical vocabulary and reinforce critical music theory concepts. MUS 250 will include: sight reading and dictation including major and minor melodies with chromatic alterations and leaps of the tritone, 6ths, and 7ths; secondary dominants; harmonic progression including the supertonic, mediant, and submediant, and leading tone triads.

MUS 255 Music History I (3)
This semester, we will engage in the study of Western Art Music, its historical development, its various styles and structures, the composers who created it, as well as the socio-historical context out of which it arose. The goal of the class is to enrich your experience of and knowledge about music in the European tradition by exploring the music of the past and the circumstances and values of the cultures that produced it. By understanding music in its historical context and learning about its inherent value within a certain culture and time, you will become more sensitive to its meanings and how to interpret it and perform it. Even if your main focus in your professional life will be on music after 1750, learning about early music will help you understand why later music has the shape it has, for every aspect of music has historical roots, often extending back centuries.

MUS 255 Music History II (3)
A continuation of Music History I. The study of musical forms as developed from the Classical Era through the Twentieth Century. Composers, works and historical relationships are studied with reference to contemporaneous developments in history, art, and literature. This course is open to music students only.

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)
This course will provide students with a fundamental knowledge of the ranges, transpositions and timbres of the instruments of the modern orchestra and band as well as a mixed choir. Students will learn techniques of orchestration/arranging for each group and discuss problems related to these techniques. Students will also study the major compositional forms associated with the orchestra, band and choir that occur in standard literature. During the semester students will be expected to orchestrate/arrange a variety of brief musical examples – both original and from other composers. The course will culminate in a final project presented by each student. The project will be an original composition in the student's chosen form, consisting of at least 64 measures, arranged for at least 5 transposing instruments with a full score and parts for each instrument. The student will conduct the piece and arrange to have the piece performed and recorded. Prerequisite: MUS 202

MUS 411 Music in the Elementary School (3)
Study and exploration of relevant philosophical, historical and theoretical principles of music learning, including the National Standards for Art Education; various methodologies appropriate to the elementary classroom, including Jaques-Dalcroze, Kodaly, Orff and Gordon; techniques of planning, managing, facilitating and assessing optimal learning in music for a diverse student population; various strategies, materials and media. Students will learn the art of reflective pedagogical practice. Includes 40 hours of pre-practicum (classroom observation) in an elementary music classroom. Prerequisite: MUS 202.

MUS 412 Music in the Secondary School (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 junior and senior high school levels. Philosophical, historical and theoretical principles of music education studied in MUS 411 (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 40 hours of pre-practicum (classroom observation) in a music classroom. Prerequisite: MUS 411 (Music in the Elementary)

MUS 413 Contemporary Issues of the Music Educator (3)
This course will reflect on recent developments in music education. We consider the implications of current trends in the context of the history of music education in the United States. During the course, students will develop strategies to foster meaningful musical experiences through small-scale school based projects. Areas covered include music in and out of school contexts, music pedagogy, music and creativity, sociology and music education, music education policy, and music education practices. Includes 40 hours of pre-practicum (classroom observation) in a music classroom. Prerequisite: MUS 412 (Music in the Secondary School)

MUS 433 Technology Applications for Music Educators (2)
In this course music education students will apply music technology essential to working with students in various music instruction settings. Participants will learn the ins and out of using notation and audio editing programs and explore cloud-based apps that can be used with students at every level. Other appropriate software applications such as Google Classroom and Noteflight Learn will be explored.

MUS 491 Senior Seminar in Music (3)
Individual directed study capstone senior project. Students are required to write a thesis paper or perform a full recital.

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: MUT 185.

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. Corequisite: MUT 210, MUT 186.

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. Corequisite: 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. Corequisite: 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 group techniques. Prerequisite: MUT 311.

MUT 411 Psychology of Music (3)
Investigates psychological, emotional, sociological and spiritual aspects of music; examines research in music therapy. Students are prepared for the "real world" in regard to internship, current music therapy practices and employment.

MUT 433 Technology Applications for Music Therapists (2)
Students will apply music technology essential to working with clients in various therapeutic settings through project-based learning. Participants will learn notation and audio editing programs, explore cloud-based apps that can be used in therapeutic interventions with a variety of clients, and study indications and contraindications.

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; corequisite: 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; corequisite: 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.

School of Liberal Arts & Sciences - Department of Art & Design

Academics

The Department of Art & Design provides students with a broad-based liberal arts education infused with the principles of the Catholic intellectual tradition. Inclusive within the vibrant liberal arts education the department offers modern programs focused on specific professional skills in new media design, studio arts, self-designed program in the arts, and the therapeutic dimensions of art therapy.

There is an emphasis upon an interdisciplinary approach toward the visual arts and design, psychology and the creative arts therapies. In the classroom professors emphasize a broad understanding of the dignity of humankind, the importance of developing compassion, and the need to cultivate the awareness of just and ethical practice.

Essential to all programs is The Studio Model. In a studio course, students work in a specifically designed space which creates an open collaborative environment. This Studio Model provides an expansive and expressive atmosphere for learning. The studio environment allows open communication and constructive criticism to enrich and forward art practice. Imperative to the model is the required work outside of designated meeting times. The studio demands the constant process of production-critique-production, seeking feedback from all participants. The faculty teaches, guides, and nurtures the group or cohort. The value of the Studio Model is essential to the development and practice of art and design.

In the junior and senior years, advanced course work is designed to run concurrently with community field placements to afford students the opportunity to observe and work alongside professionals. Field experiences are integral to all the 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. Students are placed by the college in appropriate settings and supervised by college personnel. The internships/practica are credit- bearing and are available to students in all of the above disciplines. Art Therapy placements range from public and private hospitals, community treatment centers providing therapeutic services to a wide range of clientele. Graphic Design, and Art internships provide students with real world experiences.

Additionally, 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. It is important to note that Anna Maria College is a member of The American Art Therapy Association.

All majors, Art Therapy, Digital and Social Media Design, Graphic Design, Video and Photographic Arts, Studio Art, and Self-Designed Program in Art are required to complete the Core Art Requirements which includes the two-semester capstone experience which culminates in an exhibition at the end of the year.

The Department of Art & Design houses the New Media Design Program, which includes Digital Social Media Design, Graphic Design, Video and Photographic Arts, majors.

Learning Outcomes:

Upon completion of a BA in Art Therapy, Digital Social Media Design, Graphic Design, Video and Photographic Arts, Studio Art, and Self-Designed Program in Art, students will gain:

- Functional competence with principles of visual organization, including the ability to work with visual elements and its application in drawing, two-dimensions and three-dimensions, color theory, digital arts, and time-based arts.

- Working knowledge of technologies and equipment applicable to their area(s) of specialization.
- Perceptual acuity, conceptual understanding, and the technical facility at a professional entry level in their chosen field(s).
- The ability to perceptively analyze works of art and design and to critically evaluate its quality.
- The ability to understand the historical and cultural context of art and design.
- The ability to work independently on a variety of art and design projects.
- The ability to conceptualize, research, and produce an independent project.
- The ability to understand and create awareness – articulate, promote, and impart knowledge and information. (Digital Social Media Design)

Career Options

Upon graduation, Anna Maria College alumni receive support and guidance from their advisors and mentors for job placement. A bachelor's degree from the Department of Art & Design prepares students for a wide range of graduate study and career options in art therapy, marketing/advertising/social media, creative industries, graphic design, media production, studio artist, or museum/gallery study.

The Department offers the following professional Bachelor's degree:

Bachelor of Art in Arts

with concentrations in the following areas:

- Art Therapy
- Digital Social Media Design
- Graphic Design
- Video and Photographic Arts
- Studio Art (Painting, Photography, Sculpture, Videography)
- Self-Designed Program of Study

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
- Art Therapy
- Digital Social Media Design
- Graphic Design
- Video and Photographic Arts

Degree Requirements:
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.

General Education Requirements: 51 credits (some of which are covered by courses within the major)

Core Art Requirements: 33-39 credits

• ART 101–102 Drawing I, II
• ART 103 Fundamentals of Design and Color
• ART 105 3-D Design
• DES 103 Introduction to Digital Design
• ART 251-252 Art History I, II, and Art History Elective (consult advisor)
• ART 347 Junior Seminar
• ART 452 Senior Seminar, ART 461 Senior Exhibition

Art Requirements: 27-48 credits, dependent on major

Art Therapy
Art Therapy is a new and exciting career that offers a challenging opportunity to combine creativity, psychology, and compassionate service. The Art Therapy curriculum is balanced between art, psychology, and human services courses. The program requires specific courses in Art Therapy, Therapeutic Internships, as well the year-long capstone experience. The B.A. degree prepares students for a Master's degree program in Art Therapy and Art Therapy licensing through the American Art Therapy Association.

Graduate Study Articulation Agreement: Anna Maria College B.A. Art Therapy with Springfield College, M.S. Art Therapy Counseling.

Anna Maria College has developed and maintains a specific articulation agreement with Springfield College, Department of Visual and Performing Arts, Springfield, MA.

After successful completion of the Department of Art & Design's B.A. in Art Therapy and meeting specific criteria, detailed in the agreement (for details, contact the Department of Art & Design, Anna Maria College), the student qualifies for admission to Springfield College's M.S. Art Therapy/Counseling.

Learning Outcomes:

Additionally, upon completion of a B.A. in Art Therapy students will gain:

- Students will develop a portfolio demonstrating competence in using a variety of art materials and processes. A portfolio demonstrating competence is a requirement for the application to graduate degree programs in Art Therapy.
- Knowledge of the basic principles of sociology, and cultural anthropology, including the understanding of social conflict, group dynamics, the relationship of culture to the development of personality, and ethnic and multi-cultural issues, and its context.
- Knowledge of Basic principles of general psychology, abnormal psychology, and developmental psychology, with additional coursework in educational, clinical, experimental, and social psychology, and child/adolescence psychology, developmental disabilities, and family systems.

General Education Requirements: 51(some of which are covered by courses within the major)

Core Art Requirements: 33 credits

Art Therapy Requirements: 48 credits

- ATH 150 Methods, Material, and Techniques in Art Therapy
- ART 204 Introduction to Sculpture and Clay
- ATH 201-202 Art Therapy I, II
- ART 233 Painting I
- ART 235 Printmaking
- ART 350-351 Art Therapy Internship I & II
- Developmental Disabilities (consult advisor)
- PSY 306 Abnormal Psychology
- PSY 201 Introduction to Psychology

- Four Child and Adult Development courses from the lists below:
- Child Theory (two courses)
- EDU 331 Learning Disabilities
- PSY 207 Child Development
- PSY 215 Adolescent Psychology
- EDU 336 Psychology of the Exceptional Child

- Adult Theory (two courses)
- PSY 202 Advanced General Psychology
- PSY 217 Human Life Span Development
- SWK 349 Growth and Behavior in the Social Environment
- SWK 408 Marriage and the Family

- Two Art or Psychology electives

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

Art Therapy Minor, credits (18)
This minor is an excellent introduction to the field of Art Therapy. The selection of courses is designed to provide students with functional competence with principles of visual organization, including the ability to work with visual elements and their application in drawing, two-dimensions, three-dimensions, and color theory, combined with the therapeutic coursework, forming the core foundation. This minor may be of particular interest to the Social Work or Psychology major.

Note: Students must have completed PSY201, PSY207 or PSY215, and one ART prior to ATH courses.

- ART101 Drawing I
- ART103 Fundamentals of Design and Color
- ART105 3-D Design
- ATH 150 Methods, Material, and Techniques for Art Therapists
- ATH201 Art Therapy I
- ATH202 Art Therapy II

Art Therapy Minor for Visual Arts Major, credits (18)

This minor and the course selection is designed to provide the Visual Art major with the necessary foundation in psychology, forming an excellent introduction to the field of Art Therapy.
Note: Students must have completed PSY201, PSY207 or PSY215 prior to ATH courses.

- ATH 150 Methods, Material, and Techniques for Art Therapists
- PSY 201 Introduction to Psychology
- PSY 207 Child Development or PSY215 Psychology of Adolescence
- PSY 306 Abnormal Psychology
- ATH 201 Art Therapy I
- ATH 202 Art Therapy II

New Media Design Program
This program is unique, interdisciplinary, and forward thinking, preparing students to be participants the current/future zeitgeist. The program includes majors in Digital and Social Media Design, Digital Video and Photographic Arts, and Graphic Design.

Digital and Social Media Design

Digital and Social Media Design is an exciting area of study, which combines the creation and study of digital media and its dissemination. The major will provide comprehensive study in digital media design, lens and light arts, and media marketing. 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 digital media communications. Through the combined experience of professional practice, internships, and capstone experience, the students develop a portfolio to pursue a professional career is media communications, or admission to a graduate program.

General Education Requirements: 51 credits (some of which are covered by courses within the major)
Core Art Requirements: 39 credits (includes the addition of ART239 and ART248)

Digital Media Requirements: 39 credits

- 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
- ART 249 Digital Photography II or ART 240 Videography II
- MCO 209 Introduction to Digital Media
- ENG 312 Digital Professional Communications
- BUS 314 Social Media Marketing
- DES 300 Motion Graphics
- DES 405 Identity Design
- DES 499 Design Internship

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

Minor in Digital Social Media Design

This minor in Digital Social Media Design is designed is an introduction to Media Production and Marketing. This minor will provide the fundamental tools in media production and its dissemination.

Minor Requirements: 18 credits

- DES 103 Introduction to Digital Design

- DES 110 Typography I
- ART 239 Videography I
- ART 248 Digital Photography I
- MCO 209 Intro to Digital Media or BUS 270 Marketing Principles
- ENG 312 Digital Professional Communications

Graphic Design

Graphic Design 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.

General Education Requirements: 51 credits (some of which are covered by courses within the major)

Core Art Requirements: 39 credits (includes the addition of ART248 and ART233)

Graphic Design Requirements: 33 credits

- DES 110 Typography I
- DES 140 Graphic Design I
- DES 210 Typography II
- DES 220 Interactive Design
- DES 240 Graphic Design II
- ART 239 Videography I
- DES 300 Motion Graphics
- DES 315 Packaging Design
- DES 300-400 Design Electives (Topic Specific)
- DES 300-400 Design Electives (Topic Specific)
- DES 499 Internship

Total 120 Credits
(additional electives 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: 18 credits

- DES 140 Introduction to Graphic Design
- DES 251 History of Graphic Design
- DES 210 Typography II
- ART 248 Introduction to Digital Photography
- DES ___ Upper-level Graphic Design course
- Business or Marketing elective

Requirements for non-Art majors: 18 credits

- ART 101 Fundamentals of Design and Color
- DES 103 Introduction to Digital Design
- ART 248 Introduction to Digital Photography
- DES 140 Introduction to Graphic Design
- DES ___ Upper-level Graphic Design course
- Business or Marketing elective

Video and Photographic Arts

Video and Photographic Arts is an expansive discipline which combines both the study of photography and videography as the basis of narrative communication. Both still and moving images are essential to our visual vocabulary in our media infused world. Students are expected to learn the foundations of formal, aesthetic, and analytical skills, exploring the creative and technical aspects of narration and storytelling. Through theoretical and practical coursework, the program encourages the investigation of visual narrative producing evocative and innovative works in both Photography and Video. The program prepares students to be visual narrative content producers, storytellers, documentarians, and film/video artists, as well as for graduate study in Media Arts, Film/Video, and Photographic Arts.

General Education Requirements: 51 credits (some of which are covered by courses within the major)

Core Art Requirements: 33 credits

Video and Photographic Arts Requirements: 27 credits

- MCO 203 Introduction to Media Studies
- MCO 250 Screen Writing
- ART 239 Videography I
- ART 248 Digital Photography I
- ART 240 Videography II

- ART 249 Digital Photography II
- DES 300 Motion Graphics
- ART 348 Advanced Photo Media
- ART 349 Studio Production (WCCA, Worcester)

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

Minor in Video and Photographic Arts: 18 credits
This minor is designed for any student interested in the study of Photography and Videography. The minor will provide a solid foundation in the lens and light arts, which has a myriad of applications in our media driven society.

- DES 103 Introduction to Digital Design
- ART 248 Digital Photography I
- ART 239 Videography I
- ART 249 Digital Photography II or ART 240 Videography II
- ART/DES Elective
- ART 354 Modern and Contemporary Art

Studio Art
Studio Art concentrates on the creative, technical, and practical aspects of the discipline, acquiring a broad-based background in foundations, digital arts, drawing, painting, photography, sculpture, and videography. The program prepares students for a wide range of art-related career options or graduate study in fine art or related fields.

General Education Requirements: 51 credits (some of which are covered by courses within the major)

Core Art Requirements: 33 credits

Studio Art Requirements: 27-30 credits

Students must complete introductory courses in Painting or Water Color, Photography, Sculpture, and Videography.
Students must select and complete a minimum of one, two course sequence in a media, with the addition of an Advanced Elective (minimum of 3 courses in that one medium).

- ART 204 Introduction to Sculpture and Clay
- ART 233/ART231 Painting I or Water Color Techniques I
- ART 239 Videography I

- ART 248 Introduction to Digital Photography I
- ART 234/ART232 Painting II/Water Color Techniques II or ART 240 Videography II
- or ART 249 Digital Photography II or ART 312 Advanced Sculpture

- ART 3XX or higher Advanced Elective (Drawing/Painting, Photography, Sculpture, Videography)
- ART 354 Modern and Contemporary Art History
- ART/DES Elective
- ART/DES Elective
- Optional Internship in Art

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

Minor in Studio 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 Digital Design
- ART 204 Introduction to Sculpture and Clay
- ART Elective
- Art History 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 Department of Art & Design. Students are required to work closely with their advisor in designing the curriculum.

General Education Requirements: 51 credits (some of which are covered by courses within the major)

Core Art Requirements: 33 credits

Major Requirements: 27-48 credits

Suggestions for Self-Design Majors:

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

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

Department of Art & Design Course Offerings

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. Open to non-majors. Studio fees.

ART 103 Fundamentals of Color and Design (3)
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. Various media will be used. Open to non-majors. Studio fee.

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. Open to non-majors. Studio fee.

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 Pre-K–12 or therapy environment, including (among others) collage, stained glass, crafts, and basic printmaking. Open to non-majors. Studio fee.

ART 204 Sculpture and Clay (3)
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. Open to non-majors. Studio fee.

ART 205 Calligraphy, Design and Layout (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. Open to non-majors. Studio fee.

ART 239 Videography I (3)
This is an introduction to digital video production and editing. We will examine and experience both the art and process of video production through hands-on exercises and assignments. Areas of investigation will include: digital video camera essentials, shot composition, visualizing and storyboard basics, narrative structure and visual storytelling, production planning and management, lighting, sound recording and basic sound editing. Students will be introduced to Adobe CC: Premiere Pro, After Effects, Audition. Additionally, we will view films that relate to the techniques we cover in class, and have in-depth discussions. Open to non-majors. Studio fee.

ART 240 Videography II (3)
Videography II continues to examine both the art and process of video making through hands-on exercises, assignments and readings. Students will advance their knowledge and understanding of digital video camera craft, shot composition, visualizing and storyboarding, narrative structure, lighting, sound recording, production planning and management. Students will continue to work with Adobe CC; Premiere Pro, After Effects Audition, and related software. Professional considerations such as broadcast-safe image and sound will also be addressed. Finally, students should expect to have a theoretical understanding of the digital video medium specifically and time-based media in general. Prerequisite ART 239, Studio fee.

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. Open to non-majors. Studio fee.

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. Open to non-majors. Studio fee.

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 introduction to Studio Lighting is a core element to this semester of study. 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. Prerequisite ART 248. Studio fee.

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 231 prerequisite for ART 232. 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, 102, 103. ART 233 prerequisite for ART 234. 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. Prerequisite Art 102. Open to non-majors. Studio fees.

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. Open to non-majors. Studio fee.

ART 238 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. Open to non-majors. Studio fee.

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. Prerequisite: ART 102 and ART 234. Studio fee.

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.

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. Prerequisite: ART 204. Studio fee.

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, 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. Studio fee.

ART 348 Advanced Photo Media (3)
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. Prerequisite ART 249, ART 2X+. Studio fee

ART349 Studio Production (3)
This course provides the opportunity to work in a professional production studio setting. Students will learn video production, studio lighting, and studio sound engineering. Students will examine video media through its history, theory, and contemporary practice. The topics will be determined by subject, context, and/or technique. Prerequisite: ART240 and ART249. Studio fee
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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. Open to non-majors.

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 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 Exhibition (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 promotional card, 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.

Art Therapy Course Offerings

ATH 150 Materials, Methods, and Techniques in Art Therapy (3)
This course covers the range of materials, methods, and techniques employed by the art therapist. The course will also focus on art therapy with special needs populations.

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

ATH 350 Art Therapy Internship I (3)
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.

ATH 351 Art Therapy Internship II (3)
Supervised clinical experience in community settings. Students observe, assist, and conduct sessions with children and adults with various disabilities. Prerequisite: ATH 201–202; ATH 350; for majors only.

Graphic Design Course Offerings

DES103 Introduction to Digital Design (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 I (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. Studio fee.

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. Prerequisite: DES 103. Studio fee.

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. Studio fee.

DES 220 Interactive Design (3)
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. Prerequisite DES 140. Studio fee.

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. Studio fee.

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. Open to non-majors

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 or permission of instructor. Studio fee.

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 or permission of instructor. Studio fee.

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: DES103, DES 240, DES 210. Studio fee.

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. Studio fee.

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. Prerequisite: DES103, DES 240, DES 210. Studio fee.

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.

Division of Advanced Studies

Graduate Admission Criteria and Policies

Applications to a graduate program are accepted throughout the academic year and will be reviewed by the admissions' committee and the appropriate graduate program director. 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:__

- 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.
- Submit two (2) professional references that support your candidacy to do graduate work.
- Possess a cumulative grade point average (GPA) of 2.7 and an undergraduate record that demonstrates your ability to be successful in graduate studies.
- Provide, in writing, a 500-word personal statement that demonstrates your commitment to the graduate studies and reflects your writing skills.
- Submit a resume.
- Submit a non-refundable deposit of $100
- 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.
    a. Evidence of a master's degree from an accredited degree-granting institution in the areas of the CAGS program or closely related field.
    b. 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).
2. Applications must also include the following:
3. A completed application form.
4. Nonrefundable application fee ($40).
5. 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.

Matriculation

If accepted into the Division of Advanced Studies, 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 Program Director/Dean. 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 Program Director/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 director/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 6 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 Advanced Studies 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 if you are withdrawn from either the program or the College. In most cases, master's coursework must be completed within (6) years of matriculation.

Thesis Registration
The Master's 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" (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 a one credit Continued Registration in the next term (TCF 500-GC) (fee required). TCF 500- GC is a one credit course for Thesis Continuation (Student will incur the fee for one credit) 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 (6 years from matriculation). Requests for an Incomplete Grade for Thesis must be made through petition to the Vice President for 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) students 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 students 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 faculty. A student may request a leave of absence for a maximum of six 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 program director. 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 Advanced Studies. 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 and 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 Program Director's transfer up to two courses (6 credits) into a graduate program based on the following conditions:

- Courses fit an appropriate requirement or elective in the program.
- The grade earned for the transfer credit is "B" or better.
- The credits were earned from a regionally accredited institution.
- 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 Anna Maria College towards their second degree, provided one course is PHL 600 Ethical Theory (or equivalent), 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.*

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.

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 director/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 Director of *Online Programs* 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 Vice President for Academic Affairs 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 Vice President who shall consult with the appropriate program director. The student will be notified by the Associate Vice President if readmission is approved.

***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.

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 Vice President's office in Academic Affairs is responsible for monitoring academic standards for both full-time and part-time graduate students as well as satisfactory academic progress.

Grading Policy

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

Grade Appeal – 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:

- Submit, within 30 days after the end of course, a written request for grade review to instructor, program director.
- 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.
- If the student is unsatisfied with this review, the case is presented to the program director for review within 10 days (if the instructor is the program director, the appeal is forwarded to the associate vice president directly). Within 10 days, either the program director or associate vice president with review the matter and respond directly to the student. A final appeal may be made to the Vice President for Academic Affairs (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 Vice President) 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 Anna Maria College 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 Anna Maria College website.

In keeping with the College's mission, the Division of Advanced Studies 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.

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.

Graduate Commencement Participation
Graduate students may be allowed to walk and participate at Commencement in May when they have met the following conditions:

- maintained a 3.0 G.P.A.
- met all program requirements with the exception of up to six credits
- are enrolled, during the Summer I accelerated semester prior to commencement, in courses equaling the up to six credits required to complete their degree

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

the reason therefore, will be sent to the student by the VPAA's office within five working days after the receipt of the request.

Email Policy
It is the policy of the IT department at Anna Maria College that only the ***amcat.edu*** account is used for student academic and business electronic communications. All official electronic communication initiated by College offices for students are sent to students' College email accounts. This applies to all students.

It is important that students check their Anna Maria College Web mail often. Students who need help with the log-in should contact the IT department at itsupport@annamaria.edu.

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 Anna Maria College alert system includes emails and texts. To sign up for these alerts, please contact mmiers@annamaria.edu. The Anna Maria College Website:

www.annamaria.edu will also post cancellation and other delay information. Other sources include:

Radio stations:	Television stations:
WBZ (AM1030)	WBZ TV: Channel 4
WSRS (FM 96)	WCVB TV: Channel 5
WSRS (FM 96)	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
Online *e*ducation 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 and in each following week students must interact on at least **Four (4) separate days unless otherwise stated**. The Credit Hour Policy requires that every one credit equals one hour of instruction or online work and two hours of work outside of class for each 15-

week period/semester. As students plan their time each week they should expect to spend approximately one hour in the online classroom and two hours per week on coursework outside of the classroom for every one hour spent in the online classroom. Coursework can include reading, viewing PowerPoints, watching videos, completing assignments, working on projects, writing essays, etc. For example, a 15 week, three credit online course, would require 9 hours of time per week.

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 Director of Online Programs at 508-849-3355 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

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 2019-2020 can be found at:
https://www.annamaria.edu/student-accounts/tuition-fees#2019-2020-graduate-continuing-education-and-online-tuition-and-fees

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

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

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

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

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

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

refund policy for students who withdraw from courses, which is detailed in the Financial Aid section of this catalog.

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

Refund Schedule

Traditional 15-week semester

Withdrawal prior to second class meeting: 100% Withdrawal prior to third class meeting: 60% Withdrawal prior to fourth class meeting: 40% Withdrawal after the fourth class meeting: No Refund

Accelerated 8-week semester

Withdrawal during the first week of class: 100% Withdrawal after the first week of class: No Refund

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

Financial Aid

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

Financial aid is available for graduate students in the form of Federal Stafford Student Loans or private education loans. Although loans are the only form of financial aid offered by Anna Maria College to its graduate students, there are many grants and scholarships 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 and 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. 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.

Under S2248 PL 115-407 Section 103, Anna Maria College will not impose a late fee, denial of access to facilities, or other penalty against a veteran or eligible dependent due to a late payment of tuition and/or fees from the VA up to the certified benefits amount. Any portion of the balance not covered by VA benefits is still expected to be settled by the due date.

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 (SAP)
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 Anna Maria College for a period of time and then returning is not sufficient to regain financial aid. The student has to make Satisfactory Academic Progress before he or she can regain eligibility for financial aid. If a student has attended another college in his or her time

away from Anna Maria College and has made S.A.P. at the other college, then the student can appeal the Financial Aid Suspension.

Financial Aid Withdrawal and Refund Policy

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

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

Attendance Verification

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

Disbursement of Financial Aid

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

Financial Aid Budget

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

- Food – up to $1000 per semester
- Rent- up to $2000 per semester (must verify amount of rent or mortgage payment per month)

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

DIVISION OF ADVANCED STUDIES

Master of Business Administration
Master of Arts in Counseling Psychology
Master of Science in Criminal Justice
Master of Education
- Early Childhood
- Elementary Education
- Kodaly Emphasis
- Moderate Disabilities

Master of Science in Health and Emergency Management (hybrid)
Master of Science in Industrial and Organizational Psychology
Master of Social Work
Master in Pastoral Ministry
Master in Public Administration (online)

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

Master of Business Administration

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. A Certificate of Advanced Graduate Study in Business (CAGSB) 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, human resource management, 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/term. If a student is unemployed, the student must seek permission of the program director to register for nine credits (three courses). Under no circumstances will permission be granted for a graduate student to register for more than nine credits (three courses).

Degree Requirements
• 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 of 4 years or more in business, you may be eligible to waive 1 Core and 1 Elective Course or 6 credits from the MBA core and elective requirements as determined by the Program Director on a case by case basis. Thus, a student could earn the Master of Business Administration degree in 10 courses or 30 credits.

Examples:

1. A digital marketing or brand coordinator/manager – waive BUS638 Marketing Strategies Core Course and waive 1 Marketing Elective Course.
2. A financial analyst or cost accountant – waive BUS607 Financial Analysis Core Course and waive 1 Financial or Accounting Elective Course.
3. A lawyer – waive BUS651 Legal Issues in Business Core Course and waive 1 Management Elective Course.

Students must state their case in a personal statement accompanied with their professional resume and copies of certifications if applicable.

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 710 Research Methods and Technology
- BUS 733 Capstone Project

Four Electives

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

Certificate of Advanced Graduate Study in Business (CAGSB)

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/concentration or choosing from several areas. All five courses must be completed within five years, and an overall GPA of 3.0 must be earned. Transfer courses can be accepted into the CAGSB.

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 Grantsmanship—Research, Writing, and relationships

- BUS 933 Project: Grant Writing
- BUS 936 Budget Preparation and Analysis: Nonprofit

Concentrations/Certificates

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 Controllership
- 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

Human Resource Management

- BUS 622 Leadership
- BUS 629 Labor Management Relations
- BUS 633 Organizational Theory and Behavior
- BUS 711 Human Resources Management

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 712 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 Grantsmanship
- 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

- Fraud Examination
- Forensic Accounting

Graduate Business Course Offerings

Pre-requisite Course Descriptions

BUS 512 Financial Accounting (3)
Emphasizes concepts underlying business financial statements. Includes first- and second-level accounting topics.

BUS 524 Management (3)
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 (3)
This course presents the basics of current principles of marketing and serves as an introductory course.

BUS 569 Economic Theory and Practice (3)
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 (3)
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 (3)
Study of moral philosophy, values, and ethical decision-making in today's business environment.

BUS 607 Financial Analysis (3)
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 (3)
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 571or equivalent.

BUS 638 Marketing Strategies (3)
Presents a study of the marketing process through case analysis and projects. Prerequisite: BUS 543 or equivalent.

BUS 651 Legal Issues in Business (3)
Provides an examination of the legal factors affecting the business environment.

BUS 655 Economic Decision-Making in a Globalized Economy (3)
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 710 Research Methods and Technology (3)
Provides an overview of qualitative research methods and research utilizing online databases. Business research is a systematic inquiry to provide information to guide managerial decisions. It is a process of planning, acquiring, analyzing, and disseminating relevant data, information, and insights to decision makers in ways that mobilize the organization to take appropriate actions, to maximize performance.

BUS 733 Project (3)
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. Prerequisites: All other required courses. Program Director approval required.

Elective Course Offerings

BUS 604 Advanced Accounting Topics (3)
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 (3)
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 (3)
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 (3)
Focuses on the concepts of fund accounting as they relate to the non-profit sector and municipal governments.

BUS 612 Federal Taxes (3)
Covers basic federal tax rules and related accounting principles, corporate and individual taxes, and recent changes in the law.

BUS 622 Leadership (3)
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 (3)
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 (3)
The study of the fundamental theory of the management development process and the analysis of employee behavior patterns.

BUS 636 Budget Preparation and Analysis (3)
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 (3)
Provides a study of the methodology of development and implementation/transition of digital technology in health care information systems.

BUS 640 Competitive Strategies (3)
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 (3)
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 (3)
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 (3)
Focuses on the economics and financial decision-making of the health care industry.

BUS 685 Marketing on the World Wide Web (3)
Explores marketing strategies utilizing the Internet.

BUS 709 Buyer Behavior (3)
Provides a study of the psychological and sociological forces that impact buyer behavior in consumers as well as in industrial markets. Emphasizes current research and its practical applications and stresses secondary research text readings and class discussion.

BUS 712 Marketing Communications (3)
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 (3)
Provides the student with an overview of current human resource issues, methods, and styles, using case presentations and analyses.

BUS 717 New Product Development (3)
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 Controllership (3)
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 (3)
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 (3)
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 (3)
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 (3)
Focuses on ethical issues relevant to the area of health informatics.

BUS 750 E-Commerce Business Strategies (3)
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 (3)
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 (3)
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 (3)
Students will explore business topics of current interest or importance.

BUS 908 Organizational Assessment (3)
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 (3)
Focuses on the various steps involved in researching the literature, utilizing all sources, developing goals and objectives, cultivating relationships with donors, etc.

BUS 918 Guided Course (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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.

Master of Arts in Counseling Psychology

This program offers a diverse array of courses intended to prepare the student to function in a variety of mental health settings. It is a two tiered program that allows for students to graduate with either a 12 course (36 credits) Master's Degree or a 20 course (60 credit) Master's Degree. Students in the 60 credit program complete the educational requirements for Licensed Mental Health Counselors (LMHC) in Massachusetts.

Admission Requirements
Applicants should follow the general procedures for admission to the Division of Graduate Studies. All applicants must present:
1. A completed application form.
2. A non-refundable fee of $40.00, fee waived if using online application at www.annamaria.edu/admissions.

3. Official transcripts of all undergraduate and graduate work.
4. Two references with the applicant's ability, aptitude for graduate study, and professional experience.

Graduation Requirements for non-licensure Master of Arts in Counseling Psychology

1. 36 graduate credits in a 12-course sequence.
2. 3 credit practicum (100 hours plus a seminar) is required as part of the 12-course sequence.
3. An overall grade-point average of 3.00 (B). A minimum grade of 3.00 (B) in the practicum. If the student receives a grade of less than 3.00 (B) in the practicum, no graduate credit will be given and the course must be repeated. The course may be repeated only once.
4. Successful completion of a written comprehensive examination (zero credits). Comprehensive examinations are given in the final semester of a student's program in the 36 credit program.

Graduation Requirements for licensure Master of Arts degree in Counseling Psychology

1. 60 graduate credits in a 20-course sequence.
2. 3 credit practicum (100 hours plus a seminar) is required as part of the 20-course sequence.
3. The student must also complete a 600 hour Internship with accompanying seminar (3 credits per semester, typically taken in the fall and spring semesters consecutively).
4. An overall grade-point average of 3.00 (B). A minimum grade of 3.00 (B) in the practicum and internship. If the student receives a grade of less than 3.00 (B) in the practicum or internship, no graduate credit will be given and the course must be repeated. The course may be repeated only once.
5. Successful completion of written comprehensive examination. Comprehensive examinations are given in December, April, July, and August. Students take the comprehensive exam at the conclusion of their practicum and prior to the start of their internship.
6. Completion of this program does not automatically guarantee licensure as only the state licensing board(s) is/are empowered to determine whether an individual's coursework and practicum/internship experiences meet licensure requirements as set forth in Massachusetts 262 CMR 2.00. The student should also be aware of any changed in the current regulations. These regulations, and proposed changes can be found at www.mass.gov/dpl/boards.

Curriculum

Practicum/Internship Requirements

It is the responsibility of students intending to complete a practicum or internship during the summer or fall semester to notify the Program Director in writing no later than May 1. Students intending to complete a practicum or internship during the spring semester must notify the

Program Director in writing no later than December 1. Students are responsible for finding their own placements.

Master of Arts (Non-licensure Track -36 Credits)

Required Courses
PSY 606 Psychopathology
PSY 622 Counseling Theory
PSY 626 Psychological Testing & Appraisal
PSY 632 Group Process
PSY 643 Marriage and Family Therapy
PSY 646 Lifespan Development
PSY 710 Research Design and Methodology
PSY 736 Multicultural Counseling

PSY 760 Professional Ethics &

PSY 814 Practicum Seminar I

Two Elective Courses
Examples Include:

PSY 639 Positive Psychology
PSY 650 Mindfulness Therapy
PSY 724 Clinical Skills
PSY 726 Alcoholism Manifestation and Management
PSY 727 Substance Use Counseling
PSY 743 Psychological Trauma
PSY 746 Human Sexuality
PSY 798 Cognitive Behavioral Therapy

Master of Arts (Licensure Track – 60 Credits)
Required Courses
PSY 606 Psychopathology
PSY 622 Counseling Theory
PSY 626 Psychological Testing & Appraisal
PSY 632 Group Process
PSY 643 Marriage and Family Therapy
PSY 646 Lifespan Development
PSY 710 Research Design and Methodology
PSY 722 Advanced Counseling
PSY 724 Clinical Skills
PSY 736 Multicultural Counseling
PSY 760 Professional Ethics & Orientation
PSY 798 Cognitive Behavioral Therapy

Practicum/Internships Seminars
PSY 814 Practicum Seminar
PSY 815 Internship Seminar I
PSY 816 Internship Seminar II

Master's Thesis
PSY 892 Thesis

Four Elective Courses
Examples Include:

PSY 639 Positive Psychology
PSY 650 Mindfulness Therapy
PSY 726 Alcoholism Manifestation and Management
PSY 727 Substance Use Counseling
PSY 743 Psychological Trauma
PSY 746 Human Sexuality

Counseling Psychology Course Offerings

PSY 606 Psychopathology (3)
This course examines abnormal psychology including the manner in which mental illness is manifested and diagnosed. Students will be exposed to a wide range of mental health diagnoses using the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The course will examine the contributions made by various psychological schools of thought with regards to the etiologies of abnormal behavior, relevant concepts of psychopathology, and common approaches to treatment.

PSY 613 Theories of Personality (3)
A survey of current personality theories, their view of the human person, and their influence on treatment, education and culture of today. Course is a prerequisite to understanding counseling theory and technique. To that end attention will be paid to therapeutic events such as free association, transference, repression dream analysis, midlife crises, individuation, birth order, inferiority feelings, operant conditions, etc. Particular attention will be paid to the techniques used in the psychodynamic, humanistic, and behavioristic treatment models.

PSY 616 Gender Issues in Counseling (3)
Gender issues in counseling today must now encompass an understanding of new roles and self-definitions. This course will consider select counseling select issues affecting both adolescents and adults: gender roles, sexual orientation, transgender, depression, suicide and substance abuse.

PSY 622 Counseling Theories (3)
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 Psychological Testing and Appraisal (3)
A consideration of specific practical skills with instruments widely used in the field today. Includes administration, scoring and analysis of the Bender-Gestalt Test for Visual Motor Development (3 way analysis for V-M, Brain Injury and Emotional Aspects), Graham-Kendall Memory for Designs, Detroit Test of Learning Abilities, Wepman Test Auditory Discrimination, and others as time permits. Course will also consider the issues of validity and reliability.

PSY 628 Introduction to Holistic Psychotherapies (3)
Course description is: This course offers readings, lecture, and class discussion to explore and understand the foundations of holistic therapies. The holistic perspective will be explored including the connections between mind, body, soul, spirit, and relationships with regards to human nature and well-being. Holistic clinical techniques discussed will include concepts from Buddhist psychology, meditation, mindfulness, visualization, Ayurveda, yoga, and body-centered practices.

PSY 632 Group Process (3)
An experiential/didactic approach to the theory of group behavior and group interaction. In addition to assigned readings focusing on the dynamics and formation of groups, as well as the different kinds of group settings, e.g., support groups, psychoeducational, and therapeutic groups, students will be required to participate as members of a group and will also be taught to record data and observations.

PSY 639 Positive Psychology and Counseling (3)
The purpose of this course is to teach students the theoretical foundations, clinical interventions, and applications of positive psychology. Positive psychology is the scientific study of what makes life most worth living, by emphasizing the positive emotions, thought patterns, and relationships that contribute to human flourishing. This class explore the measurement, development, and cultivation of character strengths such as: wisdom, courage, humanity, justice, temperance, and transcendence. Conceptual and empirical tools are offered to craft and evaluate interventions that promote psychological well-being. The empirical evidence underlying the science of positive subjective experience will be reviewed. Application to psychotherapy and other clinical practices will also be emphasized through lecture, media, assignments, and class activities

PSY 641 Crisis Intervention (3)
A course focusing on short term therapies with situational crises. The course will emphasize specific short term, cognitive- behavior techniques for such situations.

PSY 643 Marriage and Family Therapy (3)
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 (3)
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 650 Mindfulness in Counseling and Psychotherapy (3)
This course will focus on the principles and practices of mindfulness in counseling and psychotherapy. This experiential/didactic approach to understanding the principles of mindfulness will include its' application to a range of clinical issues and mindfulness-oriented treatment. The course will address mindfulness within cognitive behavioral, humanistic/existential, positive psychology and psychodynamic psychotherapy. The mindfulness approach to helping is explored as a tool for the counselor's personal growth and professional development.

PSY 690 Outreach Counseling: From Pre-Treatment Strategies to Psychologically Informed Environments (3)
This course provides clinicians with an outreach counseling guide for assisting people who have experienced trauma and homelessness. Detailed case studies from the field will be shared to elucidate effective ways of helping through counseling methods, program development, and policies that demonstrate how the most vulnerable among us can overcome trauma and homelessness.

PSY 710 Research Design for the Social Sciences (3)
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 Seminar (3)
A supervised experience within a school or agency setting. Student must have permission of the director before beginning a practicum placement. Attendance at an on-campus seminar is required.

PSY 722 Advanced Counseling and Psychotherapy (3)
A course designed to acquaint the student with the application of various counseling theories. The course will begin with a review of the process of differential diagnosis and then consider what therapeutic models may best suit a particular client. Students will be helped to examine the texture of the therapeutic relationships, ability to listen and reflect appropriately, to consider their own issues, and to be particularly attentive to boundary issues. Course may include audio or visual presentations, vignettes and various interviewing techniques. Prerequisites: PSY 606, PSY 622, PSY 724

PSY 724 Clinical Skills (3)
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 (3)
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 Substance Use Counseling (3)
A course which assumes a basic knowledge of alcoholism and is a detailed study of the major types of treatment alternatives and stages of treatment. Course will also discuss research data in treatment effectiveness.

PSY 736 Multicultural Counseling (3)
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 737 Advanced Multicultural Counseling (3)
This course explores the importance of embracing the journey to becoming culturally competent in providing treatment and services to individuals and families from diverse backgrounds. The course places greater emphasis on understanding and practicing effective models of multicultural counseling recognized by experts in the field. In addition, students will examine major barriers impacting treatment including oppression, racism, discrimination and their own culture's impact on the therapeutic relationship. Current local, nationwide and world events concerning social justice will also be considered.

PSY 742 Postmodern Approaches to Marriage and Family Therapy (3)
This course is intended to introduce post-modern theories and techniques as they apply to marital and family therapy and to begin the practical application of those theories into hands-on role play. This is a highly interactive class which will allow the student to have both the experience of being in a "family" seeking family therapy, as well as being a practitioner doing family therapy.

PSY 743 Psychological Trauma (3)
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 (3)
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 748 Neuropsychology: Neurological and Cognitive Testing (3)
An introduction to the functional systems of the brain as they relate to behavior and neuropsychological functioning in the areas of attention, memory, and higher level executive functioning. Student will also be exposed to neurological and cognitive tests.
Prerequisite: PSY 626 or PSY 667.

PSY 750 Assessment and Treatment of Sexually Offending Behavior (3)
This course will introduce the student to the special issues involved in assessing and treating individuals who have committed sexually abusive acts. Attention will be paid to sexual history taking and differentiating normal from abnormal sexual behavior at various ages. Several etiologies of offending behavior will be explored to highlight the diversity in the population. Students will be trained in the use of assessment tools that are used to assess risk and screen for the need for specialized interventions. Finally, there will be an introduction to more specific testing methods and specialized treatment techniques used with this population. The course will provide a framework for accurate clinical understanding, an aid for structuring safety plans, and a guide to recognizing individuals who require referral to specialists.

PSY 760 Professional Orientation: Ethical and Legal Standards of Practice (3)
A course designed to acquaint the student with ethical and legal dimensions of counseling both in private practice and in health and human service organizations. The course will focus on the ethical principles articulated by the American Psychological Association, the American Counselor Association and the American Mental Health Counselors Association as well as the

regulations governing the licensure requirements for mental health counselors in the Commonwealth of Massachusetts. The course will include topics such as role of licensure, confidentiality, duty to warn, informed consent, record keeping, boundary issues, limits of professional communication, etc., by way of lecture presentation, discussions and vignettes designed to involve the students in ethical issues.

PSY 764 Forensic Psychology and Clinical Assessment (3)
This course addresses the theory and practice of forensic psychology, the psychological specialty that deals with issues at the interface of psychology, clinical practice, and the law. Specifically, the focus of this course is the practice of forensic psychology as it relates to mental illness and the mental health system; criminal and juvenile justice; child and family services; and criminal and other antisocial behavior. Issues addressed include, but are not limited to, the application of psychological principles and practices to criminal trials and sentencing; the evaluation of criminal and civil competencies; the defense of insanity; risk assessment; the evaluation and treatment of sex offenders; consultation and direct clinical services for law enforcement, corrections, probation, and parole; and the psycho-legal issues presented by children and families. The importance of race, ethnicity, culture, and socio-economic status in the administration of the justice and the provision of competent clinical services is integrated throughout the coverage of each topic.

PSY 798 Cognitive Behavioral Therapy (3)
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.

PSY 814 Pre-Master's Practicum Seminar (3)
This course is designed specifically to meet the 100-hour pre-Master's practicum requirement for licensure as a mental health counselor in Massachusetts. The student will be complete a practicum experience in a mental health setting under the supervision of an appropriately licensed mental health counselor. The student will have the opportunity to both observe and to function as a mental health counselor as the supervisor deems appropriate. The practicum also requires attendance in on-campus seminar sessions. Placement must be approved by program director.

PSY 815 Internship Seminar I (3)
A course designed to provide the student with a 300-hours field placement under the supervision of an appropriately licensed, practicing psychologist. The student will be afforded the opportunity to work, under supervision, directly with clients or groups. Student will be helped to develop and refine their counseling skills and techniques. Students will also participate in a weekly on-campus seminar directed by a licensed mental health counselor to further help them

develop as professionals. Students must have completed 30 graduate credits including the pre-master's practicum and have obtained the program director's approval.

PSY 816 Internship Seminar II (3)
A course designed to provide the student with the final 300-hours field placement under the supervision of an appropriately licensed, practicing psychologist. The student will be afforded the opportunity to work, under supervision, directly with clients or groups. Students will be helped to develop and refine their counseling skills and techniques. Students will also participate in a weekly on-campus seminar directed by a licensed mental health counselor to further help them develop as professionals. Students must have successfully completed PSY 815 Clinical Internship Seminar I and have obtained the program director's approval.

PSY 817 Internship Seminar III (3)
A course designed to provide the student with additional field placement hours beyond the 600-hour field placement completed in PSY 815/816 under the supervision of an appropriately licensed, practicing psychologist. The student will be afforded the opportunity to work, under supervision, directly with clients or groups. Students will be helped to develop and refine their counseling skills and techniques. Students will also participate in a weekly on-campus seminar directed by a licensed mental health counselor to further help them develop as professionals. Students must have successfully completed PSY 815/816 Internship Seminar I/II and have obtained the program director's approval.

PSY 900 Comprehensive Exam (0 credits)
The comprehensive exam broadly assesses a student's current clinical knowledge and skills. It measures a student's baseline knowledge of major theories, concepts, and issues as related to the field of counseling psychology. It also attempts to gain an understanding of the student's clinical interviewing abilities by administering practice items designed to mimic the National Clinical Mental Health Counseling Exam.

Master of Science in Criminal Justice

Certificate of Advanced Graduate Study
Certificate in Forensic Criminology
Graduate Certificate in Domestic and International Terrorism
Graduate Certificate in Victim Studies
Graduate Certificate in Criminal Justice Leadership and Administration

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 Domestic and International Terrorism
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 Domestic **and International Terrorism**. The Graduate Certificate in **Domestic and International Terrorism** 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 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 Certificate in Criminal Justice Leadership and Administration

The Criminal Justice Leadership and Administration Certificate caters to law enforcement and other professionals pursuing, working in, or considering a return to the field of criminal justice. The certificate provides graduate level education focused on the unique responsibilities and challenges of leaders and emerging leaders. The program is designed to provide leadership tools that contribute to the career success and wholeness of the student. The program incorporates the successes and flaws of previous leaders through case studies, discussions, and research. Students will have the opportunity to explore rationalizations/justifications for unethical behaviors and assess proper ethical decision-making techniques. This interdisciplinary certificate incorporates courses from many of our graduate programs including business (MBA), emergency

management, justice administration, public administration (MPA), psychology and criminal justice.

For students without a prior graduate degree, the courses in this certificate will be accepted into our Master of Science in Criminal Justice Program. Those within Master's program can incorporate this certificate as an area of concentration.

Learning outcomes

- Develop and demonstrate an understanding of past successes and failures in the administration of law enforcement services.
- Identify, compare, and contrast the leadership styles and effectiveness of historical and current law enforcement leaders.
- Explore and make use of stress reduction skills targeted for police – including (but not limited to) meditation, prayer, and Qi Gong - for keeping police well and productive.
- Evaluate and propose models
- Apply theoretical knowledge to practical problems and situations and assess their ethical and moral implications
- Comprehend and analyze the organization, and sociology of law enforcement
- Demonstrate leadership skills that embody a commitment to diversity, social justice, and civic responsibility.
- Analyze the larger context in which the criminal justice system exists and the implications of its close ties to social, practical, global and economic forces

Certificate Requirements

The Certificate in Criminal Justice Leadership and Administration is a 12-15 credit program. Students who have not taken BUS 622/MPA 503 Leadership will be required to do so as a pre- or co-requisite. Some students may be waived from that course depending on prior education and work experience.

Curriculum

Required Courses:

- CRJ 806 Ethics and Criminal Justice
- CRJ 822 Criminal Justice and Public Policy
- CRJ 798 Special Topics in Criminal Justice (Seminar in Criminal Justice Leadership)

One Elective from the following list:
Preferred

- BUS 611 Non-Profit/Government Accounting
- BUS 936 Budget Preparation: Non-Profit
- CRJ 912/BUS 912 Grantsmanship–Research, Writing, and Relationships
- US 629 Labor-Management Relations
- MPA 604 Strategic Planning for Public Managers
- JAD 840 Justice Administration
- PSM 601 Professional Government Management

Other

- PSY 736 Multicultural Counseling
- EPR 601Essentials of Emergency Management
- JAD 821 Community Partnerships
- CRJ 630 Directed Study
- JAD 711 Special Topics in Justice Administration
- PSM 511 Special Topics in Public Administration or as approved by the Director

Career Opportunities:
The program is ideal for those seeking career advancement and personal and professional growth and development.

Graduate Certificate – Self-Designed
Tailor your studies to your career and education goals! Select from a wide variety of elective courses to match your personal interests while you consider your professional path.

For those students who prefer not to choose a specific specialization or who are exploring multiple career options, the Self-Designed/General track offers a completely custom MSCJ experience personalized to individual interests and professional goals.

Four electives at the graduate level (with advisor guidance).

Graduate Criminal Justice Course Offerings

CRJ 630 Guided Course (3)
Examines specific topics in criminal justice under the direction of a faculty advisor.

CRJ 710 Research Design and Methodology (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
Rotating topics in Criminal Justice.

CRJ 799 Justice Colloquium (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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) (3)
Serves as the final evaluation for Criminal Justice students. Requires case studies and other materials to demonstrate oral and written competence in the areas of research, professional responsibility, and management. Analyzes issues of law, policy, and society, allowing students to integrate knowledge and experience as they apply ethical principles in developing effective strategies to confront issues facing practitioners within the realm of human service and criminal justice. Culminates with a final project presented to a faculty panel. Prerequisite: CRJ 710, 711 and completion of 24 credit hours.

CRJ 892 Thesis (3)
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 (3)
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 (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.

HLS 702 Domestic Threat and Policy Analysis (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
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 (3)
Rotating topics in Victim Studies.

Master of Education

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 Joanne McDonnell, jmcdonnell@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 (Pre K-2)
- Elementary (1-6)
- Teacher of Students with Moderate Disabilities (PreK-8; 5-12)

Note: All programs leading to the Initial Teacher Licensure are State-approved, NASDEC-approved programs.

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 (15week 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. Students who wish to register for more than the stated full-time load must receive prior approval from their Program Director.

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.**
- Candidate Assessment of Performance (CAP) portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state defined teaching standards.
- Proficient rating of Quality for the Six Essential CAP elements is required to be endorsed for Initial licensure.

Second Master's Degree - Students who have completed their first Master's degree from Anna Maria College are eligible to receive nine (9) credits toward a second Master's degree from Anna

Maria College (Ethics and two other courses). This does NOT apply to students accepted into the mid-career track.

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 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 (multisubject & mathematics subtests)	General Curriculum (multisubject & mathematics subtests)	Subject test (ex. English, History, Math, Science)

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.

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:

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.

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 for information about professional development opportunities.

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 Anna Maria College 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.
- Only two graduate courses may be transferred in to meet competencies. These would need to be approved by the Director of Education Programs. EDU 638, Education

Research and any courses related to Practicum may not be transferred from another institution.

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 Anna Maria College 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 (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 <u>Early Childhood (Pre-K-2)</u> 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,
- EDU642,
- EDU 656,
- EDU 640

    - and one of the following:
        - EDU 626,
        - 632,
        - and 659.
- 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 Candidate Assessment of Performance portfolio of exemplary work from courses and field experiences, demonstrating attainment of the state defined teaching standards.

Curriculum for Initial License Preparation Early Childhood (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 Foundations of Reading Instruction (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 (or approved special education course)

- EDU 656 ESL Theory and Practice
- EDU 642 Early Childhood Curriculum
- EDU 644 Classroom Management
- EDU 640 Authentic Assessment
- EDU 662 Using Data to Inform Instruction (elective)
- EDU 619 Initial Teacher Practicum—Early Childhood*
- EDU 620 Teaching Practicum Seminar (taken concurrently with EDU 619)

Practicum Requirements*

Early Childhood (PreK-2) a 300 hour (100 hours in PreK-K, 200 hours in 1-2)

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:

- EDU 663 Ed, Law and Professional Standards
- EDU 638 Educational Research and Evaluation

Subject Matter Knowledge Requirements for Early Childhood (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 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, EDU 644, EDU 640, 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 o General Curriculum including two separately scorable subtests
- A teaching practicum and concurrent seminar: EDU 618 and EDU 620.
- A Candidate Assessment of Performance 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 Foundations of Reading Instruction, 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) o EDU 626 Teaching Exceptional Children o EDU 632 Strategies for Inclusion
    - EDU 659 Learning Disabilities- Elementary (or approved special education course)
- EDU 656 ESL Theory and Practice
- EDU 640 Authentic Assessment
- EDU 644 Classroom Management
- 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.

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

- EDU 663 Ed, Law and Professional Standards
- EDU 638 Educational Research and Evaluation

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 <u>Teacher of Students with Moderate Disabilities (Pre-K-8 or 5-12)</u> 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 603, EDU 612, EDU 626 or EDU 659,

EDU 632, EDU 648, EDU 659, EDU 660, and EDU
656, EDU 664

- A minimum of 80 hours of pre-practicum field experiences.
- Passing scores on the required MTELs:

PreK-8 grade level:

- Communication and Literacy Skills o
- 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 o
- 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 512)

Courses for Initial License Master Degree

- 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 Foundations of Reading Instruction (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 664 Development of IEPs
- EDU 678 Assessment Methods and Materials for Teaching SPED
- 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.
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.

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 638 Ed Research

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
- EDU 678 Assessment Methods and Materials for SPED
- EDU 664 Development of IEPs

Graduate Education Course Offerings

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 Foundations of Reading (3 credits)
Examines methods of reading instruction in the elementary school. Addresses relevant theory and practice with respect to the development of reading skills, study centers, and learning activity plans. Applies the skills in a simulated classroom environment. Includes a field experience – EDU 509. Massachusetts Curriculum Frameworks and Common Core are used for reference.

EDU 613 Language Arts and Children's Literature (3 credits)
Studies the principles and practices in the teaching of integrated language arts and children's literature. Focuses on the development of children's listening, speaking, and writing skills. Examines both traditional and modern literature for children.

EDU 614 Teaching and Learning Mathematics and Science
(3 credits)
Investigates math and science learning activities through demonstrations, discussions, presentations, reflective and critical thinking. Explores theory and process for activities and assessments for students in Pre-K through Grade 6, and includes special needs strategies. Includes a field experience – EDU 509. Massachusetts Curriculum Frameworks and Common Core are used for reference.

EDU 618 Initial Licensing Practicum— Elementary (3 credits)
Applies principles, methods and instructional strategies in a 300- hour teaching experience in an elementary school with the collaboration of a school-based supervising practitioner and a college-based supervisor.

EDU 619 Initial Licensing Practicum—Early Childhood (3 credits)
Applies principles, methods and instructional strategies in a 300hour (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 645 Trends and Transitional Services (3 credits)
Students in this course will explore trends and transitional services related to developmental disabilities. They will be introduced to the concepts of cognitive disabilities, developmental delays, and emotional disturbance. They will become familiar with landmark legislation, special education history, and how to design and facilitate an academic achievement assessment. Lastly, they will apply accommodations and modifications to each developmental disability to include the appropriate use of augmentative and alternative communication and other assistive technologies.

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, audiovisual material, and topics of particular interest within the area of assessment. We will focus on students who are not experiencing success within the standard academic setting and on identified special needs students in need of (re) evaluation. Students are expected to become familiar with standard assessments, interpretation of evaluation data, and the regulations governing the assessment and evaluation process.

EDU 680 Initial Licensing Practicum – Moderate Special Needs PreK-8 (3 credits)
Applies principles, methods, diagnostic and instructional strategies in a 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.

Master of Science Health Emergency Management

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 (2)
- HEM 634 Public Health Hazards Planning and Response HEM 636 International Threats and Disasters
- HEM 646 Building Sustainable Coalitions for Health Emergency Management
- HEM 650 Simulation II
- HEM 652 Theory and Logistics of Mass Gathering Disaster Response

- HEM 655 Health Informatics and Public Education HEM 680 Thesis (optional) Faculty Supervisor
- HEM 709 Graduate Seminar Project
- HEM 720 Simulation III – (2)

Health Emergency Management Online Course Offerings

PHL 600 Ethical Theory (3)
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.

HEM 601 Clinical Foundations for Health Emergency Management (3)
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.

HEM 616 Health Emergency Management Operations and Quality (3)
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.

HEM 619 Health Emergency Systems and Environmental (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.

HEM 634 Public Health Hazards Planning and Response (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.

HEM 636 International Threats and Disasters (3)
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.

HEM 646 Building Sustainable Coalitions for Health Emergency Management (3)
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.

HEM 652 Theory and Logistics of Mass Gathering Disasters (3)
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.

HEM 655 Health Informatics and Public Education (3)
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.

Graduate Studies

EPR XX X Graduate Seminar Project (3)
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) (3)
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

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 Science in Industrial Organizational Psychology

The Master of Science in Industrial/Organizational Psychology (I/O Psychology) blends coursework from the fields of counseling psychology and business. The degree offers practical and research-based learning that prepares students to apply the principles of psychology to organizational and leadership challenges. The I/O Psychology program offers flexibility in designing a unique course of study for each graduate student.

Degree Requirements
The Master's in I/O Psychology consists of 36 credits; 12 courses including a capstone field or research project. At a pace of 3 courses per semester, degree requirements may be completed in as little as 18 months. On-ground Business courses are held at an accelerated pace of 8 weeks while most Psychology courses are held in a traditional format of 15 weeks.

Curriculum
Required Courses (8)
- IOP 760 Business Ethics
- IOP 649 Applications and Issues in IO Psychology
- IOP 622 Leadership
- IOP 633 Organizational Theory/Behavior
- IOP 639 Positive Psychology in the Workplace
- IOP 571 Managerial Statistics
- IOP 710 Research Methods
- IOP 733 Capstone Project (Prerequisite: All core courses)

Electives (Choose 4)
- IOP 711 Human Resource Management
- IOP 831 Workplace Violence
- IOP 632 Group Process
- IOP 929 Labor Management Relations
- IOP 646 Lifespan Development
- IOP 648 Social Psychology
- IOP 736 Multicultural Perspectives
- IOP 613 Theories of Personality

Industrial Organizational Psychology Course Offerings

IOP 571 Managerial Statistics (3)

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

IOP 613 Theories of Personality (3)
A survey of current personality theories, their view of the human person, and their influence on treatment, education and culture of today. The student will be also exposed to the limitations of each theory given the time period in which it was developed, and the methodology research of that period.

IOP 622 Leadership (3)
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.

IOP 629 Labor Management Relations (3)
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.

IOP 632 Group Process (3)
An experiential/didactic approach to the theory of group behavior and group interaction. In addition to assigned readings focusing on the dynamics and formation of groups, as well as different kinds of group settings, e.g., support groups, psychoeducational groups and therapeutic groups, students will be required to participate as members of a group and will be taught to record data and observations.

IOP 633 Organizational Theory and Behavior (3)
The study of the fundamental theory of the management development process and the analysis of employee behavior patterns

IOP 639 Positive Psychology in the Workplace (3)
The purpose of this course is to teach students the theoretical foundations, clinical interventions, and applications of positive psychology. Positive psychology is the scientific study of what makes life most worth living, by emphasizing positive emotions, thought patterns, and relationships that contribute to human flourishing. This class explores the measurement, development and cultivation of character strengths such as: wisdom, courage, humanity, justice, temperance and transcendence. Conceptual and empirical tools are offered to craft and evaluate interventions that promote psychological well-being. The empirical evidence underlying the science of positive subjective experience will be reviewed. Application to psychotherapy and other clinical practices will also be emphasized through lecture, media, assignments, and class activities.

IOP 646 Lifespan Development (3)
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.

IOP 648 Social Psychology (3)
Systematic study of human social behavior. Focus on how people perceive and react to others and how humans are affected by social situations. Emphasis on attitude formation, stereotypical thinking, and the effects of media on group value structures

IOP 649 Applications and Issues in Industrial Organizational Psychology (3)
This course introduces the application of psychological concepts, principles, and methods to process issues and problems in the work environment. Content is balanced between practice and theory. Critical thinking is emphasized to prepare the practitioner for today's workplace challenges.

IOP 710 Research Design for the Social Sciences (3)
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.

IOP 711 Human Resource Management (3)
Provides the student with an overview of current human resource issues, methods, and styles, using case presentations and analyses.

IOP 733 Capstone Project (3)
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. Alternatively, students may choose to use case studies and other materials to help demonstrate oral and written competence in their specialty area of Industrial Organizational Psychology. While assuming a leadership/consultant role, students integrate knowledge from IOP 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.

IOP 736 Multicultural Perspectives (3)
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

IOP 760 Business Ethics (3)
Study of moral philosophy, values, and ethical decision-making in today's business environment

IOP 831 Workplace Violence (3)
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.
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Graduate Certificate in Industrial Organizational Psychology (4 courses)
The Graduate Certificate in Industrial Organizational Psychology may be earned either on track to earning the master's degree or as a shorter course of study resulting in the certificate.

IOP 649 Applications and Issues in Industrial Organizational Psychology (3)
This course introduces the application of psychological concepts, principles, and methods to process issues and problems in the work environment. Content is balanced between practice and theory. Critical thinking is emphasized to prepare the practitioner for today's workplace challenges.

IOP 633 Organizational Theory and Behavior (3)
The study of the fundamental theory of the management development process and the analysis of employee behavior patterns.

IOP 622 Leadership (3)
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.

IOP 710 Research Design for the Social Sciences (3)
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.

Master of Social Work (MSW)

The Master of Social Work program intends to build on the rich history of Anna Maria College to prepare advanced level social work practitioners who have specialized knowledge and clinical skills for working with individuals, families, groups, communities and organizations based on a firm generalist practice foundation. This program seeks to prepare students for the positions of clinical social workers, clinical case managers, school social workers, child welfare workers, substance abuse counselors, family counseling and administrative practice through one specialization or concentration that is Advanced Generalist Practice. It seeks to prepare students to work at the micro, mezzo and macro levels of Social Work. The program will prepare graduates for practice and licensure in the state of Massachusetts and across the country as Licensed Certified Social Worker (LCSW), and Licensed Independent Clinical Social Worker (LICSW). The program is offered through on-the-ground courses.
Anna Maria College's MSW program prepares students for Advanced Generalist Practice in a variety of interest areas:

1. Social Work Administration
2. School Social Work
3. Adolescent Counseling
4. Marriage and Family Counseling
5. Medical Social Work
6. Psychiatric Social Work
7. Child Welfare Services
8. Geriatrics
9. Hospice
10. Crisis Intervention

The MSW program has the following degree options:

- Full time: 62 credits completed in two years
- Part time: 62 credits typically completed in four years
- Advanced Standing: applicants who have a BSW may qualify for advanced placement of 30+ credits completed over three semesters (Fall, Spring, and Summer)

Field Placements
Anna Maria College's MSW curriculum is uniquely designed to allow students to take classes while doing concurrent fieldwork. Students get the chance to apply what they learn, not at the end of the program, but while engaged in the program. Students are placed in a variety of social service agencies throughout central Massachusetts and beyond. Field work provides an opportunity to work with diverse populations and we will assist you in selecting an appropriate

and convenient field placement. If students work at a social service agency and receives approval from the Field Director, it may be possible to complete one field placement at their place of employment.

Admission requirements

Degree Requirements
The Masters of Social Work consists of 62 credits; 20 courses with an overall GPA of 3.0 (B) including an integrated seminar.

Required Courses:

Foundation Year

SWK 500 Social Work Forum (0)
The Social Work Forum is an organization made up of primarily students and faculty advisors. It is especially important to the Social Work Program that student voices are included in decisions that impact them. Opportunities for students to participate in the development of Social Work Program policies, events, and activities are announced on a regular basis as they arise via email, posted flyers, and in-class announcements. These include representing Social Work students at meetings of the Program's Professional Advisory Board, seeking election as officers of the Social Work Forum, and joining committees charged with organizing events for the social work community.

SWK 501 Social Work and Practice Fields (3)
This is the first of the two required social work courses for the foundation year, which examines the history and development of Social Work and U.S social welfare programs and policies as they pertain to marginalized individuals. In addition, it provides the conceptual framework of generalist social work practice. This first course in the methods sequence introduces the concept that practice methods to be used in a given situation depend on the needs and preferences of the client, as well as on the skills of the social worker. It teaches the basic macro and micro intervention skills, techniques, and processes required for sound social work practice at the beginning of the professional level. The course focuses on professional and personal values and knowledge of self.

SWK 502 Ethical Theory, Diversity and Social Justice (3)
This course content addresses specific core areas. The core content areas include the history and evolution of values and ethics in social work; ethics theories (e.g. Abramson, Gilligan, Levy, Keith-Lucas, Loewenberg, Reamer, etc.), social justice, and the professional standards of social work practice, as described in the National Association of Social Workers Code of Ethics. The

course expands the knowledge of students in terms of race, ethnic identity, and various disenfranchised populations.

SWK 503 Social Welfare Policy (3)
This course examines the policies, programs, issues, and problems that social workers confront. Students are encouraged to develop critical and analytical skills in examining our present policies and in considering possible alternatives. Present day policies are analyzed through the lens of history and contemporary economic, social, political, value, and spiritual milieus. Using professional ethics and values, and cross-cultural knowledge as foundations, as well as the rich contribution and strengths of a diverse range of individuals and groups, particularly women and people of color, are brought to bear in evidence-based analyses of historical and contemporary policies.

SWK 504 Growth and Behavior in Social Environment (3)
This course examines the physical, psychological, social, spiritual and cultural forces impacting the growth and development of individuals within the context of their families, communities, and society. It provides the student with the opportunity to integrate knowledge from courses in Biology, Psychology and Sociology. Using a life span approach, the course covers the prenatal period through the aging years and death.

SWK 505 Field Work & Seminar I (4)
SWK 505/510 Field Work and Seminar I and II (4 Cr per semester) these courses build on the knowledge, and skills gained in the foundation field work education placement. Students beginning experience working with individuals, families, small groups, communities, and organizations within the political, social, and cultural context of the setting. Issues of social and economic justice within organizational and community context and how they are addressed through policy or program development and evaluation. Students must complete 225 field placement hours per semester for a total of 450 hours. This course focuses on the development of applied social work skills, knowledge, values, cognitive and affective processes for generalist practice in a diverse population setting. As such, it provides students with an experiential learning experience consistent with an advanced field course. This course consists of 450 hours of practicum experience. Students are expected to attend all hours of practicum and training, demonstrating appropriate social work skills and use of self. The course emphasis is on the development of beginning social work skills and the application of these skills to the practice setting. Skills include the application of all the generalist curriculum content combined with the concurrent first semester social work generalist course content. This content encompasses an understanding of human behavior and social theories along with a commitment to the profession and an adherence to social work values and ethics. It also includes specific practice skills such as effective communication and professional use of self within the rural practice milieu as well as an understanding of and respect for persons who may not be from the same background, and respect for human diversity.

SWK 506 Generalist Practice with Individuals (3)
This course builds on the first course- Social Work and practice (SWK 501) content. Students gain generalist practice skills. This course is an integration of theory and practice in working with clients as direct practitioners. Students gain knowledge of generalist practice at the micro level. This is one of the foundation courses of social work for MSW students. It is recommended to be taken concurrently with Field work in the foundation year.

SWK 507 Generalist Practice with Families and Groups (3)
This is the third of the foundation practice course. It prepares students to assess larger systems such as groups, and families. 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. The course covers these topics within the context of families and special attention is paid to social work practice with diverse groups, those oppressed and at-risk, and to institutional patterns of discrimination. This course is taken concurrently with SWK 510 Field work and seminar –II. The course integrates practice experience and course learning, and continues the development of the general skills required to intervene on a generalist practitioner level.

SWK 508 Generalist 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 assisting consumers to solve problems and promote change in the communities and organizations. A broad range of topics will be covered, including community organization, advocacy, policy analysis, supervision/administration and grant proposal writing.

SWK 509 Social Work Research Methods (3)
This course examines the role and the step-by-step process of research in the social work profession; it includes a review of relevant research in the field and instructs students in the evaluation of their own practice of social work. Students will be oriented to statistics and utility in the social work profession. This is one of the foundational courses for the MSW student. It is generally taken in the second semester or in the summer of the first year.

SWK 510 Field Work & Seminar II (4)
SWK 510 Field Work and Seminar II (4 Cr per semester) this course is a continuation of SWK 505 and continues to build on the knowledge, and skills gained in the foundation field work education placement. Students will continue to experience working with individuals, families, groups, communities, and organizations within the political, social, and cultural context of the field setting. The course explores issues of social and economic justice within organizational and community context and how they addressed through policy or program development and evaluation. Students must complete 225 field placement hours per semester for a total of 450 hours.

Advanced Generalist Practice Year

Upon completion of the generalist practice year of 10 required courses, students will be allowed to move into the concentration year of Advanced Generalist Practice. During this period, students are required to complete 30 credits, of which 24 are required courses. This includes a 620-hour field placement at the advanced level under a clinical supervisor. Students will continue to participate in the social work forum and 6 required courses at the advanced generalist level, which includes a two-part applied research component. The following are the course descriptions of the courses that students will take. In addition, students during the program are required to take two electives to make up a total of 62 credits in the program. The electives may be taken in the MSW program or in another graduate program at Anna Maria College or at another institution.

SWK 600 Social Work Forum (0)

In addition to the above information in SWK 500, the Social Work Program promotes opportunities for students to participate in Social Work professional organizations through membership in the National Association of Social Workers. Students are encouraged to seek election to NASW Board positions so that they may be a voice for social work students in the development of policies and programs that impact the profession. Students are encouraged to work with their faculty advisor to the forum to organize and participate in National and International Conferences

SWK 601 Policy and Practice (3)

This course focuses on social work macro practice skills including the history of social welfare as well as social welfare policy as it impacts communities and service delivery organizations. It teaches policy and practice skills that enable students to use evidence based practices to frame interventions for social issues that affect the lives of marginalized groups of people and populations-at-risk. Using professional values and ethics and the employment of critical thinking skills as a base, students will demonstrate their ability to evaluate the effectiveness of culturally competent policy practice interventions. Pre-requisite is Social Welfare policy.

SWK 602 Evaluation and Assessment (3)

Social Workers in any setting need to demonstrate facility with client diagnosis. This course helps student assess individuals in the context of mental disorders using the person-in-environment approach. The evolution and assumptions of the DSM- V systems are examined in terms of strengths and limitations. Students will be oriented to the various disorders at the advanced generalist level. It will help students develop competence and critical thinking in the diagnostic process, while also considering diagnosis in a way that is consistent with social work values and principles.

SWK 603 Administration and Supervision (3)
This course is an advanced generalist practice course at the macro level. The first part of this course will focus on social work practice from an administrative perspective and the second part will focus on supervision in social work practice, including theories and principles of culturally competent management and organizational issues in administration within the context of professional social work. It will include consideration of social and economic justice and ethical imperatives and influences of funding patterns, legislation, organizational culture, and structure on program planning, and implementation. The second part of the course provides the requisite knowledge and skills for assuming basic responsibilities of being a supervisor. The part of the course examines the purpose, principles, and methods of supervision applicable to many social work settings and the demands upon the supervisor and supervisee. The emphasis is on the supportive, educational, and administrative elements of supervision. Issues specific to women and other minority groups are also addressed. This course is taken concurrently with Fieldwork and Seminar -III

SWK 604 Integrated Seminar - I (Applied Research) (2)
This is the first half of a year-long course that serves as a capstone to the full MSW learning experience. Students will design and conduct human rights-based research projects that integrate the key concepts of the MSW program's curricular themes and course work, and develop an integrative project proposal for a study that contributes to the knowledge, skills, and values of justice-based social work practice. Prerequisites: completion of foundation year courses. Offered fall or winter break

Extended course description Students apply scientific methods of knowledge development for social work clinical practice; ethical standards for scientific inquiry; quantitative and qualitative research methods; and research designs to critical evaluation of research in the clinical concentration and to development of a plan for research project implementation. Students will engage in an advanced research practice experience that enables them to demonstrate the capacity to plan, conduct, and evaluate a research project in an agency or other approved venue. The research proposal is implemented during the spring semester while enrolled in SWK 609 Integrated Seminar-II and usually concurrently enrolled in Advanced Field Internship.

SWK 605 Field Work and Seminar - III (4)
SWK 605/610 Field Work and Seminar III and IV (4 Cr per semester) these courses build on the knowledge, and skills gained in the foundation field work education placement. Students gain additional experience working with individuals, families, groups, communities, and organizations within the political, social, and cultural context of the setting. Issues of social and economic justice within organizational and community context and how they addressed through policy or program development and evaluation are also studied. Students must complete 310 clock hours per semester. Taken concurrently with the practice course in the concentration

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program.

SWK 606 Advanced Practice with Couples, Families, and Groups (3)
This course provides students with advanced generalist theories, knowledge, values, and skills for evidence-based direct practice with couples, families, and treatment groups. Students develop, analyze, integrate and apply advanced knowledge and skills in the comprehensive assessment and the differential application of treatment approaches and intervention strategies in social work practice at the micro level with couples and families and at the mezzo level with treatment groups. This course presents a framework for comparing, contrasting, and differentially applying these models to direct practice with diverse populations and in a variety of field settings, with emphasis on practice in a multicultural community context.

SWK 609 Integrated Seminar- II (Research Project) (2)
This is the second half of the year-long integrative project course. Students complete the human rights action project begun in the fall. Projects focus on advancing human rights and social and economic justice for children, families and communities, through education, social action, and policy. Projects integrate the concepts learned in previous courses and reflect the curricular themes and justice-based focus of the program. Prerequisites: completion of foundation year courses and SWK 604.

SWK 610 Field work and Seminar - IV (4)
SWK 605/610 Field Work and Seminar III and IV (4 Cr per semester) these courses build on the knowledge, and skills gained in the foundation field work education placement. Students gain additional experience working with individuals, families, small groups, communities, and organizations within the political, social, and cultural context of the setting. Students will also examine issues of social and economic justice within organizational and community context and how they are addressed through policy or program development and evaluation. Students must complete 310 clock hours per semester. Taken concurrently with the practice course in the concentration.

Elective Courses (minimum two courses)
SWK 702 Child Welfare Practice and Services (3)
SWK 703 Supervision in Social Work Practice (3)
SWK 704 Critical issues in Chemical Dependence (3)
SWK 705 Social Work Perspectives on Psychopathology (3)
SWK 706 Family Focused Social Work Practice (3)
SWK 708 Gerontology (3)
SWK 709 International Independent Study (3-6 credits)
SWK 710 Independent Study (3)
SWK 811 Death and Dying (3)

SWK 812 Practice of Mindfulness (3)
SWK 813 Marital and Family Therapy (3)
SWK 814 Psychological Trauma (3)
SWK 815 Cognitive Behavioral Therapy (3)
SWK 816 Motivational Interviewing (3)

Master in Pastoral Ministry

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

This program will support the development of the intellectual competencies listed in the current National Certification Standards for Lay Ecclesial Ministers. As of November 2011, these topic areas of intellectual development include:

- Scripture and revelation
- Dogmatic theology
- Church history
- Liturgical and sacramental theology.
- Moral theology and Catholic social teaching
- Pastoral theology
- Spirituality
- Canon law
- Ecumenism and interreligious dialogue
- Social sciences and humanities
- Culture and language studies

Degree Requirements
Thirteen courses (39 credits) are required for the degree:
• Eight courses in foundational theology

• Two courses in spiritual formation
• Three courses in pastoral skills, including a pastoral project in the student's chosen area of ministry.

The program can be completed in two academic years.
An overall grade-point average of 3.0 (B).

Curriculum

Theological Exploration (24 credit hours)

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

THE 602 Foundational Theology
THE 604 God and the Human Person
THE 606 Perspectives on the Hebrew Scriptures
THE 608 Perspectives on the Christian Scriptures
THE 610 Jesus: Fully Human, Fully Divine
THE 612 The History and Mission of the Church
THE 614 Moral Theology, Christian Ethics, and Society
THE 616 Sacramental and Liturgical Theology

Spiritual and Ministerial Formation (6 credit hours)

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

THE 620 Spiritual Identity and Faith Formation
THE 621 Ministry as Vocation

Pastoral Skills (9 credit hours)

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

THE 630 Arts and Skills for Ministry
THE 690 Pastoral Project and/or Internship, with Thesis
THE 699 Professional Readings

Religious Education
Professional religious educators and other interested students have the option of pursuing a concentration in Religious Education involving the study of educational theory and the cultivation of practical pedagogical skills.
THE 702 Foundations of Religious Education
THE 704 Methods in Religious Education

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

Total Credit Hours: 39

Deacon Candidates Formation Program

Program Description
The deacon formation program provides the academic training necessary to students preparing to become deacons in the Worcester Diocese. This is typically a four-year process, which means that classes are spread out over that time frame, though some candidates require five years to complete the required academic work. To meet the needs of the students, classes are offered in the evenings, once a week.

The diocese has its own selection and recruitment process. A critical component of this program is the formation of a community of learners within a coherent and developmental model of education.

Program Curriculum
This program will support the intellectual formation of candidates for the permanent diaconate, as listed in the current *Basic Norms for the Formation of Permanent Deacons*. As of 1998, these topic areas of intellectual formation include:

a) introduction to Sacred Scripture and its right interpretation; the theology of the Old and New Testament; the interrelation between Scripture and Tradition; the use of Scripture in preaching, catechesis and pastoral activity in general;
b) introduction to the study of the Fathers of the Church and an elementary knowledge of the history of the Church;
c) fundamental theology, with illustration of the sources, topics and methods of theology, presentation of the questions relating to Revelation and the formulation of the relationship between faith and reason, which will enable the future deacons to explain the reasonableness of the faith;
d) dogmatic theology, with its various treatises: Trinity, creation, Christology, ecclesiology and ecumenism, Mariology, Christian anthropology, sacraments (especially theology of the ordained ministry), eschatology;

e) Christian morality, in its personal and social dimensions and, in particular, the social doctrine of the Church;
f) spiritual theology;
g) liturgy;
h) canon law.

Furthermore, the 2005 *National Directory for the Formation, Ministry and Life of Permanent Deacons in the United States* stipulates the following topics of intellectual formation:

- Introduction to sacred Scripture and its authentic interpretation; the theology of the Old and New Testaments; the interrelation between Scripture, Tradition, and the Magisterium; the use of Scripture in spiritual formation, preaching, evangelization, catechesis, and pastoral activity in general
- Introduction to the study of the Fathers of the Church and an elementary knowledge of the history of the Church
- Fundamental theology, with illustration of the sources; topics and methods of theology; presentation of the questions relating to revelation and the formulation of the relationship between faith and reason, which will enable the participant to explain the reasonableness of the faith
- Dogmatic theology, with its trinitarian, Christological, pneumatological, and ecclesial dimensions, including the Church as a communion of churches—Latin and Eastern Catholic Churches; Christian anthropology; sacraments; eschatology; Mariology
- Christian morality in its personal, familial, and social dimensions, including the social doctrine of the Church
- Spiritual theology, the spiritual traditions of the Church as applied to one's own spiritual journey, and the spiritual life of the faithful
- Liturgy and its historical, spiritual, and juridical aspects, with particular attention to the Rite of Christian Initiation of Adults and to the liturgical rites the deacon will celebrate
- Canon Law, especially canonical considerations of the rights and obligations of the clergy, and the canons applicable to Baptism, marriage, and Christian burial
- Ecumenism and interreligious dialogue principles, norms, and dimensions in pastoral ministry;
- Theology of Catholic evangelization: "evangelization of cultures and the inculturation of the message of faith," multicultural expressions of the faith, and missiology

Degree Requirements

Thirteen courses (39 credits) are required for the MA degree:

- Eight courses in foundational theology
- Two courses in spiritual formation
- Three courses in pastoral skills, including a pastoral project in the student's chosen area of ministry.

An overall grade-point average of 3.0 (B).

Graduate Pastoral Ministry Course Offerings

THE 602 Foundational Theology (3)
Examines the fundamental concerns present in all theological inquiry. The course presents a specific framework for understanding a theology of faith, a theology of revelation, a theology of tradition, and a theology of Sacred Scripture.

THE 604 God and the Human Person (3)
Studies the nature of the human person in light of the doctrines of creation, revelation, sin, the grace of transformation in Christ, and community. Contemporary issues in Christian anthropology will also be addressed.

THE 606 Perspectives on the Old Testament (3)
Focuses on the development, style, and interpretation of books and writings of the Old Testament.

THE 608 Perspectives on the New Testament (3)
Explores the development of the Gospels and other writings of the New Testament that highlight the early Church's understanding of the meaning of life and the message of Jesus.

THE 610 Jesus: Fully Human, Fully Divine (3)
Presents a historical and systematic study of the person and work of Jesus Christ as the object and foundation of Christian faith.

THE 612 The History and Mission of the Church (3)
Examines the origins, nature, and mission of the Church. Topics include theological literature, popular religion, doctrinal developments, the role of the papacy, and the interaction between Christianity and culture.

THE 614 Moral Theology, Christian Ethics, and Society (3)
Focuses on major themes of moral theology and on how Christian, especially Catholic tradition, offers guidance for ethical decision-making. The course also explores the interrelationships among moral theology, Christian ethics, and contemporary society.

THE 616 Sacramental and Liturgical Theology (3)
Explores the history, doctrine, theory and praxis of sacraments and liturgy within the Roman Catholic Church.

THE 620 Spiritual Identity and Faith Formation (3)
Facilitates self-understanding and explores stages of faith and styles and of spiritual journeying through a holistic approach to the Christian spiritual life. The course draws on selected readings, reflection, and prayer to achieve these objectives.

THE 621 Ministry as Vocation (3)
Builds on insight and experience to explore the connections between the call to and the challenges of pastoral ministry. This course will also provide students with an understanding of the theology of ministry and possible pastoral responses to the needs of the community and the Church.

THE 630: Arts and Skills for Ministry (3)
Introduces the student to resources and methods for developing essential skills for ministry.

THE 690 Pastoral Project (3)
Requires the student to create a ministerial project that clearly integrates theology into pastoral ministry. A thesis is required.

THE 699 Professional Readings (3)
Facilitates a program of selected readings that bear a special interest for the student because they substantiate the interest area of the pastoral project of THE 690.

THE 702 Foundations of Religious Education (3)
Examines the foundational principles underlying religious education and their practical application in various educational settings. This course includes a study of the dominant approaches to religious education as described by the leading educational theorists. It explores a range of curriculum models promoting a lifelong faith.

THE 704 Methods in Religious Education (3)
Explores teaching methods appropriate to the presentation of religious concepts from preschool through adult education in school and parish settings. This course includes classroom environment, classroom management techniques, and developmental theories.

Master of Public Administration of Public Administration

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, homeland security, 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 nongovernmental 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

Additional admission criteria

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

Direct Track: 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 as well as other fields.

Midcareer Track: evidence of successful completion of 4 years or more of related work experience in their chosen concentration. If accepted into the mid-career track, two MPA courses will be waived (MPA 503 and MPA 603 - 6 credits).

Degree Requirements/Curriculum
Students admitted under the Direct Track complete a total of 36 credits – 24 core course credits and 12 concentration credits. Students admitted under the mid-career track complete a total of 30 credits – 18 core course credits and 12 concentration credits. All MPA courses are three (3) credits.

Core Courses
MPA501 Strategic Management of Human Capital
MPA502 Organizational Theories & the Public Sector
MPA503 Executive Leadership

MPA504 Management Policies in Government Finance
PHL600 Ethical Theory
MPA602 Managerial Statistics for Public Managers
MPA603 Public Policy
MPA604 Strategic Planning for Public Managers

Concentration Courses:
General Administration:
MPA 500 Conflict Management
MPA 529 Public Sector Labor Relations
MPA 601 Professional Government
MPA 610 Capstone Project or MPA 611 Applied Research

Total Concentration Credits 12

Criminal Justice:
JAD 840 Justice Administration
JAD 811 Special Topics in Justice Administration
JAD 822 Justice and Public Policy
JAD 610 Capstone Project or JAD 611 Applied Research
Total Concentration Credits 12

Emergency Management:
EPR 516 Emergency Management Operations Framework
EPR 511 Special Topics in Emergency Management*
Free elective (EML, EPR, FRS, HCA, HLS, JAD, or PSM with a 600 or higher #)
EPR 609 Capstone Project or EPR 611 Applied Research
Total Concentration Credits 12

Fire and Emergency Services:
FRS 529 Labor – Management Relations
FRS 511 Special Topics in Fire/Rescue Services Administration*
FRS 695 Customer Service: Creating a Customer Friendly Organization
FRS 610 Capstone Project or FRS 611 Applied Research
Total Concentration Credits* 12
*U. S. Fire Administration Executive Fire Officer (EFO) program graduates are eligible for a waiver of FRS 511 - Special Topics and MPA 502 Organizational Theory

Homeland Security:
HLS 701 Foundations of Homeland Security
HLS 702 Domestic Threats & Policy Analysis

HLS 703 International Threats & Policy Analysis
HLS 704 Partnerships for Homeland Security
Total Concentration Credits 12

Graduate Public Administration Course Offerings

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.

MPA 502 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 and 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.

EML 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 EML, regulation, competition, organizational innovations in EML services, and alternate strategies.

EML 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.

EML 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.

EML 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.

EML 611 Applied Research (3 credits)
Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies.

FRS 511 Special Topics in Fire/Rescue Services (3 credits)
This course deals with emerging topics in the field of fire rescue service, including trend in fire service delivery, fire service technology, as engineering as well as review of contemporary fire service research.

FRS 529 Labor Management Relations (3 credits)
Covers the development, structure and current status of labor unions in the United States. The course examines management attitudes toward the bargaining process, the evolution of labor legislation, government policy toward labor management relations (i.e. changes in the composition of the labor force, white collar organizations soliciting bargaining units).

FRS 608 Service Performance Management for Local Government (3 credits)
This course will take the student through a brief overview of service performance measurement, and then delves into successful service performance management practices. It reviews successful results from local governments, a step-by step approach for establishing a system designed to get results, and the importance of tying performance measures to the nuts and bolts of the service delivery system.

FRS 640 Emergency Services Communications and Technology (3 credits)
This course focuses on the development of written communication and presentation skills necessary for success within public sector organizations. Emphasis will be placed upon problem analysis, the utilization of data, and the development of a comprehensive program to market the organization to its constituents.

FRS 695 Customer Service: Creating a Customer Friendly Organization (3 credits)
This course allows the student to develop a customer service program specific to their respective community. Through case analysis and examination of practices within other public and private sector agencies, customer service will be examined as a foundational philosophy that is a critical component of a dynamic emergency services organization.

FRS 610 Capstone Project (3 credits)
Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

FRS 611 Applied Research (3 credits)
Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies.

HCA 511 Special Topics in Healthcare Administration (3 credits)
This course deals with emerging topics in the field of health care administration such as the impact of health care reform efforts, the delivery of quality care and the rising cost structure of health care.

HCA 535 Legal Issues in Health Care (3 credits)
This course will give students an understanding of the regulations, statues and cases that control the delivery of health care in America. Special emphasis will be placed on helping student to think about these issues in a way that avoids problems and helps in avoiding pitfalls in delivering quality service.

HCA 610 Capstone Project (3 credits)
Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

HCA 611 Applied Research (3 credits)
Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies.

HCA 637 Analysis of the Quality of Health Care Delivery (3 credits)
Systematic introduction to the healthcare delivery system with emphasis on interactions of governmental authorities, delivery systems, financing of health care, regulation, competition, organizational innovations in healthcare services, and alternate strategies.

HLS 610 Capstone Project (3 credits)
Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

HLS 611 Applied Research (3 credits)
Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies

HLS 702 Domestic Threat & Policy Analysis (3 credits)
An analysis of the threat of domestic terrorism in the United States from hate groups, Eco terrorist, "lone wolves" and extremist groups.

HLS 711 Special Topics in Homeland Security (3 credits)
This course deals with emerging topics in the field of homeland security.

JAD 610 Capstone Project (3 credits)
Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

JAD 611 Applied Research (3 credits)
Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies

JAD 711 Special Topics in Justice Administration (3 credits)
This course deals with emerging topics in the field of justice administration.

JAD 821 Community Partnerships (3 credits)
This course will examine the concept of community in public service. The focus will be to explore partnership initiatives with public and private institutions as well as federal, state, and local agencies. Students will review the experiences of diverse agencies in developing, implementing, and maintaining partnerships within local communities. Issues, obstacles, and limitations that are involved with collaborative interventions will be explored.

JAD 822 Justice and Public Policy (3 credits)
Facilitates critical thinking about various models and approaches to the delivery of public services. Includes the study of actions, behaviors and attitudes of individuals and interest groups in various agencies in an attempt to understand and assess planning decisions. Develops concepts of political culture, interdependence, jurisdictional disputes and the goals of contemporary justice administration in a democratic society.

JAD 840 Justice Administration (3 credits)
Examines planning models and techniques applicable to public administration. Topics will also include theories of administration, leadership types, group decision-making, the budget process, the role of the work environment and grant writing.

PSM 501 Conflict Management (3 credits)
Focuses on the resolution of a variety of potential conflicts in the public sector including intrapersonal, interpersonal, intragroup, and intergroup. Emphasizes analysis of alternative dispute resolution, negotiation and arbitration.

PSM 511 Special Topics in Public Administration (3 credits)
This course deals with emerging topics in the field of public administration.

PSM 601 Professional Government Management (3 credits)
This course provides a thorough grounding in the theory behind successful management practices, but also shows how theory works in the real world to assist in: providing community leadership; working with the governing body; promoting the community's future; managing people, money, and information effectively; implementing policy; raising productivity; evaluating programs; and working with other organizations to achieve your goals. The course also points to the human side of professional government management.

PSM 610 Capstone Project (3 credits)
Designed to give students the chance to apply the knowledge and skills that they have acquired throughout their graduate education to real-world situations. A capstone project is designed for those entering directly into a specific field, without plan for post graduate study.

PSM 611 Applied Research (3 credits)
Designed to give students the opportunity to do focused research on a topic from their respective field of study. Applied research is designed primarily for those planning to continue to doctoral or other post graduate studies

MPA 634 Healthcare Information & Technology (3 credits)
Provides an overview of quality and information management systems for health care leaders. Quality management models, approaches, tools and techniques are presented in the context of organizational culture and leadership.

MPA 635 Legal Issues in Health Care (3 credits)
This course will give students an understanding of the regulations, statues and cases that control the delivery of health care in America. Special emphasis will be placed on helping student to think about these issues in a way that avoids problems and helps in avoiding pitfalls in delivering quality service.

MPA 636 The Economics and Financing of Health Care (3 credits)
This course explores the economics and financing of health care services in the United States and provides an understanding of how decisions are made by providers, consumers, and the third

party payers for pricing and the quality of health care services. The effects of financing methods on the availability, quality, and planning of health care are also explored. It covers decision-making models, analyzes policy issues, and investigates political and economic aspects of the health care industry.

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 and 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.

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.

Resources and Directories

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Mirick O'Connell
Worcester, Massachusetts

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Managing Counsel-Law
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Arbella Insurance Group
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Career Services
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Conference/Facility Rentals
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Facilities + Engineering
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Health + Counseling Services
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