



Undergraduate and Continuing Education Catalog 2012-2014

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

UPDATED FALL 2012

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MISSION

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

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

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

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

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

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

PRESIDENT'S MESSAGE

Dear Anna Maria College Student:

Welcome to Anna Maria College! AMC is a pre-eminent institution of higher education. Our reputation is based on over 65 years of providing the highest quality education in a personal environment steeped in our Sisters of Saint Anne tradition and values. Our students experience a strong academic program with dedicated and talented faculty and individualized attention. Learning also takes place outside the classroom through internships, performances and service learning projects.

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

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

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

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

Sincerely,

Dr. Jack P. Calareso
President
Anna Maria College

ACCREDITATION AND MEMBERSHIPS

Anna Maria College is accredited by the: New England Association of Schools and Colleges, Inc. (NEASC), one of six nationally recognized accrediting associations in the United States and the official accrediting agency for schools and colleges in the six New England states. Institutional membership in the NEASC indicates that a school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Accreditation Commission for Education in Nursing
American Music Therapy Association
Council on Social Work Education
National Association of Schools of Music

Anna Maria College Programs are approved by the:

Board of Regents of Higher Education—programs for veterans
Massachusetts Department of Higher Education for participation in the Police Career Incentive Pay Program established by the Quinn Bill; Criminal Justice Programs
The Massachusetts Board of Registration in Nursing—Approval
Massachusetts Department of Elementary and Secondary Education—teacher licensure in visual art, music, history, English, early childhood, and elementary education
The Massachusetts Office of Emergency Medical Services

Anna Maria College is a member of the:

Academy of Criminal Justice Sciences
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
Colleges of the Worcester Consortium
Commonwealth Coast Conference
Council for Adult and Experiential Learning
Council for Exceptional Children
The Eastern Collegiate Athletic Conference
International Reading Association
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 Middle School Association
New England Association of Collegiate Registrars and Admissions Officers
New England College Athletic Conference
New England League of Middle Schools

The College

History

The Sisters of Saint Anne founded Anna Maria College in 1946 on a temporary campus located at Saint Anne's Academy in Marlboro, Massachusetts. In 1952, the College relocated to a 192-acre estate in Paxton, Massachusetts. Today, Anna Maria College remains committed to its founding principle of quality education for men and women within the Catholic tradition. Throughout its history, the College has been dedicated to its goals of fostering intellectual involvement, religious sensitivity, and social awareness in an atmosphere characterized by personal service to the individual.

Location

The main campus is situated in the town of Paxton, an hour's drive from Boston, Hartford, or Providence, the New England style campus is located just eight miles from downtown Worcester, New England's third-largest city, home to 12 institutions of higher education and a community of some 170,000 residents.

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

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

Buildings

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

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

Vice President of Academic Affairs and Computer Information Services.

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

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

Miriam Hall is the center of facilities for the study of music. It contains the Payer Concert Room, practice facilities, faculty offices, and classrooms. Adjoining Miriam Hall is the *Art Center* with its gallery, studios, and classrooms.

Foundress Hall, with its annex, *Cardinal Cushing Hall*, contains the admission, financial aid, registrar and business offices. It also houses classrooms, faculty offices, conference rooms, the Madore chapel, The Mondor-Eagan Library, the Campus Ministry office, Mission Effectiveness office, Public Safety and the *Zecco Performing Arts Center*.

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

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

Madonna Hall, a multi-level four-wing building, houses resident students. *Alumni Hall* houses resident students and is reserved for juniors and seniors. Adjacent to Alumni Hall is *Coghlin Hall*, and *South Hall*. Most recently *Saint Anne Hall*, a suite-style hall, opened in Fall 2011.

The *Bishop Bernard J. Flanagan Campus Center* provides a uniquely designed dining hall with private dining areas. The spiral staircase in the foyer leads to the campus mailroom, snack bar, bookstore, commuter lounge, game area and College pub. The offices of the Dean of Students and Multicultural Affairs are also located in the campus center.

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

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

Computer Center

Computer support for students and staff is available throughout the campus by means of the College network. The main computer facility is located in the Mondor-Eagan Library, and is available during library hours of operation. This air-conditioned lab, as well as the others on campus, provides word processing, spreadsheet, database, presentation, and graphics software, all with printing capabilities. Adjacent to the library, but with a separate entrance, is the training lab. This state-of-the art facility is used for academic course work and presentations. This teaching resource is a restricted environment and is scheduled heavily with classes. All residence halls have computer labs that are available to resident students 24 hours a day. Although varying in size, computer labs are provided in every academic building on campus. All students and staff automatically receive network login accounts, Internet access, and individual email accounts. Resident students may connect their personal computers in their rooms to the College network.

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

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

Alumni Association

As of August 2012, Anna Maria College has graduated over 14,000 men and women. These alumni are members of the Alumni Association of Anna Maria College and constitute a permanent, established resource and foundation for the future of the College.

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

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

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

The Faculty

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

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

and practitioners who bring a special expertise to the classroom.

Campus Security

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

Non-Discrimination Policy

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

Affirmative Action Coordinator:

Lisa Driscoll
Socquet House
Anna Maria College
Paxton, MA 01612-1198
508-849-3398

Admission

Admission to the First-Year Class

The Office of Admission considers each candidate individually for admission. The College seeks candidates who are capable of benefiting from the Anna Maria College approach to the study of the liberal arts as a foundation for future careers. Each applicant is evaluated for his or her potential for success, past academic performance, and involvement in leadership, athletics, and volunteer or special talent activities.

General Requirements

High School applicants must submit the following credentials:

1. Completed application form- Anna Maria College is a member of the Common Application - and a \$40 nonrefundable application fee.
2. An official copy of the high school transcript, including first quarter/semester grades of senior year, or GED.
3. Essay stating educational goals and how AMC would assist in this success.
4. 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. Anna Maria College suggests the following as the most appropriate high school preparation for its programs:

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

Homeschooled Students

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

Post Graduate Work

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

Transfer Admission

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

General Requirements

Undergraduate students who have attended an accredited college beyond high school graduation may be accepted for admission to AMC provided they meet admission requirements. Falsification or omission of application information will void admission to AMC. Students with less than 12 transferable hours will be reviewed by their high school transcript.

Application Procedures

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

1. Completed application form and a \$40 nonrefundable application fee in the form of a check or money order made payable to Anna Maria College.
2. Official copies of **all** college or university transcripts.
3. Copy of final high school transcript or GED with the date of graduation.
4. A letter of reference from current college/university official stating not outstanding violations or discipline issues pending.
5. A personal statement of educational objectives and how AMC will help in achieving these goals.

Transferring Credits

Anna Maria College accepts transfer credits received from fully accredited colleges and universities. Anna Maria College will accept up to 75 transfer credits, students must complete a minimum of 45 credits at Anna Maria College in order to earn a bachelor degree from Anna Maria College.

Students pursuing a second Bachelor's degree may transfer up to 90 credits, those students must complete a minimum of 30 credits at Anna Maria College in order to earn a bachelors degree from Anna Maria College.

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. A grade of C or better must be earned to

be considered for transfer. The final decision regarding credits acceptable for transfer to Anna Maria College is made by the appropriate academic department. If you are accepted to Anna Maria College as a transfer student, you may request a preliminary transfer credit evaluation. Otherwise you will be notified of your official transfer credits when you arrive on campus for new student orientation and meet with your academic advisor. After matriculation at Anna Maria College, the student may not transfer credits earned at another institution without the prior written approval of the Vice President of Academic Affairs.

- Transfer students with an earned Associates Degree from a regionally accredited institution will be exempt from the first and second year CORE courses
- Transfer students with fewer than 24 credits in transfer will be required to take AMC 100.

International Students

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

Applicants must submit the following:

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

Countries AMC considers to have English as the native language include Australia, Canada (except for the Province of Quebec), Commonwealth Caribbean Countries (Anguilla, Antigua, the Bahamas, Barbados, Belize, British

Virgin Islands, Bermuda, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent, Trinidad and Tobago, and Turks and Caicos Islands), Ireland, India, Liberia, New Zealand, United Kingdom (England, Northern Ireland, Scotland, Wales), and the United States.

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

3. An original 250- to 500-word essay detailing educational objectives.
4. Official documentation from a financial institution certifying ability to meet all financial obligations for one academic year. The dollar amount is subject to change if tuition, fees or room and board charges are modified.

Returning AMC Students

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

Special Requirements

Art

In order to be admitted into any of the art programs (including graphic design), students must submit a portfolio of their work for review. The portfolio should consist of a minimum of 10 works that reflect a cross-section of the applicant's artistic training, as well as the student's creative ability and drawing skills. Portfolio reviews and interviews with the Art Program faculty are scheduled by appointment throughout the academic year.

Music

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

- One prepared classical piece of their own choice, showing musicality and appropriate technical achievement

(memorization is not required);

- A brief evaluation of tonal and rhythmic acuity.

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

Nursing

Students accepted into the nursing major will be required to take and pass a Criminal Record Offender Inquiry (CORI), provide documentation of immunizations recommended for healthcare workers in Massachusetts, undergo drug screening and meet essential functional abilities. In compliance with policy 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 a licensure applicant's compliance with the "good moral character" licensure requirements established at Massachusetts General Laws, Chapter 112, section 74 and 74A. Individuals convicted of certain criminal convictions are permanently excluded from nurse licensure in Massachusetts. Further information may be found on the Massachusetts Division of Health Profession Licensure's website.

Honors Acceptance

Incoming freshmen students who meet the necessary requirements are invited to participate in the Honors Program at AMC. The Honors Program is directed by Dr. Paul Russell, Professor of History. Students must meet the following requirements:

- 3.25 GPA
- Submit a completed Application for Honors Program with essay outlining interest in the program and what special talents the student will bring to the program.

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

Application Deadlines (recommended):

Fall

Freshmen:	March 1
Transfers:	June 15

Spring

Freshmen	December 1
Transfers	December 1

Candidates for admission are reviewed once the application is complete. Applications are evaluated throughout the calendar year. It is recommended that students seeking financial aid complete the application process by March 1 in order to receive priority in financial aid.

Deposit

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

Recommended Deposit Deadline

Fall

Freshmen	May 1
Transfers	August 1

Spring

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.

If a student does enroll elsewhere, he/she must re-apply by submitting another application for admission and an official transcript of all coursework completed.

Advanced Standing or Placement

Anna Maria College students having no formal coursework to present for transfer may be granted advanced standing in their individual programs by receiving College credit through the following avenues with approval from the Program Director and Registrar.

- AP Credit (Advanced Placement)—high school graduates with Advanced Placement Examination scores of three or higher may apply for college credit. Submission of test scores are the responsibility of the student and the College will evaluate and notify student of accepted credit once scores are received.
- Credit by Examination such as CLEP (College Level Examination Program) or Excelsior College Exams (ECEs). Credit by examinations must have received a recommendation by the American Council on Education and must relate to the student's area of study.

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.

Tour Schedule

Monday–Friday (Year-round)

Campus Tours by appointment:

10 a.m. and 2 p.m.

Saturdays

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

Admission Events

Anna Maria College hosts Open Houses on selected dates during the academic year. They include a presentation about AMC, 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, and for students to receive firsthand information about academic, social, financial and co-curricular life at AMC 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 (2012–2013 Academic Year)

Tuition: \$28,752.00

Tuition (Music Major): \$32,788.00

Comprehensive Fee: \$1,704.00

Student Government Fee: \$220.00

Room & Board (10 or 15 meals): \$11,450.00

Room & Board (19 meals): \$11,750.00

Additional Academic Program and Service Related Fees

Certain academic programs that have special courses and other services may have required fees (such as music fees for non-music majors and lab and testing fees for nursing majors). Please consult the Schedule of Payment and Fees published online by visiting the Student Accounts Office webpage: <http://www.annamaria.edu/resources/student>.

Payment Due Dates

For the 2012-2013 academic year, all accounts must be paid in full for the fall academic semester by **Friday, August 3rd, 2012** and for the spring academic semester by **Friday, January 4th, 2013**. The due dates change annually based on the academic calendar. Financial clearance is necessary for continued enrollment in the College. Grades, transcripts, or diplomas will not be released until satisfactory settlement on the student's account is made. Students will not be allowed to pre-register for an upcoming semester without financial clearance.

Payments

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

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

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

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

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

Student Health Insurance Plan

The Commonwealth of Massachusetts mandates that full-time students must have medical healthcare coverage. The College has arranged with an independent insurance company to provide a medical policy to students who do not have comparable coverage. All full-time students are automatically enrolled and billed for the annual policy. International students are required to take this insurance. Upon proof of comparable coverage, the health insurance charge will be removed from the student's account. Students must waive their health insurance online at www.gallagherkoster.com/annamaria. Proof of coverage must be submitted annually online with the insurance broker by the last business day in September each year. The date is **September 28th, 2012** for the 2012-2013 school year and subject to change each year. No health insurance charges will be removed after this date. It is recommended that the student submit the health insurance waiver online by the tuition bill due date each fall.

Refunds

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

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

Fully on-line Undergraduate Program Tuition:

Undergraduate Tuition	\$1050 per 3 credit course
RN-BSN Tuition	\$1275 per 3 credit course

Refund Schedule

Accelerated 8-week semester

Withdrawal during the first week of class:- 100%

Withdrawal after the first week of class: - No Refund

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

Financial Aid

Financial Aid Office

The Financial Aid Office is located on the first floor of Foundress Hall. The staff is available for consultation on a walk-in or appointment basis between 9:30 a.m. and 4:30 p.m., Monday through Friday. The financial aid staff is also accessible online at finaid@annamaria.edu or by phone at (508) 849-3366.

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

Application for Financial Aid

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

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

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

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

Institutional Financial Aid

Anna Maria College Merit Scholarships

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

Cumulative GPA when accepted	Merit Award per academic year	Required AMC Cum. GPA to retain from year to year
3.50-4.00	\$12,000	3.20
3.00-3.49	\$ 9,000	2.80
2.50-2.99	\$ 7,000	2.50
2.00-2.49	\$ 5,000	2.0

Note: Students who drop below the yearly required AMC cumulative G.P.A. for the merit award will also see a drop to the corresponding award amount level as shown above. A student may gain back the original award amount only one time during their enrollment at AMC.

Anna Maria Opportunity Grant

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

Anna Maria Catholic High School Scholarship

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

Endowed Scholarships

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

Title IV Federal Student Aid

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

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant (SEOG)

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

Federal Perkins Loan

The Federal Perkins Loan is a low-interest loan that is awarded to students with financial need. As with the SEOG program, the federal government provides the College with a sum of money to award eligible students. The College determines the amounts and the recipients of the loans. Repayment of the Perkins Loan begins nine months after the student graduates, leaves school, or drops below half time. The Perkins Loan funds may not be available every year.

Students may be allowed up to 10 years to repay the loan. During the repayment period the student is charged five percent interest on the unpaid balance of the loan principal.

In order for the loan to be credited to the student's account, he or she must sign and return the award letter, fill out a Perkins Loan Master Promissory Note, and complete Entrance Counseling.

Federal Work-Study

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

Federal Subsidized Direct Loan

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

repayment begins and the interest starts to accrue. Standard repayment is over a ten-year period; however the student has the option of choosing from various repayment options when entering into repayment. Interest rates are set by the Department of Education each year on July 1st but will never go above 8%.

Federal Unsubsidized Direct Loan

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

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

Massachusetts Financial Aid

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

Massachusetts State Grant (MASSGrant)

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

Gilbert Grant

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

Massachusetts Part Time Grant

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

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 Connecticut, Maine, Maryland, New Hampshire, Pennsylvania, Rhode Island, and Vermont, and the District of Columbia offer state scholarships that may be transferred to Anna Maria College. Each state has different rules that apply to the scholarships. The student should consult with her/his guidance counselor or appropriate state agency for application information and deadline dates. States may adjust amounts of grants at any time or may choose not to participate in the program every year.

Alternative Financing Options

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

MEFA Loan

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

Federal Direct Parent PLUS Loan

This loan is for the parents of undergraduate students. The interest rate is a variable rate and may be revised by the Department of Education each July. There is an origination fee charged by the federal government to process the loan. A standard 10-year repayment schedule begins immediately although deferment options may be available by contacting the servicer of the loan. Loan applicants must pass a credit check and complete a Master Promissory Note. The pre-application form for the Direct PLUS loan is available on the Anna Maria web site.

Alternative Loans

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

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

Some loans may have a fee attached; however, the interest rate may be lower, thus making it a more attractive loan. There are several different kinds of repayment options. For instance, some loans require immediate repayment of both principal and interest, some loans require immediate interest-only repayment and some loans will allow for deferred repayment of both principal and interest until the student is out of school. It is important to check the kind of repayment options offered with each alternative loan.

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

Tuition Management Systems (TMS)

TMS is a monthly, interest-free payment plan. It offers families the opportunity to spread all or part of the college expenses over a three-twelve month period. There is an enrollment/automatic insurance fee. Call TMS at 1-888-216-4258 or visit them online at www.afford.com/annamaria for more information.

Veterans Benefits

Anna Maria College is approved by the Board of Regents of Higher Education for the purpose of training veterans and other eligible persons. Veterans who are eligible to receive benefits should consult the Registrar's Office for the specific details of application and enrollment certification. Any changes in course registration and/or full-time status must be promptly reported to the Registrar's Office.

Satisfactory Academic Progress

To be eligible for federal, state, and institutional loans, grants, and work study at Anna Maria College, a student must maintain satisfactory academic progress. All students are evaluated for academic progress on an annual basis in June for financial aid purposes. The Federal Government requires that students be evaluated both quantitatively and qualitatively. The quantitative evaluation is determined by counting the number of credits earned versus those attempted.

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

Graduate Satisfactory Academic Progress

Financial Aid Policy

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

Undergraduate Satisfactory Academic Progress

Financial Aid Policy

In order to be eligible for financial aid at Anna Maria College (AMC), a student must maintain satisfactory academic progress. All students are evaluated for academic progress on an annual basis in June for financial aid purposes. The Federal Government requires that students be evaluated both quantitatively and qualitatively.

The quantitative evaluation is determined by counting the number of credits earned versus those that have been attempted. Attempted includes all classes passed, failed, withdrawn, repeated, incomplete and pass/fail classes.

Required percentage of classes passed:

*Freshman must pass 50% of all classes attempted

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

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

*Freshman must earn 1.50 cumulative GPA

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

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

Appeals

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

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

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 AMC Financial Aid Office. Allow five days for review and response. If a student's appeal is approved, the financial aid will be reinstated for one semester. At the end of that 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 federal, state, or institutional aid but may apply for a credit-based student loan that does not require SAP for the cost of education or pay cash.

*A student may not appeal two consecutive semesters.

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

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

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

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

Incompletes affect the qualitative and quantitative measurements until the student either completes the coursework and earns a grade or does not complete the coursework and gets an F. Incompletes stand until the fourth week of the following semester, at which point the student may request the Financial Aid Office to calculate the changes.

Repeated courses stay on the student's record. If a student fails a course and then repeats it the higher grade is factored into the QPA and all of the credits attempted are counted.

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

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

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

Withdrawal from Anna Maria for a period of time and then returning is not sufficient to regain financial aid. The student has to make Satisfactory Academic Progress before he or she can regain eligibility for financial aid. If a student has attended another college in his or her time away from Anna Maria and has made SAP at that other college then the student can appeal the Financial Aid Suspension.

Students in an Associate Degree Program will be checked for Satisfactory Academic Progress at the end of their first year.

Financial Aid Withdrawal and Refund Policy

Students who withdraw and have institutional grant or loan aid may keep a percentage of that aid. The amount of the aid they may keep depends on the amount of tuition they are being charged. If they are being charged 60 percent of their tuition, then they may keep 60 percent of their institutional financial aid. If the student has federal or state aid, however, the calculation is different.

The Financial Aid Office recalculates federal and state financial aid eligibility for students who withdraw, drop out, or are dismissed prior to completing 60 percent of a semester. The recalculation determines the amount of federal and/or state aid the student has "earned" by determining how many days the student has attended class based on the date of official withdrawal received by the Registrar's office. If no such official withdrawal is received, then the financial aid office may use the midpoint

of the term. If the percent of the term completed is 60% or more, the student is said to have earned 100% of his/her federal aid.

Unearned aid is returned to the federal government.*

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

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

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

Student Affairs

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

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

- A Residence Life system based on a value system that fosters intellectual and personal growth
- A vibrant Campus Ministry focusing on spiritual growth and social justice programs
- A student centered activities program designed to provide opportunities for involvement and leadership development
- A Career Center that helps students clarify vocational goals, assists with researching, preparing and obtaining internship possibilities, and prepare for their job search
- An Athletics program that is competitive and promotes leadership and sportsmanship consistent with the mission of the College, including varsity sports, intramurals and a fitness center
- An Office of Multicultural Affairs that presents educational programs so that all students are prepared to live in our global society and understand the importance of respect for all people

Campus Ministry

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

Through its various programs, functions, and services, Campus Ministry endeavors to promote a spirit of unity and a celebration of life within the entire college community. Programs of worship and compassionate service challenge both students and faculty to develop and deepen their spiritual commitments and affiliations.

Campus Ministry offers various opportunities to deepen spiritual growth and witness at Anna Maria, including: Liturgical and sacramental celebrations, weekday Mass offered daily Monday through Friday, and The Lord's Day Mass offered on Sunday night; Sacrament of Reconciliation offered by appointment with our Catholic Chaplain; Blessing of the Nativity during Advent and Stations of the Cross during Lent. 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 Bible Study and Prayer groups, Liturgy of the Word and Communion Services at our Campus Ministry Prayer room (Madonna Resident Hall).

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 school departments, volunteer religious education teaching in local parishes, weekend retreats in the fall and spring Day retreats for “Busy Persons” who are unable to participate in our weekend retreats. Students from others area colleges are welcome.

Alternative winter and spring break trips to Habitat for Humanity sites and local agencies in Worcester, and participation in the United Way Day of Caring program in the fall,, as well as ongoing local (Paxton and Worcester) volunteer service opportunities throughout the year are offered along with Spiritual Direction and Compassionate Listening.

Student Activities

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

Leadership Series, community outreach, or one of the many intramural sports, clubs, and organizations.

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

Athletics

The athletic program at Anna Maria College currently sponsors seventeen NCAA Division III teams. These include women's soccer, tennis, lacrosse, volleyball, basketball, field hockey, golf, cross-country and softball, as well as men's tennis, lacrosse, football cross-country, soccer, basketball, baseball, and golf. All teams compete at the Division III level of the National Collegiate Athletic Association (NCAA), the Eastern Collegiate Athletic Conference (ECAC), and The Great Northeast Athletic Conference (GNAC). Participation on any varsity team requires adherence to all NCAA rules and regulations. Athletic facilities include the Fuller Activities Center; AMCAT Center, AMCAT Field, a multipurpose field for football, soccer, field hockey and lacrosse that is also used for intramurals; baseball and softball fields; and outdoor basketball and volleyball courts.

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

Career Services

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

Throughout the year, students are informed of upcoming events both on and off campus through the monthly AMC e-newsletter, “The Insider,” as well as the website. In the Spring, the Backpack to Briefcase programs instruct students in Resume Writing, Mock Interviews, Dress for Success, Internet Safety and an Etiquette Dinner. Every March, the Career Center participates in the Consortium Career Fair, offering opportunities for full-time, part-time, and summer jobs, as well as internships. Every April, the Career Center participates in a job fair for teachers with over one hundred employers from all over the country.

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

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

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

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

Counseling Services

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

Counseling Services is staffed by caring and qualified professionals who are available by appointment 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 services provided are held in the strictest confidence. Counseling Services is located in the Health Services Center in the building adjacent to the east end of Trinity Hall.

Multicultural Affairs

Affectionately known as “OMA,” The Office of Multicultural Affairs is a hot spot for socialization and information sharing. It is a vibrant, student-centered space on campus where all are welcome. Extending beyond multicultural programming, O.M.A is a home away from home and a safe space/place where students can be their true authentic selves. Students come to explore and debate ideas, plan and host meetings, exchange information, or to just relax. The Office also offers a range of resources such as educational resources, supplemental advising, social support services, programs, workshops, summits, events, etc. Enhancing and supporting the personal success of all students and recognizes the basic human rights of all community members.

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

Health Services

All students may utilize the Health Services Department for 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 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. In accordance with the Catholic mission of the college, Health Services will not distribute

condoms or any other birth control products. Health Services is a primary care, walk-in center staffed by a licensed nurse practitioner. When the office is closed, the Residence Life staff, 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 Services are free. The records kept by Health Services are completely confidential. No one outside of Health Services may have access to them and no one may be given information from them without the consent of the student involved.

Health Services is located in the building adjacent to the east end of Trinity Hall.

Residence Life

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

More than half of Anna Maria College's undergraduate population lives in the five co-ed residence halls, Madonna Hall, Alumni Hall, Coghlin Hall, South Hall and St. Anne Hall. Madonna Hall is a multilevel, four-wing building located in the center of the campus. The wings are named O'Leary, Mondor, Eagen, and Duggan. Madonna Hall has a variety of room types including suites, quads, triples, and doubles. Eagen Ground provides a healthy living atmosphere for women and Duggan Ground for men. Most first year students live in Madonna Hall focusing on the First Year Experience. South Hall is designed with double and single rooms. St. Anne Hall is a suite style building housing upper-class students. Alumni and Coghlin Halls house upperclassmen in double rooms on two floors.

The Residence Life staff is the heart of the residential program. There is at least one Resident Assistant (RA)

living on almost every floor in all of the buildings. The RAs are upper-class students who have been selected and trained to help residents build a positive living and learning environment in the hall. RAs are there to answer any questions, report maintenance concerns, refer residents to campus resources, and keep their floors informed of campus news. RAs are on duty every night and all weekend to assist residents. The RAs have offices in Madonna Hall, South Hall and St. Anne Hall. Living in Madonna Hall and South Hall are Resident Coordinators (RCs). RCs are live-in professionals who are on call evenings and weekends for emergencies. The RCs all have full-time jobs in addition to their RC responsibilities. The Area Coordinator for the First Year Experience Hall has an office located in Madonna Hall and works directly with first year students as they transition into life at AMC. The Area Coordinator has an apartment on campus and participates in the on call rotation, responding to emergencies after office hours. The Director of Residence Life and Housing supervises the Residence Life staff. The Director's office is located in St. Anne Hall. The Director is responsible for all aspects of the residential experience, lives on campus and participates in the on call rotation.

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

Student Government Association

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

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

field day, stress free nights, international dinners, hypnotists, comedians, open-mike nights, leadership retreats, and educational speakers.

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

Academic Policies and Procedures

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

Matriculated/Non-Matriculated Students

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

Special Student Category

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

Class Standing

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

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

Course Load

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

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.

Change of Major

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

Grades and Quality Points

A (4.0) Excellent achievement
A– (3.7)
B+ (3.3)
B (3.0) Above average achievement
B– (2.7)
C + (2.3)
C (2.0) Average achievement
C– (1.7)
D+ (1.3)
D (1.0) Minimal achievement
P Pass No quality points
F Failure No quality points
I Incomplete*
W Withdrew Not computed in QPA

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

Students with more than 15 hours of classroom absences will not be granted an Incomplete.

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

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

Academic Advisement

Advising at Anna Maria College engages students and campus professionals in a collaborative process designed to ensure academic and life success. Both professional advisors and faculty members are responsible for providing quality academic advising that centers around student goals and both parties' active participation in the advising process. 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 rmitsupport@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 Advising Center or the office of the student's academic advisor. With the guidance of the advisor, students select courses for the subsequent semester. Once the student is advised by their advisor, they will receive an Advisor PIN which the student will use to register themselves through Online Student Services. Students should keep their PIN through the drop/add period. Students will receive a new PIN each semester.

Drop and Add

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

Standards of Academic Conduct

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

- a. Intentional or accidental plagiarism in an academic exercise, which includes:
 - i. direct or literal copying of a source without proper attribution;
 - ii. paraphrasing of a source without proper attribution;
 - iii. resubmission of one's work in another academic exercise without the knowledge of both instructors;
 - iv. submission of another's work in whole or part with intent to deceive.
- b. Giving or receiving unacknowledged, inappropriate, or unauthorized aid in an academic exercise.
- c. Intentional falsification of data, sources, or information in an academic exercise.
- d. Deceiving or lying to a Faculty member or Administrator in matters relating to an academic requirement, policy, or procedure.
- e. 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:

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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 quality point average (CQPA) of 2.00 overall and a 2.00 in their major course of study in order to meet graduation requirements. The QPA is monitored each term by the Vice President for Academic Affairs. Students whose CQPA falls below 2.00 may be placed on academic warning or academic probation. Any student who incurs more than two grades of F in one semester or who receives a semester quality point average (SQPA) below 2.00 may also be placed on warning or probation.

Academic Dismissal: Forced Withdrawal

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

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

Voluntary Withdrawal

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

Students withdrawing from college during any semester earn no credit. The last day to withdraw from the college with a grade of W is stipulated in the academic calendar. Students withdrawing after that date will receive F's for the semester

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

Readmission

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

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

Courses Taken at Other Colleges

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

Course Attendance

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

Pass/Fail

Full-Time sophomore, junior and senior students may enroll for one elective course each semester on a Pass/Fail basis. This option is provided to encourage students to enroll for courses outside of their areas of concentration and/or liberal arts requirements. Students must declare their intention to enroll on a Pass/Fail basis within the first two weeks of the semester. A grade of P which is the equivalent to a C- or better shall receive graduation credits but no GPA credits or grade points. If course work is evaluated at less than a C-, a D or F will be issued. A grade of F shall receive GPA credits but no graduation credits or grade points. Courses that meet requirements for a major or a minor or the General education curriculum may not be taken on a Pass/Fail basis.

Withdrawal from a Course

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

Grade Reports

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

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

Semester Quality Point Average (SQPA)

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

Dean's List

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

Honors List

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

Confidentiality of Records

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

Directory Information

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

- Name
School Address (P.O. Box)
Class Year
- Major
- If the student is a member of an athletic team, the following information is added to the above: Height and/or weight, Home City/Town

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

Transcript

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

Academic Integrity

As an academic community centered in the Catholic Tradition, Anna Maria College expects all members of the College community to act in a responsible and ethical

manner and to uphold the values, rules, and regulations of the College. The principles of individual honor, integrity, responsibility, and respect for the rights of others are essential to students. If a faculty member or fellow student suspects that a student has violated the standards for honesty and integrity in academic work, he or she must report the matter to the Vice President for Academic Affairs. If the Vice President determines a violation has occurred, sanctions may include, but are not limited to, a letter of reprimand, failure on the assignment, failure in the course, suspension, or dismissal from the College. See the Student Code of Conduct in the Student Handbook for details.

Student Rights and Freedoms

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

Academic Grievances/Appeals

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

Graduation Requirements - Bachelor Degree

The requirement for graduation is a minimum of 120 credits. The CQPA (cumulative quality point average)

required for graduation is 2.00 or an average of C. To obtain a degree from Anna Maria College, a student must:

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

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

Graduation Requirements - Associate Degree

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

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

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

Honors at Graduation

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

Cumulative QPA of 3.9

Summa Cum Laude (with highest honors)

Cumulative QPA of 3.7

Magna Cum Laude (with high honors)

Cumulative QPA of 3.5

Cum Laude (with honors)

Graduation Awards

Sister Bernadette Madore Award for Academic Excellence

Established by the faculty and staff of Anna Maria College to commemorate Sr. Madore's 25 years of distinguished service as Dean of the College, the Sr. Bernadette Madore Award for Academic Excellence is bestowed upon the graduating senior who, as a full-time student at Anna Maria College, has earned the highest cumulative grade point average in a minimum of 90 semester hours. Sr. Madore 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.

Bishop Timothy J. Harrington Award

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

Honor Societies

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

Lambda Iota Tau

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

Alpha Phi Sigma

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

Lambda Epsilon Chi

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

Phi Alpha

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

Sigma Theta Tau 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.

ACADEMIC PROGRAMS

Bachelor Degrees

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

Bachelor of Arts

Art

Art Therapy

Art and Business (interdisciplinary program)

Teacher of Visual Art (PreK-8, 5-12)

Catholic Studies

English

English— Language Arts

Environmental Science

Graphic Design

Health Science

History

Humanities (interdisciplinary program)

Human Development and Human Services

Legal Studies/Paralegal

Legal Studies/Prelaw Track

Media Communications

Music

Political Science

Psychology

Public Policy

Social Work

Sociology

Studio Art

Teacher Preparation/Licensure (*available through School of Humanities, School of Education, School of Visual and Performing Arts*)

Bachelor of Music

Music Education

Music Therapy

Performance (Piano or Voice)

Bachelor of Science

Business Administration

Business Administration/Management Information Systems

Criminal Justice

Financial Services

Fire Science

Nursing

Paramedicine

Sport Management

Associate Degrees

Associate of Arts

Paralegal Studies – Continuing Education Only

Associate of Science

Business Administration – Continuing Education Only

Teacher Preparation Programs

School of Humanities

Teacher of English (5–8; 8–12)

Teacher of History (5–8; 8–12)

School of Education

Elementary Education (1–6)—major in history, English language arts, liberal studies, or humanities
Early Childhood Education (PreK–2)—major in history, English language arts, human development and human services, liberal studies, or humanities

School of Visual and Performing Arts

Teacher of Visual Art (PreK–8; 5–12)

Teacher of Music (All)

The Second Bachelor's Degree at Anna Maria College

Persons holding a bachelor's degree from an accredited school and wishing to earn a second degree in a different field need simply to complete the Anna Maria College application, pay the application fee and have transcripts of previous college work sent to the College. An advisor will be assigned to the candidate in the letter of admission. The candidate should then make an appointment with the advisor who will outline the courses needed to complete the requirements for the degree.

Requirements

- The second bachelor's degree must be in an area of concentration different from the first one;
- At least 30 credits must be completed at Anna Maria College of which at least 15 must be in the new concentration;
- No more than 90 credits of advanced standing are granted, the actual number depending on whether courses in the previous degree fulfilled (1) prerequisites for the new major and (2) certain general Anna Maria College degree requirements; No credit will be given for courses with a grade below C.

Anna Maria College Core Curriculum requirements must be fulfilled either by transfer of previous credits or with Anna Maria College courses.

Students with a technical degree or degrees from foreign schools may have to fulfill additional requirements.

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 programs in Fire Science and Nursing (RN-to-BSN) are offered on a flexible schedule for students seeking to further their education, but whose work commitment prevents the pursuit of full-time or day studies.

The College welcomes special students who wish to enrich their lives with further study but are not quite ready or do not intend to pursue a degree. A limited number of courses may be taken as a special student. Students may take only two courses within the major prior to completing the admission process. All special students must submit proof of a high school diploma or GED prior to registration.

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

Degree Requirements

Candidates for a bachelor degree through the Continuing Education Division are required to complete successfully the Core Curriculum 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

Anna Maria College accepts transfer credits received from fully accredited colleges and universities. Anna Maria College will accept up to 75 transfer credits, students must complete a minimum of 45 credits at Anna Maria College in order to earn a bachelor degree from Anna Maria College. 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 a second bachelor's degree from Anna Maria College.

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. A grade of C or better must be earned to be considered for transfer. The final decision regarding credits

acceptable for transfer to Anna Maria College is made by the appropriate academic department. After matriculation at Anna Maria College, the student may not transfer credits earned at another institution without the prior written approval of the student's faculty advisor.

Academic Counseling

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

Credit by Examination

Men and women who have been professionally employed and professionally active since graduation from high school, as well as individuals who have acquired knowledge informally through personal efforts and involvement are encouraged to participate in the College Level Examination Program (CLEP) or (ESEs) in order to hasten progress toward a degree. Credit by examination programs must have received a recommendation by the American Council for Education (ACE). Up to 30 credits may be accepted in place of traditional course work. These credits will count toward the total number of transfer credits a student may receive. Scores must meet minimum requirements as determined by the College. Scores from the examinations may not be submitted after the student has matriculated without prior permission of the Dean of a School and the Vice President for Academic Affairs.

Financial Aid

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

Finances

Anna Maria College strives to provide a quality education that is accessible to a diverse population. The Board of

Trustees approves tuition and fees on an annual basis. A statement of tuition and fees is published annually and is available from the Office of Business Affairs.

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

Refund of Tuition and Fees

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

Traditional 15-week semester

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

Accelerated 8-week semester

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

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

Special Programs

Independent Study

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

Internships

Students may apply to the bachelor degree up to 12 units of internship or practicum credit. The art, education, music therapy, and social work programs require Internships/practica. Students in the more traditional liberal arts programs are encouraged to include internships in their programs in order to enhance their employment possibilities upon graduation. Internship study is usually undertaken in the junior or senior year. It must be related to academic course work in a carefully planned program of learning.

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

Study Abroad

Anna Maria College offers students different opportunities to study abroad. The truly adventurous student may decide to spend a semester or year abroad studying in a foreign country. Students have studied in London, Quebec, Costa Rica, Spain, and Rome, as well as through a Semester at Sea. The study abroad advisor will help students find programs in other countries as well. For students who would prefer a shorter, more structured visit, the College offers Urban Seminar in the spring semester. In this course, students study the history and language of a foreign city and spend spring break exploring the city with

the professor. Cities explored in the past have included Paris, Berlin, Budapest, and Vienna. Students must be at least second semester sophomores with a 3.0 GPA or permission of the Study Abroad Committee (this is to ensure that the student is serious, as well as to ensure that there are programs the student is interested in that accept lower than a 3.0.) Also, the student must be in good standing with the Dean of Student's office and in good financial standing with the Business Office.

Pre-Law Program

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

Pre-Medical/Health Program

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

ROTC Programs

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

Self-designed Programs and Minors

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

Minors

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

The Colleges of Worcester Consortium

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

Religious Observances

Section 2B of Chapter 151C of the General Laws of Massachusetts, as amended, is quoted below:
Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result

to any student because of his availing himself of the provisions of this section.

Students who wish to exercise their right under this law may make an application in writing to the Vice President for Academic Affairs for an excused absence within 15 calendar days after the day of commencement of classes each semester or five working days before the day of the religious observance if the observance comes within 15 days after the day of commencement of classes. The applicant must name in the application the religious observance, the religion encouraging the observance, and the exact period that the absence will cover. In order for the request to be honored, not only must it be presented within the designated time span, but the religion in question must be recognized by the United States Internal Revenue Service as one that is eligible for tax exemption under federal law. The Vice President for Academic Affairs will determine whether the given religion is so recognized. If the religion does not qualify under this definition, the request will be denied.

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

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

Core Curriculum

Seekers in a Community of Faith and Reason

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

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

In an effort to bring students even closer to the goals of the Core Curriculum, the College is introducing a revised Core Curriculum. While the overall goals and objectives of the New Core Curriculum remain the same, the Core Curriculum will now place more emphasis on theology and philosophy and all students will be required to take at least one semester of a global language (including American Sign Language). The newly revised Core was introduced in the fall of 2012 and will be phased in over a period of four years, although students already enrolled in AMC and falling under the Core delineated in the old catalog will have the option to substitute new Core courses for some of their courses. Students entering the College in the fall 2012 will follow the sequencing of the Core described below.

The CORE requirements, together with major requirements at AMC, embody the mission of the College, seeking to foster in its students intellectual involvement, career preparation, social awareness, dedication to peace and justice, religious and moral sensitivity, a lifestyle capable of sustaining these within balance, nurturing development of a sense of respect for oneself and others, and nurturing a

Core Curriculum

sense of responsibility to society and the world. Learning goals for the CORE are directly derived from this mission and are identified as:

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

Core Course	When Students Take the Course
First Year Experience	Freshman year
Freshman Composition*	Freshman year
Writing Through Literature*	Freshman year
Introduction to Philosophy	Freshman year
Explorations in Natural Sciences	Freshman year
Introduction to Theology	Sophomore year
Exploring Western Cultures & History	Sophomore year
Language I - Conversational	Sophomore year
Language II – Applied	Sophomore year
Societies of the World	Sophomore year
Creativity and Imagination	Sophomore year
Quantitative Reasoning	Junior year
Writing for Career and Creativity	Junior year
U.S. in the World	Junior year
Catholic Social Teaching	Senior year
Capstone course in major	Senior year
Global Dynamics	Senior Year

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

COR 103, COR 104, Writing for Career and Creativity
 COR 102 and COR 103, Writing for Career and Creativity
 COR 102, COR 103 and COR 104

Exploration Courses (EC) may be taken during any semester – Freshman through Senior year. The class of

2016 will take this EC course requirement during their Sophomore through Senior year.

Language courses and Quantitative Reasoning course may be taken during any semester – Freshman through Senior year.

COR 110 Intro to Phil and COR 210 Intro to Theology may be taken during Freshman or Sophomore year.

Societies of the World and Western Humanities may be taken during any semester Sophomore through Senior year.

Transfer students enrolling at 60 or more credits would be Core complete for Freshman and Sophomore years unless program/major requirements dictated otherwise. Program directors reserve the right to require first year CORE courses if needed for the major. Those transfer students would be required to take Quantitative Reasoning, Societies of the World, Catholic Social Teaching, and Exploration Courses, may be taken at any time during the Junior or Senior year.

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

CORE CURRICULUM COURSE OFFERINGS

AMC 100 First Year Experience (3)

The First Year Experience course 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, 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, diversity, and personal growth will be addressed.

COR 102 Foundations (3)

Builds skills necessary for success in college level reading, research, and writing. The class work assignments are designed to help students transition fully into academia and promote lifelong learning independence along with respect for collaborative endeavors. Students will take an idea from concept to presentation for a public speaking presentation, for a visual presentation, for a paper presentation, and for a presentation with all three elements. Students will incorporate skills related to global knowledge, reading, writing, summarizing, analyzing, public speaking, creating effective visuals, and adhering to academic paper formats. Students will demonstrate independent critical thinking skills in completion of class work and collaborative skills in completing a team project. A grade of C or better is required to move on to COR 103.

COR 103 Freshman Composition (3)

This course focuses more intensively on building student skills in critical thinking, reading, and writing. Its course goals include the development of analytical reading skills, draft writing, and self-editing, and research skills. By the end of the course, students will be prepared for all aspects of academic writing, including the essay, research paper and the accompanying skills of developing a thesis, and preparing a page of sources in varied academic styles (MLA, APA, CMS). A grade of C or better is required to move on to COR 104.

Core Curriculum

COR 104 Writing Through Literature (3)

Writing Through Literature works with the major ideas of values, choices, and culture. In addition, we will look closely at research, writing papers, increasing knowledge of our world, leadership, and critical thinking skills. The goals of this course focus on developing writing skills, responsibility, reasoning, research, systematic approaches to inquiry, organization, logic, adherence to specific writing expectations, personal intellectual styles, and academic enrichment requiring analytic and evaluative thinking skills. In Writing through Literature, the student will develop analytical reading skills, draft writing and self-editing, and research skills, and will be prepared for all aspects of academic writing, including the essay, research paper and the accompanying thesis, as well as preparing a bibliography. A grade of C or better is required for graduation.

COR 110 Introduction to Philosophy

Introduction to the discipline of philosophy.

COR 210 Introduction to Theology

Catholic Faith is a response to the outpouring Grace of God, but it is not a response without a structure of pre-understanding. That pre-understanding comes from a long tradition of theological scholarship. The aim of this course is to make the student familiar with the fundamental pillars of Catholic Theology and the implications these have in our lives.

COR 304 Catholic Social Teaching: Action-Reflection (3)

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

Conversational proficiency in a foreign language (6)

To acquire minimal conversational level in a foreign language and develop corresponding cultural competence, each AMC student will be required to take a sequence of two courses. The two courses are:

Beginning Conversational Global Language

At the end of the course, 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. NOTE: students who take and successfully complete two years of a foreign language in high school with at least a grade of C may be eligible to waive this course and proceed directly to the Applied Foreign Language. Currently available courses include Spanish, Italian, French, German and American Sign Language.

Applied Foreign Language

The second part of the language sequence will be a course directed toward the application of a foreign language in a career or field of inquiry. Therefore, students will be able to choose among courses such as French for the Humanities, and Spanish for Community Workers.

Liberal Studies

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

Distribution requirements

Instead of electing only one course from each school, Liberal Studies students are required to complete at least two courses from each school. To add depth as well as breadth to this interdisciplinary concentration, one of the courses elected from each school must be listed at the 200-level or higher.

Minor course of study

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

Core Curriculum considerations

Students are responsible for meeting all Core requirements. One additional consideration exists for the student in Liberal Studies. The final Core course (seminar or internship) must be completed within the School of the student's minor. The Dean of the School (or designee) from the student's minor area of study will serve as the faculty advisor and work closely with the student to assure that all program requirements for the concentration in Liberal Studies are met. Adding elective courses drawn from the offerings of the Worcester Consortium may be particularly attractive to these students.

Core Curriculum

Programs and Courses

Academic Schools

School of Business

Business Administration
Financial Services
Leadership
Management Information Systems
Small Business and Family Business Management
Sport Management

School of Visual and Performing Arts

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

School of Humanities

English
English Education (5–8; 8–12)
History
History Education (5–8; 8–12)
Humanities
Media Communications
Theology
Liberal Studies
Catholic Studies
School of Justice and Social Sciences

Criminal Justice

Human Development and Human Services
Legal Studies (self-designed)/Pre-Law
Legal Studies
Political Science
Psychology
Public Policy
Social Work
Sociology

School of Education

Education

School of Fire and Health Sciences

Environmental Sciences

Fire Science

Health Science

Paramedic Science

Nursing

School of Business

School of Business

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

Majors

Business Administration

Business Administration/Management Information Systems

Art and Business (joint major with School of Visual and Performing Arts)

Financial Services

Sport Management

Minors

Business Administration

Coaching

Financial Services

Leadership

Management Information Systems

Small Business and Family Business Management

Sport Management

Other Areas of Study

Economics

Academics

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

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

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

BLP 110 Leadership
BLP 250 Applied Statistics and Quantitative Analysis

These courses are designed to develop effective leadership and decision-making and engage in qualitative and quantitative analysis of information as essential components of decision-making.

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

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

School of Business Course Offerings

Leadership Minor

Anna Maria College takes pride in its ability to prepare students for the leadership challenges specific to careers in Business, Law and Public Policy, Criminal Justice, Forensics, Legal Studies, Fire Science, and Human Development and Human Services. This minor in leadership studies offers students the opportunity to explore leadership and research leadership characteristics of past, present, and future leaders. The purpose of this

minor is to help students identify their leadership strengths and ultimately inspire them to become a catalyst of change and successful contributor within their community.

Requirements: 6 courses, 18 credits

BLP 110 Leadership (3)
BLP112 Leadership II
BLP 270 Leadership through Mentoring
BLP115 The Power and Influence of Leadership (3)

Two of the following electives.

BLP116 What Leaders Really Do(3)
BLP 220 Essential Customer Service Tactics and Strategies (3)
BLP310 Public Speaking and Presentations Skills (3)
BLP320 Group Management and Team Building Strategies (3)
BLP415 Performance and Evaluative Measures (3)

BLP 110 Leadership (3)

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

BLP112 Leadership II (3)

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

BLP 113 Leadership II – Courtroom Experience (3)

BLP115 The Power and Influence of Leadership (3)

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

School of Business

BLP116 What Leaders Really Do (3)

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

BLP 210 Researching the Social World (3)

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

BLP 220 Essential Customer Service Tactics and Strategies (3)

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

BLP 250 Applied Statistics and Quantitative Analysis (3)

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

BLP 270 Leadership through Mentoring (3)

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

BLP310 Public Speaking and Presentations Skills (3)

Know your audience! Students will learn and practice the essential skills for delivering dynamic presentations. This

course utilizes videotaping as one strategy for students to track their improvements.

BLP320 Group Management and Team Building Strategies (3)

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

BLP 410 Diversity in the Workforce (3)

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

BLP415 Performance and Evaluative Measures (3)

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

COR 490 Senior Seminar in Business Law (3)

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

BLP 496 Directed Study (3)

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

BLP 499 Internship (Variable)

An opportunity for students in their senior year to gain practical experience in a field related to their major. The students will integrate and apply knowledge, theory and

understanding derived from foundation courses and content areas included in their field of study.

Business Administration

The major in business administration is a four year learning experience leading to a Bachelor of Science in Business Administration (BSBA). All students take nine core business courses designed to give them a solid foundation in business concepts, as well as critical thinking skills for making business decisions. Upper level elective courses in management, marketing, international business, accounting, entrepreneurship and finance are offered to meet the specific educational goals of the student. Students who wish to balance classroom theory with real-life experience are encouraged to pursue one of the many internship opportunities available in the local area in fields such as banking, retailing, investments, and insurance. An active student-run Business Club enhances students' learning experiences through activities such as field trips to exemplary organizations and institutions. Small classes provide the student with the opportunity for one-on-one learning experiences with faculty who are experienced practitioners eager to work with individual students as they prepare for their careers.

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

Requirements Credits

Core Curriculum: 51

BLP 250 Applied Statistics and Quantitative Analysis

COR 490 Senior Seminar in Business

Business Administration Core: 39

BLP 110 Leadership

BUS 151, 152 Principles of Accounting I and II

ECO 200 Principles of Microeconomics

ECO 201 Principles of Macroeconomics

BUS 260 Principles of Management

BUS 268, 269 Principles of Financial Management I and II

BUS 270 Marketing Principles

BUS 380 Business Law

Three upper-level business electives (300 or 400 level) or the MIS option (see below).

Electives 30

Total 120

Associate's Degree in Business Administration

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

Requirements Credits

Core Curriculum including:

BLP 250 Applied Statistics and Quantitative Analysis

Business Administration Core 24

BUS 151,152 Principles of Accounting I and II

ECO 200 Principles of Microeconomics

ECO 201 Principles of Macroeconomics

BUS 260 Principles of Management

BUS 268, 269 Financial Management I and II

BUS 270 Marketing Principles

Electives 6

Total 60

Business Administration Minor

Students in any major may minor in Business Administration.

BUS 151, 152 Principles of Accounting I and II

BUS 260 Principles of Management

BUS 270 Marketing Principles

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

Financial Services

This major leads to a Bachelor of Science degree in Financial Services. The combination of changing credit markets for both large and small businesses, the increasing personal wealth of U.S. citizens and the focus on personal financial management has elevated the need for individuals to become more knowledgeable about managing their companies and their own personal financial resources and has created a demand for professionals who can both provide credit and manage the financial resources of others. Increasingly risk management strategies for both

School of Business

individuals and businesses involve insurance strategies and investment management in long and short term financial planning and management.

Furthermore, the field of financial services and personal financial management has undergone significant changes. Traditional boundaries between the securities industry, insurance, and banking have been blurred or obliterated with fundamental changes in federal laws and regulatory rulings. Many organizations now compete in each of these fields. Because of the profound impacts technology has had on financial information delivery, development of new products and mass market distribution it is increasingly important for providers of these services to find and cultivate individuals with the skills to ethically meet customer needs and provide the next generation of management.

The program focuses on the areas of banking, credit, personal investments, financial institutions and markets, risk management, insurance and regulatory frameworks.

The curriculum for the major builds on the existing business foundational courses as well as developing new courses (at the 300 and 400 levels) in the key areas of financial services. Students would be encouraged to take advantage of the various internship opportunities available. Students who major in Financial Services may enter a number of fields, including: commercial & retail banking, financial planning & consulting services, insurance sales and operations, and investment product sales.

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

Requirements Credits

Core Curriculum: 51

BLP 250 Applied Statistics and Quantitative Analysis

COR 490 Senior Seminar in Business

Financial Services Core: 54

BLP 110 Leadership

BUS 151, 152 Principles of Accounting I and II

ECO 200 Principles of Microeconomics

ECO 201 Principles of Macroeconomics

BUS 260 Principles of Management

BUS 268, 269 Principles of Financial Management I and II

BUS 270 Marketing Principles

BUS 281 Business Law

BUS 271 Consumer Behavior

BUS 403 Business Ethics

BUS 330 Financial Institutions Balance Sheets and Income Statements

BUS 331 Trusts, Fiduciary, and Investments

BUS 332 Financial Institutions, the Federal Reserve and Capital Markets

BUS 333 Regulatory Compliance and Risk Management

BUS 334 Commercial, Consumer and Employee Benefit Insurance

BUS 335 Financial Operations and Technology

Electives: 15

Total 120

Financial Services Minor

Students who major in business administration may pursue a minor in financial services.

BUS 330 Financial Institutions Balance Sheets and Income Statements

BUS 332 Financial Institutions, the Federal Reserve and Capital Markets

BUS 335 Financial Operations and Technology

Three electives from the following list:

BUS 271 Consumer Behavior

BUS 331 Trusts, Fiduciary, and Investments

BUS 333 Regulatory Compliance and Risk Management

BUS 355 Individual Income Taxes

BUS 403 Business Ethics

Small business and family business minor

Management areas such as in small business, family business, and franchise require a wide range of skills and provide career opportunities. Managers in these areas face the challenges of meeting payroll, providing health insurance and other benefits, human resource management, changing government regulations in such areas as accounting and taxation, succession issues, and risk management. These challenges and demands have created a need for dedicated, ethical, well-trained professionals

with specialized management skills. The latest technology, as well as real-world business scenarios, will engage the students and prepare the students for success in today's business world. The Principles of Management course (BUS260) provides a foundation of the basic concepts of management and thus serve as a pre-requisite for the upper-level courses. Students are encouraged to take advantage of the various internship opportunities available that will allow them to blend classroom theory with practical application.

BUS 385 Small Business Management
BUS 386 Family Business Management

Four electives from the following list:

- BUS 387 Franchise Management
- BUS 334 Commercial, Consumer and Employee Benefit Insurance
- BUS 271 Consumer Behavior
- BUS 285 Social Media and Business
- BUS 380 Entrepreneurship
- BUS 410 Managing and Marketing New Products

Management Information Systems

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

Management Information Systems Option

- CIS 203, 204 Programming Languages I and II or equivalent
 - CIS 320 Computer Technologies
 - MIS 362 Advanced Spreadsheets
 - MIS 363 Advanced Database Applications
 - MIS 380 Web Design and Research
- Students in any major may complete a minor in Management Information Systems by taking the technological literacy requirements of the College core

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

Sport Management

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

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

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

Sport Management Requirements Credits

Core Curriculum: 51

- BLP 250 Applied Statistics and Quantitative Analysis
- COR 490 Senior Seminar in Business

Sport Management Core 39

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

School of Business

Three electives from among the following:

BIO 130 Nutrition and Health
BUS 300 Governance in Sport
BUS 302 Coaching Strategies
BUS 307 Philosophy of Sport
BUS 311 Principles of Advertising
BUS 316 Human Resource Management
BUS 318 Facilities Administration
EMS 220 Emergency Medical Technician—Basic and Lab
PSY 340 Psychology of Sport
SOC 351 Sociology of Sport

Minor (optional) or electives 27

Total 120

Sport Management Minor
Students in any field of concentration may minor in Sport Management

Requirements: 6 courses, 18 credits

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

Coaching Minor

A minor designed to engage students in studying the principles and concepts in many aspects of coaching. Students are required to take three 3-credit courses and choose three electives within the program to enhance their skills in this discipline. The required courses cover the foundations and administrative aspects of competitive sport activities. Supporting this foundation, students will choose three electives encompassing the many theories that allow the student to practice and study such topics as motivation, leadership, and fitness and wellness of the athlete. Certification and internships are available that will allow the student to blend classroom theory with practical application.

The required courses are:

BUS300 Governance in Sport
BUS302 Coaching Strategies
BUS305 Fitness and Wellness for Sports Professionals
EMS101 First Aid in Athletics (1 credit)

Students may choose three electives from the following courses:

BUS303 Coaching, Motivation, and Leadership

BUS420 Fundraising and Budgeting in Sports
BUS336 Public and Community Relations in Sports
BUS423 Recruitment and Retention Strategies of Athletes
BUS342 Coaching Strategies for Fall Sports
BUS343 Coaching Strategies for Winter Sports
BUS344 Coaching Strategies for Spring Sports
BUS499 Internship
SOC351 Sociology of Sports

NOTE: Students may only take one of the Coaching Strategies courses towards the minor.

Art and Business

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

Business Administration, Financial Services, and Sport Management Course Offerings

BUS100 Introduction to Business (3)

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

BUS 151 Principles of Accounting I (3)

A study of the fundamental concepts and methodology of accounting. Topics include the procedures of accounting for assets, liabilities, owner's equity, revenues and expenses. Analysis and preparation of financial statements

will also be stressed. Emphasis will be placed on problem-solving using a computerized general ledger system.

BUS 152 Principles of Accounting II (3)

A continuation of the study of the fundamental concepts and methodology of accounting. Additional topics include the procedures of accounting for plant assets, payroll, partnerships, corporations, stocks, and the statement of cash flows. Prerequisite: BUS 151.

BUS 210 Wealth Building Strategies (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. A current textbook and selected websites and other readily available resources will be used. The internet will be used regularly in class by the Instructor. It would be very helpful to the student if they had a laptop (or desktop computer) because it will play a role as an aid in the learning process.

BUS 223 Sport Marketing (3)

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

BUS 225 Contemporary Issues in Business

This course is designed to provide analysis and a global perspective that will allow the student to leverage current events in an effort to build core skills. This course intends to connect our current business curriculum to key business trends with news around the globe. The Wall Street Journal will be used extensively as the primary educational tool coupled with extensive classroom debate and dialogue. Research projects based upon company profiles will add to the learning environment.

BUS 250 Managerial Accounting (3)

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

BUS 260 Principles of Management (3)

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

BUS 262 Sport Management (3)

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

BUS 268 Principles of Financial Management I (3)

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

BUS 269 Principles of Financial Management II (3)

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

BUS 270 Marketing Principles (3)

A study of the problems and opportunities marketers experience while engaging in the exchange process—exchanging something of value, including goods, services, ideas, people, or places in return for money, time, votes, or desired behavior. The major decision-making elements of product, price, place, and promotion as components of a sound marketing strategy will be studied in detail.

BUS 271 Consumer Behavior (3)

A study of consumer motivation and buying behavior in

School of Business

order to control adjustments in marketing technique.

Prerequisite: BUS 270

BUS 285 Social Media and Business (3)

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

BUS 300 Governance in Sport (3)

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

Prerequisite: BUS 262.

BUS 301 Sport Ethics (3)

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

BUS 302 Coaching Strategies (3)

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

Prerequisite: BUS262

BUS 303 Coaching, Motivation, and Leadership (3)

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

BUS 305 Fitness and Wellness for Sports Professionals (3)

A study of the parameters of fitness and dimensions of wellness and how they affect disease risk, life expectancy, and overall well-being. Through lecture and some laboratory fitness assessment, students become familiar with how to implement positive programs to change behavior to improve health and quality of life, prolong life, and achieve total well-being. Students investigate a wellness topic and present their findings to the class.

BUS 307 Philosophy of Sport (3)

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

BUS 308 Entrepreneurship (3)

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

BUS 310 Principles of Retailing (3)

A study of business principles and practices associated with the sale of goods and services to consumers. A strategic approach to retail management including planning, customer service, and relationship retailing will be a major focus of this course. Prerequisite: BUS270 or permission of instructor

BUS 311 Principles of Advertising (3)

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

BUS 316 Human Resource Management (3)

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

BUS 318 Facilities Administration (3)

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

BUS 324 Operations Management I (3)

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

BUS 325 Operations Management II (3)

Continuation of focus on the management of systems or processes that create goods and/or provide services. Topics

will include design of production systems, quality, operating and controlling the system. Prerequisite: BUS 324.

BUS 330 Financial Institutions Balance Sheets and Income Statements Credits

An in-depth study of balance sheets and income statements of financial institutions. Pre-requisite: BUS152

BUS 331 Trusts, Fiduciary, and Investments Credits
(includes Series 7 preparation)

BUS 332 Financial Institutions, the Federal Reserve and Capital Markets Credits

A study of the relationships between financial institutions, the Federal Reserve system, and capital markets. Pre-requisite: BUS152

BUS 333 Regulatory Compliance and Risk Management Credits

Provides an overview of the various government regulations of the financial services industry. In addition, strategies for risk management will be explored.

BUS 334 Commercial, Consumer and Employee Benefit Insurance Credits

(includes Insurance License preparation)

BUS 335 Financial Operations and Technology Credits

Covers technology used in financial operations - From the Teller Line to the Data Warehouse and I-Pad. Pre-requisite: BUS152

BUS336 Public and Community Relations in Sports (3)

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

BUS 355 Individual Income Taxes (3)

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

BUS 365 Individual Financial Planning (3)

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

BUS 380 Business Law (3)

Surveys basic law of crimes, torts, contracts and real property. Students draft contracts and develop

understanding of laws commonly affecting business transactions such as agency, forms of business organization, and sales.

BUS 382 Sport Law (3)

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

BUS 383 Immigration Law (3)

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

BUS 385 Small Business Management Credits

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 Credits

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

BUS 387 Franchise Management Credits

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

BUS 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.

School of Business

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.

BUS420 Fundraising and Budgeting in Sports (3 credits)

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

BUS423 Recruitment and Retention Strategies of Athletes (3)

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

BUS342 Coaching Strategies for Fall Sports (3)

Examines various coaching theories and strategies related to fall sports, with emphasis on critical thinking and ethical decision-making.

BUS343 Coaching Strategies for Winter Sports (3)

Examines various coaching theories and strategies related to winter sports, with emphasis on critical thinking and ethical decision-making.

BUS344 Coaching Strategies for Spring Sports (3)

Examines various coaching theories and strategies related to spring sports, with emphasis on critical thinking and ethical decision-making.

BUS 444 International Business (3)

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

BUS 445 International Marketing (3)

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

COR 490 Senior Seminar in Business (3)

This seminar is a capstone experience for senior-level

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

BUS 496 Directed Research Study (3)

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

CIS 203 Programming Languages I (3)

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

CIS 204 Programming Languages II (3)

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

CIS 320 Computer Technologies (3)

Designed as an investigation of computer technologies with an emphasis on computer hardware, this course starts with the fundamental functions and components of personal computers and progresses through installation of hardware and software, trouble-shooting and maintenance, upgrades, networking basics, cabling, simple programming, batch

files, and operating systems. A “hands-on” approach will be used as much as possible with actual equipment and components.

MIS 362 Advanced Spreadsheets Applications (3)

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

MIS 363 Advanced Database Applications (3)

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

MIS 380 Web Design and Research (3)

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

MIS 381 Web Site Management (3)

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

MIS 385 Web Programming Languages (3)

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

MIS 421 Topics in Current Technological Development (3)

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

MIS 496 Directed Research Study (3)

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

MIS 499 Internship (variable)

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

Economics Course Offerings

ECO 200 Principles of Microeconomics (3)

A study of economic principles and ideas in the light of social economic theory as they apply within our society and everyday lives. Special attention is given to the influence of economic policy on business policy. Topics include: supply and demand, elasticity, costs, and various market structures.

ECO 201 Principles of Microeconomics (3)

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

ECO 250 Environmental Economics (3)

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

ECO 265 Economics of Sport (3)

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

School of Business

ECO 445 International Economics (3)

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

School of Visual and Performing Arts

Academics

All of the academic programs offered by the School of Visual and Performing Arts provide students with a broad-based liberal arts education infused with the principles of the Catholic intellectual tradition. Whether in art, music, or theatre, or in a self-designed program, students develop the skills and knowledge necessary to prepare them for a wide range of career options as well as the possibility of graduate study in their particular field.

In addition to the broad-based education and sense of ethics that numerous employers in the business and service sectors desire in recruits, the school offers programs focused on specific professional skills in music, performance, theatre, teaching, graphic design, studio arts, art and business and in the therapeutic dimensions of art and music therapy.

In the junior and senior years, advanced course work is designed to run concurrently with community field placements so that students have the opportunity to observe and work alongside professionals in the community. Field experiences are integral to all School of Visual and Performing Arts programs, and each student's placement in the community is chosen to directly reflect her/his interest and to provide a comprehensive and hands-on, team approach to learning. The College's programs are built on solid relationships with public and private schools, hospitals, and community treatment centers for children, adults, and the elderly in Central Massachusetts and beyond.

In the classroom, professors emphasize the student's understanding of the dignity of human life, the importance of developing the compassion necessary to free people from injustice, and the need to cultivate the awareness of just and ethical practice. There is an emphasis upon an interdisciplinary approach toward education, psychology, and the creative arts therapies. In addition, the School's degree programs incorporate theory, research, and clinical/educational techniques to create well-rounded professionals. Upon graduation, Anna Maria College alumni receive support and guidance from their advisors and mentors for job placement. A bachelor's degree from the School of Visual and Performing Arts prepares students for a wide range of graduate study and career options. The

School of Visual and Performing Arts

School offers the following professional bachelor's degrees:

Bachelor of Arts in Art with concentrations in the following areas:

- Art Therapy
- Teacher of Visual Art (PreK–8 & 5–12), or (PreK–12)
- Graphic Design
- Art & Business
- Studio Art
- Teacher of Visual Art/Art Therapy
- Self-Designed Program of Study, School of Visual and Performing Arts

Bachelor of Arts in Music

Bachelor of Music in the following areas:

- Performance: Voice or Piano
- Music Education (all)
- Music Therapy

Minors

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

- Art
- Graphic Design
- Music
- Theater

Perspective

In addition to the special skills and knowledge acquired in the individual disciplines, students develop specific abilities necessary for participation in the professional world. Each discipline provides students with the proficiency necessary to pursue a career in the performing or visual arts, or in art and music education, or in the creative therapies of art therapy and music therapy and with the business competence necessary to pursue a career in graphic design and art and business. This proficiency is built in a variety of ways, ranging from studio art courses and individual instruction in music, to the opportunity to perform in theatrical productions, as well as in a variety of musical ensembles, including our acclaimed chorus.

Student talent and aptitudes are showcased in a senior capstone experience in which art students prepare, as professional artists do, for a senior art exhibit, music performance students prepare a recital, art or music education students do their student teaching, and art and music therapy students participate in an internship experience that allows them a critical hands-on experience under the direct supervision of professionals in their field; graphic design and art and business majors undertake supervised internships which allow them to gain practical experience in the design and communication skills of their chosen field.

Students are encouraged to experience study abroad through programs ranging from summer study in the creative arts, to a spring break in Berlin, Paris or Vienna with our Urban Seminar program. Students may also self-design a program in an area of interest. It is important to note that Anna Maria College is a member of the National Association of Schools of Music (NASM) and all music programs have been approved by that Association for more than twenty-five years. The Music Therapy program prepares students for Music Therapy Board Certification. The Program is approved by the American Music Therapy Association. It is one of only two accredited undergraduate music therapy programs in the New England region. Graduates of this Program are eligible to sit for the board examination administered by the Certification Board of Music Therapists to receive their MTBC credential (Music Therapist-Board Certified).

The teacher licensure programs in art and music at all levels are endorsed and accredited by the Massachusetts Department of Education. Anna Maria College also belongs to the National Art Education and The American Art Therapy Association.

Career Options

The Career options for students with a degree from the School of Visual and Performing Arts are varied and exciting. Art students are prepared for careers or graduate study in advertising, business, graphic design, museum/archives, art therapy, studio art or may be prepared for specific areas of teacher licensure for a career in education through the Teacher of Visual Art Program (PreK–8 and 5–12).*

Music students are prepared for careers in Music, Voice or Piano Performance, Music Therapy, or may be prepared for a career in music education through the Bachelor of Music in Music Education (K–12).*

**Programs for Initial Licensure in Music and Visual Art are approved by the Massachusetts Department of Education (MADOE).*

School of Visual and Performing Arts

Art

All students must possess a basic set of skills and knowledge, developed through a ten course Art Core, including drawing and design skills, design and color theory, knowledge of art history, and the completion of a senior seminar and senior art exhibit. Depending on their career interests or plans for graduate study, students select a concentration in a specific art field: Studio Art, Teacher of Visual Art (PreK–8, 5–12, or PreK– 12), Art and Business, Graphic Design or Art Therapy or they may, in consultation with an advisor, self-design a program of study in art.

Students may also combine Art Therapy and Art Education as a double major. Upon graduation and passing the required Massachusetts Department of Education certification requirements, these students are certified to teach in 40 states. In addition to the 12-credit practicum required of all education students, those seeking the double major must complete a 6-credit practicum in Art Therapy and a combination of psychology and child and adult development courses. This program prepares students for a master's degree program in Art Therapy. This combined course of study requires an additional semester and/or summer courses beyond the four-year curriculum. In addition to the practicum in preparation for the Teacher of Visual Art at all levels and the practicum for the Art Therapy program, an internship/practicum is available for all art students to further classroom and practical learning experiences. Students are placed by the College in appropriate settings through the Career Development Office and supervised by College personnel. These internships/practica are credit-bearing and are available to students in all of the above disciplines.

Art Concentration Requirements

Core Curriculum, including: 51

GRD 240 Introduction to Graphic Design or
GRD 240 Introduction to Photoshop (Technological Literacy)
ART 452 Senior Seminar
ART 461 Senior Evaluation
HUM 201 History of Arts and Ideas (Div. I elective)
Fourth Year Core Seminar or Internship

For Teacher of Visual Art Students:

EDU 421 Teaching Seminar
(Fourth-year Core Seminar)
PSC 231 American Government
PSY 207 Child Development or
PSY 215 Psychology of Adolescence
For Art and Business Students:
BLP 110 Leadership

In addition to the above, all students must meet distribution requirements prior to graduation.

Art Core Requirements

(required of all art majors*): 24

ART 101–102 Drawing I, II
ART 205 Design and Lettering
ART 201–202 Fundamentals of Design and Fundamentals of Color
ART 351–352 Art History I, II
Art History elective

In addition to the College Core requirements and the Art Core requirements, all art majors must choose an area of focus and complete the corresponding requirements and electives as indicated.

45

Total 120

**See special requirements for Graphic Design major.*

Studio Art

The Studio Art concentration develops essential skills in several media through intensive studio courses for a wide range of art-related career options or graduate study. An internship may be arranged for six credits as a supplement to classroom instruction.

Requirements Credits

Core Curriculum 51

HUM 201/HUM 202 History of Arts & Ideas I or II

Art Core (see above) 24

Studio Art 27

Three two-course studio sequences including one 3-D medium, selected from the following:
ART 104 Introduction to Sculpture/Pottery &
ART 311 Advanced Pottery or
ART 312 Advanced Sculpture

ART 242–243 Photography I, II
ART 301–302 Watercolor Techniques I, II
ART 303–304 Oil Painting I, II
ART 315–316 Printmaking I, II
ART 399 Advanced Drawing
Two 3-credit Art electives or 6-credit internship

Minor/electives 18

Total 120

Minor in Art

Students interested in art who major in another field may minor in art. An art minor may be of particular interest to the Humanities major who wishes to engage in a creative endeavor, or the Business major who may find art and design skills an asset for a career in marketing, advertising, or public relations. A portfolio presentation of basic artistic skills is required to declare a minor in art.

Minor in Art Requirements 18 credits

ART 100 Drawing for the Non-Major or
ART 101 Drawing I
ART 104 Introduction to Sculpture/Pottery
ART 201 Fundamentals of Design
ART 202 Fundamentals of Color
ART 315 Printmaking
HUM 201 History of Arts and Ideas I or
HUM 202 History of Arts and Ideas II

Teacher of Visual Art*

The Massachusetts Department of Education approved program for Initial License as a Teacher of Visual Art provides students with the knowledge and skills required for a career in teaching in the elementary, middle and/or high schools. Students apply for acceptance into the Teacher Certification Program at the end of their sophomore year and are prepared to take the teacher certification tests.

**(See School of Education for complete details)*

Requirements Credits

Core Curriculum, including 51

HUM 201/HUM 202 History of Arts & Ideas I or II
EDU 421 Teaching Seminar (Core IV)
PSC 231 American Government (or equiv)
PSY 207 Child Development or
PSY 215 Psychology of Adolescence or
SWK 348 Grown & Behavior & The Social Environment I

Art Core (see above) 24

Teacher of Visual Art Concentration 45

ART 115 Methods and Materials for Educators/Therapists
ART 104 Introduction to Pottery/Sculpture
ART 303 Oil Painting I or
ART 301 Watercolor I
ART 315 Printmaking I
ART 353 American Art
EDU 409 Pre-practicum (Classroom Observation) (no credit) (taken in conjunction with ART 411, ART 412)
ART 411–412 Art Education I, II*
ART 413 Teaching Non-Western Art
EDU 200 Introduction to Teaching
EDU 201 Education, Culture and Society
EDU 212 Developmental Disabilities or
EDU 330 Strategies for Inclusion
EDU 421 Student Teaching Seminar (Visual Art)
EDU 425 Teaching Practicum—Art (PreK–8)** or
ART 427 Teaching Practicum—Art (5–12) or
ART 432 Teaching Practicum- Art (PreK–12)

Total 120

At least 80 hours of monitored field-based experience (classroom observation typically accomplished in ART 411 and ART 412) are required prior to the Teaching Practicum (student teaching).

***Students enroll in one 300-hour practicum appropriate to the grade level for which they are seeking licensure (PreK– 8 or 5–12). They may add a second 150 hour practicum at another grade level or enroll in EDU 432 which includes two 150-hour practica if they seek certification in both levels (PreK–12).*

Teacher of Visual Art/Art Therapy

Students may opt to combine these degrees by completing an additional 6-credit internship in Art Therapy plus Art Therapy I & II.

Art and Business

The Art and Business concentration is designed to provide an interdisciplinary course of study for art students who seek the opportunity to develop their talents in combination with a strong business background. The art courses cover the broad perspective of skills required of an artist while the business course work addresses areas of marketing, advertising, and management. An internship/

School of Visual and Performing Arts

practicum experience in art and business or in advertising/design is available to further practical learning experiences.

Requirements Credits

Core Curriculum: 51

HUM 202 History of Arts & Ideas II

Art Core, including: 24

ART 242 Photography I (replaces art history)

Art & Business Concentration 45

ART 243 Photography II

ART 301 Watercolor Techniques I

ART 499 Practicum in Art and Business

BUS 260 Principles of Management

BUS 270 Marketing Principles

BUS 311 Principles of Advertising

BUS 221 Consumer Behavior

BUS 410 Managing and Marketing New Products

ECO 110 Principles of Economics

GRD 103 Introduction to Computer Graphics

GRD 240 Introduction to Graphic Design

GRD 440 Design Practices

Plus

Two of the following business electives:

BUS 320 Principles of Retailing

BUS 316 Human Resource Management

BUS 402 Principles of Selling

Bus 403 Business Ethics

Total 120

Art Therapy

The Art Therapy concentration prepares for the master's degree in Art Therapy after graduation from the undergraduate program at Anna Maria College. The curriculum is designed for the acquisition of skills and knowledge in both art and therapy. A six-credit internship in clinical situations provides a hands-on experience and is taken in connection with the Art Therapy I and Art Therapy II courses. A combination of art therapy and psychology courses makes up the requirements for the degree. Anna Maria College is a member of the American Art Therapy Association. A minor in psychology may be obtained by completing six courses (18 credits) in psychology.

Requirements Credits

Core Curriculum 51

HUM 201/HUM 202 History of Arts & Ideas I or II (as Div I elective)

Art Core 24

Art Therapy 45

ART 103 Methods and Materials for Educators/Therapists

ART 104 Introduction to Sculpture and Pottery

ART 411 Art Education*

ATH 301 Art Therapy I, II

ART 450 Art Therapy Internship I & II

EDU 212 Developmental Disabilities

PSY 201 Introduction to Psychology

Four Child and Adult Development courses from the lists below:

Child Theory (two courses)

EDU 331 Learning Disabilities

PSY 207 Child Development

PSY 215 Adolescent Psychology

Adult Theory (two courses)

NUS 204 Working with the Elderly

PSY 202 Advanced General Psychology

SWK 349 Growth and Behavior in the Social Environment

SWK 408 Marriage and the Family

Two Art or Psychology electives

Total 120

**-At least 80 hours of monitored field-based experience (classroom observation typically accomplished in the Art Methods courses.*

Graphic Design

The Graphic Design student will develop problem solving skills, critical design thought, language and technical skills. These skills will integrate with the College's core curriculum, focused business courses and key communications skills to give the student tools needed to enter the profession of Graphic Design. As this is a professional degree, students may wish to combine this program with a major or minor in Business (see School of Business).

Requirements Credits

Core Curriculum, including: 51

HUM 201/HUM 202 History of Arts & Ideas I or II

ART 452/461 Senior Seminar/Senior Evaluation

BLP 110 Leadership (Div. II elective)

Art Core requirements (for Graphic Design majors only) 24

ART 101 Drawing I or

ART 100 Drawing for the Non-Major

ART 201 Fundamentals of Design

ART 202 Fundamentals of Color

ART 205 Design and Lettering

ART 209 Art Appreciation or

ART ___ Art History elective

ART 242, 243 Photography I, II

ART 301 Watercolor Techniques I

Graphic Design 45

BUS 270 Marketing Principles

BUS 311 Principles of Advertising

GRD 240 Introduction to Graphic Design

GRD 251 History of Graphic Design

GRD 305 Typography II

GRD 310 Business and Production for the Designer

GRD 315 Graphic Design Internship (3 or 6)

GRD 340 The Digital Image and Electronic Photo Manipulation

Two 400-level Graphic Design electives

One communications elective*

Three or four electives in Art, Business, Communications, or Graphics

Total 120

**May be completed through Worcester Area Consortium of Colleges.*

Minor in Graphic Design

A minor in Graphic Design may be of particular interest to students in the art or business programs, providing them with knowledge of technology coupled with design relevant to both the creative and professional worlds.

Requirements (for Art majors) Credits

18

GRD 240 Introduction to Graphic Design

GRD 251 History of Graphic Design

GRD 305 Typography II

GRD 340 The Digital Image and Electronic Photo Manipulation

GRD ___ One upper-level Graphic Design course

BUS 313 Principles of Marketing

Requirements Credits

(for non-Art majors) 18

ART 201 Fundamentals of Design

ART 242 Photography I

GRD 103 Introduction to Computer Graphics

GRD 240 Introduction to Graphic Design

GRD 340 The Digital Image and Electronic Photo Manipulation

One Business elective

Self-Designed Program in Art

The approval of an advisor is required for the student to undertake a self-designed program of study in the School of Visual and Performing Arts.

Requirements Credits

Core Curriculum, including: 51

ART 452/461 Senior Seminar/Senior Evaluation

Choices from the Art Concentrations 24

(see requirements on previous pages)

Art and Business

Art Therapy

Graphic Design

Studio Art

Teacher of Visual Art

A selection may be made from any of the following courses (at least two courses 300-level or higher): 18

ART 101 Drawing I

ART 104 Introduction to Sculpture/Pottery

ART 201 Fundamentals of Design

ART 205 Design and Lettering

ART 209 Art Appreciation

ART 215 Bookmaking

ART 242, 243 Photography I, II

ART 301 Watercolor Techniques I

ART 303 Oil Painting I

ART 315 Printmaking I

ART 351 Art History I

ART ___ Art History elective

ART ___ Internship (strongly recommended)

GRD 240 Introduction to Computer Graphics

GRD 251 History of Graphic Design

GRD 305 Typography

GRD 405 Identity Design

ART 101–102 Drawing I, II

ART 201–202 Fundamentals of Design and Color

Two Studio electives

School of Visual and Performing Arts

Art Course Offerings

Courses marked by an asterisk (*) require two three-hour studio sessions.

ART 100 Drawing for the Non-Art Major (3)

General drawing techniques to develop basic skills and to give students an appreciation for the creative process of artists. Studio fee.

ART 101, 102 Drawing I & II (3, 3)*

Drawing in various media in black and white and color. Still life, landscape, perspective, anatomy, figure and portrait drawing. Art 101 is a prerequisite to Art 102. Studio fees.

ART 104 Intro to Sculpture/Pottery (3)

An introduction to 3-D techniques including both pottery and sculpture in a variety of media. Studio fee. Open to non-majors.

ART 115 Methods and Materials for Educators/Therapists (3)

A hands-on introduction to a variety of methods, materials, and techniques used for therapy or for teaching the visual arts in the PreK–12 or therapy environment, including (among others) collage, stained glass, crafts, and basic printmaking. Studio fee. Open to non-majors.

ART 201 Fundamentals of Design (3)

A basic requirement for all fine arts courses, and essential to related courses in the design and technological areas. Elements of Design and Unifying Principles are stressed as the foundation of all art forms. Semester projects develop critical awareness of the properties of design and their recognition in the analysis of and the execution of art.

ART 202 Fundamentals of Color (3)

An in-depth study of the Fundamentals of Design and the relationship of color to the design process. Explores the vital role of color, its properties, its physical, psychological and emotional qualities and the effects on the development of art. Prerequisite: ART 201.

ART 205 Design and Lettering (3)

A fundamental design course in which students will apply the knowledge and practice of a minimum of five lettering styles and apply them to the design and ornamentation of a layout page. Some computer knowledge is advisable. Elements of Design and Unifying Principles are integral to the execution of the lettering layout. Studio fee. Prerequisite: ART 201; Suggested, GRD 103. Studio fee.

ART 209 Art Appreciation (3)

A course designed to acquaint the college student with the language, issues and concepts of art. Elements of design will be applied to various forms of visual expression, including drawing, painting, sculpture and architecture. Slides, videos, a scheduled museum visit and class discussions will develop an appreciation of art as an influential force in present-day living.

ART 215 The Art of Bookmaking (3)

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

ART 242, 243 Photography I & II (3, 3)

A comprehensive exploration and understanding of the physical working of a camera and film for the achievement of artistic visual expression through practical application. The development of black & white photography through special projects and in-depth study of darkroom techniques. ART 242 prerequisite for ART 243. Studio fee. Open to non-majors.

ART 300 Advanced Drawing (3)*

The development of precision and artistic knowledge from previous studio courses will be applied to the creative process as it relates to the landscape, the human figure, the portrait, and the still life. Experimentation with a variety of

media, techniques and papers will contribute to the artistic vocabulary of the student. Critiques and demonstrations are an essential component of the course.

ART 301, 302 Watercolor Techniques I, II (3, 3)*

A study of various techniques stressing personal experimentation and self-expression in the medium of watercolor. Prerequisite: ART 101, 202. ART 301 prerequisite for ART 302. Studio fees.

ART 303, 304 Oil Painting I & II (3, 3)*

A study of composition, color theory, and elements of design as they apply to the painting medium. Studies of the master artists and techniques are incorporated into a research project. Prerequisite: ART 101, 202. ART 303 prerequisite for ART 304. Studio fees.

ART 312 Advanced Sculpture (3)

Provides students with an in-depth understanding of the elements and principles of design as they apply to sculpture. A study and analysis of master sculptors through research, slide presentations, field trips. A variety of hands-on studio activities. Prerequisite: ART 104. Studio fee. Open to non-majors.

ART 315, 316 Printmaking I & II (3, 3)

Introduction to the basic elements and principles of design as they apply to printmaking. Provides basic printmaking skills, including the creation of simple prints, with and without the use of a press. Develops a working vocabulary for the discussion of prints. Second semester develops further skills, focusing on mastery of series and edition printing. ART 315 Prerequisite to ART 316. Studio fee. Open to non-majors.

ART 320 Stained Glass (3)

ART 351, 352 Art History I & II (3, 3)

An historical and cultural survey of the major periods of Western art from the birth of civilization in Mesopotamia to the end of the 20th century. Through lecture, discussion and museum visits, students become acquainted with the purposes of art and art making throughout the ages. Semester one completes the Medieval era, while semester two picks up with the Renaissance. Core-designated Knowledge Area course. ART 351 prerequisite for ART 352. Open to non-majors.

ART 353 American Art (3)

An introduction to the development of painting, sculpture and architecture from Colonial times to the end of the 20th century. In addition to class lectures, students examine a select number of artists such as Copley, Jefferson, Eakins and Chicago, discuss primary sources and visit local collections of American Art. Open to non-majors.

ART 354 Modern Art (3)

A study of the origins and development of modern art from 1750 to WWI. Through an examination of works by artists such as David, Goya, Courbet, Whistler, Monet, Cezanne, Picasso, and Kandinsky students are encouraged to examine the richness of the artist's vision in light of the historical and cultural complexity of the times. Open to non-majors.

ART 362 Women and the Arts (3)

An examination of a pre-selected topic on women and the arts, viewing women as makers, patrons, and subjects of image making from a variety of periods. Students explore current areas of scholarly investigation and complete studies of works by women artists in local museum collections. Open to non-majors.

ART 411 Art Education I (3)

A foundation course in preparation for initial licensure as a Teacher of Visual Art, grades Pre- K through 8. The artistic and social development of children at these grade levels, their learning styles, social, cultural, and linguistic backgrounds and special needs are addressed. A 40-hour pre-practicum (classroom observation) experience is required with this course.

ART 412 Art Education II (3)

A foundation course in preparation for initial licensure as a Teacher of Visual Art, grades 5 through 12. Competence in planning and implementation and evaluation of learning activities is addressed. Lecture, discussion, simulated classroom experience, and pre-practicum provide students with the opportunity to integrate knowledge gained through art and education courses as students take meaningful steps in their development as art educators. A 40-hour pre-practicum (classroom observation) experience is required with this course. ART 411 prerequisite for ART 412.

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,

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with particular emphasis on methods for presenting these arts in the classroom.

ART 415 Practicum in Art and Business and Advertising Design (variable)

Supervised work experience under qualified professional staff and art faculty in the business setting such as advertising firms and printing houses. The practicum provides students with practical experience in the field of graphic communications. Permission of art faculty supervisor required. Practicum fee.

ART 419 Practicum in Art (variable)

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

ART 433 Issues in Contemporary Art (3)

Current issues in the arts approached through visits to local galleries and special exhibits, discussion, writing and reading review/critique. Students learn about contemporary art publications and address the interface between the socio-political world and contemporary art, reading local and national papers to identify issues that are in the domain of public discourse.

ART 452 Senior Seminar (3)

The implementation of a major research project to serve as a capstone experience for the graduating art major. Readings, class presentations and critiques lead to the final acquisition of sound understanding and appreciation of the chosen topics. Results in a bound thesis paper with two accompanying art projects. Prerequisite: Completion of all major requirements. Core integration course.

ART 461 Senior Evaluation (3)

A senior exhibit project evolved by the students and faculty advisor. Students design and implement the entire exhibit process and its many and varied responsibilities, resulting in a professionally executed art exhibit of College art course work. Required of all majors. Prerequisite: Completion of all major requirements. Core integration course.

ATH 301 Art Therapy I (3)

This course is an introduction to art therapy through reading, discussion, videotapes, in-class experiential

exercises, and field trips. A three credit internship accompanies this course.

ATH 302 Art Therapy II (3)

This course assists students in the exploration, study and practice of art therapy through reading, discussion, videotapes, in-class experiential exercises, and field trips. A three-credit internship accompanies this course. ATH 301 prerequisite for ATH 302.

ATH 450 Art Therapy Internship (3) or (6)

Supervised clinical experience in community settings. Students observe, assist, and conduct sessions with children and adults with various disabilities. Prerequisite: ATH 301–302; for majors only.

GRD 103 Introduction to Computer Graphics (3)

An introduction to the Photoshop Software program, this course provides the basic skills necessary to work with key graphic programs. Core-designated Technological Literacy course open to non-majors. Studio fee.

GRD 220 Photo Manipulation for Criminal Justice (3)

GRD 240 Introduction to Graphic Design (3)

An exploration of the creative process of visual communication, moving ideas and information to the minds of others. The general principles studied and practiced in this course are the foundation of creative thinking and successful solutions for graphic design and other forms of direct visual communication. Prerequisite GRD 103.

GRD 251 History of Graphic Design (3)

A survey of graphic design through lectures. The course will study how graphic design responded to (and affected) international, social, political, and technological developments. Emphasis will be on the influence of design and illustration from the beginning of the twentieth century to the present. Core designated Knowledge Area course.

GRD 305 Typography II (3)

A course built on the fundamentals learned in Design & Lettering. Through the use of actual typographic design problems, the course introduces the student to the use of type as a basic element of graphic communication. This includes the principles which determine typeface selection

(to visually communicate the desired effect) and the appreciation of letterforms. Typesetting and typographic layout on the computer are practiced in the classroom. Prerequisite: GRD 103, ART 205.

GRD 310 Business and Production for the Designer (3)

An overview of the roles and responsibilities of professional designers in relation to printing companies and service bureaus, including how to prepare digital files for printing, traditional reproduction processes and practical aspects of planning to establish oneself as a graphic designer. The course includes development of a portfolio, planning a job search, pricing freelance jobs, writing purchase orders and contracts and designing a self-promotion piece. Other considerations will include sales tax, sole proprietorship, copyright, work for hire, mark-ups and contracts. Prerequisite: ART 202, GRD 240.

GRD 315 Editorial Design (3)

A study of editorial design is the art of visualizing the written word or story. This course focuses on the design of the page and the page sequence of books, periodicals and magazines through editorial concepts, content, format, image and audience. Prerequisite: ART 202, GRD 240, GRD 305, GRD 340.

GRD 340 The Digital Image and Electronic Photo Manipulation (3)

The study of creative digital experimentation with photography in graphic design and photography- as-illustration in graphic design. Students will focus on the technical aspects of Adobe Photoshop to create photographic illustrations for communication. The course will begin with the photo as an image and move through complex collage as photo illustration. Prerequisite: GRD 103, ART 202, ART 242. Studio fee.

GRD 405 Identity Design (3)

The design of an identity system (symbol and/or logo type and sample applications) for an organization or product to be assigned. Prerequisite: ART 202, GRD 240, GRD 305.

GRD 410 Packaging Design (3)

The process of developing graphics in package design. Prerequisite: ART 202, GRD 240, GRD 305, GRD 340.

GRD 420 Interactive Computer Design (3)

An exploration of the areas of digital activity, from web site design to interactive digital products. Prerequisite: ART 202, GRD 240, GRD 305, GRD 340.

GRD 440 Design Practices (3)

The pragmatic aspects of graphic design. The objective is to apply acquired knowledge and skills (typography, color, visual translation, photography and basic design theory) to a complete design project. A complete “package” of print material will be developed from concept to print production to address the specific design project. The intent of this course is to simulate the experience of professional design project. Prerequisite: ART 202, GRD 240, GRD 305, GRD 340. Studio fee.

GRD 499 Graphic Design Internship(variable credits)

Practical experience in the workplace using graphic design skills. Prerequisite: GRD 240. Practicum fee.

Music

Anna Maria College is a full member of the National Association of Schools of Music. The Music Education Program is approved by the Massachusetts Department of Education and the Music Therapy program is accredited by the American Music Therapy Association.

The chief goal of music study at Anna Maria College is the development of sensitivity, intellectual background, and technical dexterity in order to realize to the greatest extent possible each student’s potential for self-expression and communication through music.

Concurrent study of the liberal arts provides a context for the student’s professional development. It broadens and deepens the learning experience and enhances growth in knowledge, understanding, and appreciation of self, others, and the world. The Department of Music is small enough to foster close contacts, yet large enough to offer considerable advantages in terms of academic versatility and physical facilities.

The following programs are offered:

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

The department occupies a building of its own with classrooms, teaching studios, practice rooms and the

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intimate Payer Concert Room, which is used for events not requiring the large seating capacity of the Zecco Performing Arts Center.

An interview and an audition are required before admission to any of the music programs can be assured. Once in the department, students take weekly private lessons in their major performance area. Regular performance laboratory sessions provide opportunities to gain experience and poise in public performance. Music students participate in a variety of performing ensembles. These include: chorus, chamber choir, various woodwind ensembles, Jazz band, and various vocal/instrumental combinations needed for departmental recitals and concerts. The Worcester Consortium provides additional ensemble performance opportunities.

Non-music majors who have the requisite musical background are invited to participate in performing ensembles. Non-music majors may also enroll in private lessons and other music specific courses. The Worcester community offers varied musical experiences for all students. Besides numerous concerts that take place on the Anna Maria College campus, there are many other musical events including the Worcester County Music Association's Music Festival, the Community Concert Series, concerts at the Worcester Art Museum, and individual concerts and performances at various other locations, including Mechanics Hall and the DCU Center.

The music programs at Anna Maria College foster a community of musicians by developing students' proficiency in music skills, building their academic knowledge of music and by cultivating professional attitudes toward musicianship. All students in the music programs will develop a shared set of skills and knowledge through the Music Core, which includes training on piano, ear training and general musicianship, compositional techniques, and the history of music. Students also study and perform on their major instrument through individual studio instruction and a variety of vocal and instrumental ensembles. With the permission of their advisor, students may also choose to take lessons on a secondary instrument.

Combined with a thorough grounding in the liberal arts provided by the Core Curriculum, a music degree prepares students for a range of career opportunities. The College's

programs are fully accredited by the National Association of Schools of Music (NASM) and, as professional degrees, may be highly demanding. To ensure that students recruited into music programs succeed in completing their requirements, the music faculty have developed for all music majors a Sophomore Proficiency Review, which diagnoses students strengths and weaknesses in key skill and knowledge areas so that students can seek additional support in those areas needing further study (see the Music Student Handbook for details).

Depending on their career goals, students will select from the specializations in music described below. Some students elect to combine two areas of specialization, and faculty advisors work with students to design a program that can be completed in four years, but such students often opt for an extra semester or year to complete these demanding double majors in music.

Note: A minimum of 120 credits is required for graduation. Depending on the student's choice of concentration, more credits may be needed to fulfill college and department requirements. Students must work closely with their advisors to assure that all requirements are met.

Bachelor of Arts in Music

This program is designed for those who wish to develop a good general musicianship within the context of a strong liberal arts education. The curriculum does not require certain specialized upper-level music courses; instead, greater breadth of education is provided through expanded opportunities for elective courses.

Requirements Credits

Core Curriculum, including 51

HUM 201, 202 History of Arts and Ideas I, II

Music Core 50

MUS 101, 102, 201, 202 Music Theory I, II, III, IV

MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV

MUS 255, 256 Music History I, II

MUS 260 American Music

MUS 433 Introduction to MIDI Applications

MUS 011 Piano

MUS ___ Individual Studio Instruction in Major Instrument

MUS ___ Ensemble

MUS 100 Performance Lab
Minor (optional) and
General Electives 19
Total 120

Bachelor of Music in Performance, Piano or Voice

This program affords the intensive, high-level training needed for a career in performance and/or private teaching of piano or voice. Students entering as performance majors must show considerable technical and musical skill at the time of the entrance audition since they are expected to achieve a professional level of performance by the end of the four-year program.

Requirements Credits

Core Curriculum, including 51

MUS 255, 256 Music History I, II Junior Recital (half)

COR 490 Senior Recital

Music Core 46

MUS 101, 102, 201, 202 Music Theory I, II, III, IV

MUS 149,150, 249, 250 Ear Training and

Musicianship I,II, III, IV

MUS 365 Orchestration

MUS 433 Introduction to MIDI Applications

MUS 100 Performance Lab (8 semesters)

MUS 361 Form and Analysis, I

MUS ___ Individual Studio Instruction Voice/Piano

MUS ___ Ensemble

Concentration in Piano 9

MUS 173, 174 Voice Class I, II

MUS 307 Survey of Piano Literature

MUS 309 Piano Pedagogy

MUS 319 Vocal Accompaniment for Pianists

Concentration in Voice 22

MUS 173, 174 Voice Class I, II

MUS 310 Diction

MUS 327 Survey of Voice Literature

MUS 329 Voice Pedagogy

MUS 445 Choral Conducting

MUS 011 Piano

Foreign Language (Beginning Level)

Foreign Language (Intermediate Level)

Electives 1/14

Total 120

Bachelor of Music: Teacher of Music (All)

The teacher preparation program includes all requirements for the Bachelor's degree in music. This program provides preparation for a career teaching music at the elementary (pre-K–9) or secondary (5–12) levels. A carefully coordinated combination of course work and field experience assures the theoretical and practical knowledge necessary for success as a classroom teacher of vocal,

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instrumental, and general music. Graduates are eligible for Initial Licensure by the Massachusetts Department of Education.* It is a demanding pre-professional program which, although it may be completed in four years, may require an additional year or semester for some students.

*-Students must apply to the Teacher Preparation program of the College and pass the Verbal Skills portion of the Massachusetts Test for Educator Licensure. (See School of Education - Education and Teacher Licensure Preparation for specifics.

Requirements Credits

Core Curriculum, including: 57

EDU 422 Teaching Seminar (Core IV Integration)

MUS 255, Music History I (Div. I)

PSC 231 American Government or equiv. (Div. II)

SWK 348 Growth and Behavior (Div. III) or

PSY 207 or PSY 215

Music Core 21

MUS 101, 102, 201, 202 Music Theory I, II, II, IV

MUS 149, 150, 249, 250 Ear Training and

Musicianship I, II, III, IV

MUS 256 Music History II

MUS 100 Performance Lab (7 semesters)

Music Education 43

MUS 171, 172 Voice Class I, II

MUS 173 Percussion Class

MUS 175 Woodwind Class

MUS 177 String Class

MUS 179 Brass Class

MUS 181 Guitar Class

MUS 260 American Music

MUS 361, Form and Analysis I

MUS 365 Orchestration

MUS 411 Music in the Elementary School

MUS 412 Music in the Secondary School

MUS 433 Introduction to MIDI Applications

MUS 445 Choral Conducting

MUS 446 Instrumental Conducting

MUS ___ Individual Studio Instruction in
Voice/Instrument

MUS ___ Ensemble*

Education Courses 9

EDU 200 Introduction to Teaching

EDU 201 Education, Culture, and Society

EDU 212 Developmental Disabilities or

EDU 409 (2 semesters)

EDU 433 Teaching Practicum**

Total 130

*-Students must participate in a variety (in size and type) of ensembles throughout their educational experience.

** -Teaching practicum totals 12 credits, 3 of which apply toward the Core Integration requirements

Music Minor: 18 credits

Students whose concentrations are in areas other than music may choose to minor in music by fulfilling the following music requirements:

MUS 101, 102 Music Theory I, II

MUS 255, 256 Music History I, II

MUS ___ Individual Studio Instruction Voice/Instrument

MUS ___ Ensemble

MUS 100 Performance Lab (2 semesters)

Music Therapy

Lisa Summer, Ph.D., Director

The School of Visual and Performing Arts offers two accredited undergraduate music therapy programs in the New England region. Graduates of this program are eligible to sit for the board examination administered by the Certification Board for Music Therapists to receive their MT-BC credential (Music Therapist-Board Certified).

The program prepares students for clinical practice as generalists immediately after graduation. In the first two years of the music therapy track, students acquire their basic musical skills (theory, ear training, keyboard, guitar, voice, and percussion), learn clinical musicianship through hands-on class work and begin clinical placements in community settings. After a sophomore review, junior and senior music therapy majors focus upon learning skills and knowledge-based clinical competencies in the areas of techniques, theory, and research. Concurrently, students complete 1,200 hours of supervised clinical practicum and internships in the community working with children, adult, and elderly clients with psychiatric illnesses, cognitive and physical disabilities, and medical conditions.

Requirements Credits

Core Curriculum Requirements, including: 51

PSY 201 Introduction to Psychology

BIO 112 Human Biology I

MUS 450-451/460-461 Music Therapy Cooperative
Internship I-II/Music Therapy Senior Seminar I-II

(9th Semester Internship Option Includes: MUT 452-453/460-461 Music Therapy Field Placement III-IV/Music Therapy Senior Seminar I-II, MUT 450-451 Music Therapy Cooperative Internship III)

Music Therapy Requirements: 73

Major Performance Area (8 semesters)

Ensembles (6-8 semesters)

MUS 011 Piano

MUS 101, 102, 201, 202 Music Theory I, II, III, IV

MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV

MUS 255, 256 History of Music I, II

MUS 433 Introduction to MIDI Applications

MUS 171 Percussion Class

MUS 173 Voice Class

MUT 188 Introduction to Music Therapy

MUT 210 Clinical Musicianship

MUT 250 Music Therapy Pre-Practicum

MUT 310, 311 Music Therapy I, II

MUT 350, 351 Music Therapy Field Placement I, II

MUT 410 Music Therapy III

MUT 411 Psychology of Music

MUT 452, 453 Music Therapy Field Placement III, IV (optional)

ED207 Child Development

PSY 360 Abnormal Psychology

Research Course

Total (With Internship in Senior Year) 124

Music Course Offerings

Individual Studio Instruction

All concentrators in music must enroll for one hour per week of Individual Studio Instruction in their major instrument each semester. Non-music majors may also enroll in these private lessons for an additional studio fee.

Anna Maria College offers private instruction in the following areas:

MUS 005 Violin (1)

MUS 006 Cello (1)

MUS 007 Bass (1)

MUS 011 Piano (1)

MUS 031 Organ (1)

MUS 045 Clarinet (1)

MUS 046 Flute (1)

MUS 047 Saxophone (1)

MUS 048 Oboe (1)

MUS 049 Bassoon (1)

MUS 051 Voice (1)

MUS 075 Guitar (1)

MUS 085 Trumpet (1)

MUS 086 French Horn (1)

MUS 087 Trombone (1)

MUS 088 Tuba (1)

MUS 089 Euphonium (1)

MUS 095 Percussion (1)

Academic Course Offerings

MUS 101 Music Theory I (3)

General acoustical orientation; principles of notation; scales; intervals; keys; triads and seventh chords; rhythm; the diatonic system of triads.

MUS 102 Music Theory II (3)

Introduction to species counterpoint, cadential formulae; four-part figured-bass realization; harmonic analysis; harmonic dissonance; non-harmonic tones; simple keyboard patterns. Prerequisite: MUS 101.

MUS 139 Chamber Choir (2)

Rehearsal and performance of specialized literature from the middle ages to the twenty-first century suitable for a small vocal ensemble. Open to all majors, but members are chosen by audition.

MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV (2, 2, 1, 1)

Scale and interval relationships; sight singing; rhythmic, melodic, contrapuntal, and harmonic dictation; principles of general musicianship; simple keyboard patterns in the first year. The second year continues the above at an advanced level.

MUS 171 Percussion Class (1)

Brief history of percussion instruments. Snare drum technique; pitched and non-pitched instruments; in-class ensemble playing; marching band techniques, techniques of percussion class and marching band teaching.

MUS 173, 174 Voice Class I, II (1, 1)

Introduction to the basic anatomy and physiology of singing; the principles of diction and interpretation, skills of relaxation and concentration, true study and performance. An overview that will clarify, guide, and facilitate future vocal study and/or teaching.

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MUS 175 String Class (1)

Brief history of stringed instruments. Bow techniques, fingering, and techniques of string class teaching.

MUS 177 Woodwind Class (1)

Brief history of woodwind instruments. Acoustical characteristics, embouchure, tone production, fingering, and techniques of woodwind class teaching.

MUS 179 Brass Class (1)

Brief history of brass instruments. Acoustical characteristics, embouchure, tone production, fingering, and techniques of brass class teaching.

MUS 181, 182, 183, 184 Guitar Class I, II (1,1,1, 1)

This course sequence begins with tuning, basic chords, accompanying, and playing from staff notation. Subsequently, it provides students with advanced guitar skills to lead individual and group music therapy sessions.

MUS 201, 202 Music Theory III, IV (3, 3)

Survey of 18th and 19th century harmonic techniques; natural harmonic sequence and chord classification; melodic composition and harmonization; chromatic harmony; modulation; introduction to form and analysis; introduction to atonality; simple keyboard harmonization and transposition. Prerequisite: MUS 102, MUS 150.

MUS 255, 256 History of Music I & II (3, 3)

Ambrosian and Gregorian chants; early stages of polyphonic music; Ars Antiqua; Ars Nova; Netherlands and Burgundian schools; Renaissance music; music of the Baroque, Rococo, Classical, Romantic, and Impressionistic styles; contemporary music, including non-Western and popular music. Composers, works, and historical relationships are studied with reference to contemporaneous developments in history, art, and literature.

MUS 257 Music Appreciation (3)

Basic elements of music terminology, notation, voices, instruments. Form in music. Distinguishing style characteristics and well-known composers of Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Non-

Western, and Popular music. Open to non-music majors only.

MUS 260 American Music (3)

The study of a variety of musical styles that have influenced and fostered the American experience, including jazz, classical, folk, and popular music. Special emphasis is placed on the socio historical context within which American musical forms have developed and on the rich cultural contributions of immigrant groups to American music. Open to non-music majors. Approved for Core Knowledge Area credit.

MUS 307 Survey of Piano Literature (3)

A study of compositional and performance styles in solo keyboard music from the Baroque through the present. Harpsichord and organ music commonly played on the piano is included. Prerequisites: MUS 202, 255, 256

MUS 308 Piano Pedagogy (3)

The teaching of piano technique, interpretation, and style. Materials and goals. Prerequisite: MUS 202, 255, 256.

MUS 310 Diction (1)

Instruction and practice in English and foreign language diction for vocalists.

MUS 327 Survey of Voice Literature (3)

Study and performance of representative literature for the solo voice from the 17th through the 21st centuries, including vocal styles of the German, French and English Baroque; German Lieder, the French mélodie; Spanish-and English-language songs; selected arias from representative cantatas, oratorios and operas. Prerequisite: MUS 202, 256.

MUS 329 Voice Pedagogy (3)

Study of the human voice as a developing musical instrument; its anatomy and physiology; scientific and pedagogical theories of voice building; the teaching of vocal technique, interpretation, and style; the teaching of languages through the international phonetic alphabet. Prerequisite: MUS 202, 255, 256.

MUS 361, Form and Analysis I (3)

Musical elements and the procedures that lead to shape in music; standard instrumental and vocal forms in tonal

music: binary; ternary; theme and variation; rondo; sonata; concerto; fugue. Unique forms. Modern techniques, philosophies, and procedures. Study of forms, styles, and techniques will be supplemented by assigned composition projects. Prerequisite: MUS 202, 255, 256\

MUS 365 Orchestration (3)

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

MUS 411 Music in the Elementary School (3)

Study and exploration of relevant philosophical, historical and theoretical principles of music learning, including the National Standards for Art Education; various methodologies appropriate to the elementary classroom, including Jaques-Dalcroze, Kodaly, Orff and Gordon; techniques of planning, managing, facilitating and assessing optimal learning in music for a diverse student population; various strategies, materials and media. Students will learn the art of reflective pedagogical practice. Includes 40 hours of pre-practicum (classroom observation) in an elementary music classroom. Prerequisite: MUS 202, 255, 256.

MUS 412 Music in the Secondary School (3)

Study and practice of skills, knowledge, strategies and materials appropriate for designing, teaching and administering both general music classes and performing groups at the middle, junior and senior high school levels. Philosophical, historical and theoretical principles of music education studied in MUS 411 provide a bases for study and dialogue as do the National Standards for Arts Education. Includes 40 hours of pre practicum (classroom observation) in an elementary music classroom. Prerequisite: MUS 411.

MUS 433 Introduction to MIDI Applications (3)

An introduction to the use of MIDI computer applications for the use of composing music.

MUS 445 Choral Conducting (2)

Study and practice of basic conducting techniques appropriate to vocal ensembles; rehearsal\ techniques, score preparation, style, interpretation and choral repertoire. Prerequisite: MUS 202, 255, 256.

MUS 446 Instrumental Conducting (2)

Beat patterns, cues, cutoffs, terminology, transposition, tempi, and dynamics; rehearsal techniques; score reading and conducting experience, with emphasis on instrumental music. Prerequisite: MUS 202, 255, 256.

MUS 447 Choral Conducting Internship (1)

Practical experience in choral conducting.

COR 490 Senior Recital and Seminar (3)

Ensembles

All music majors must participate in an ensemble each semester and it is recommended that the size of ensemble and musical genres be varied throughout the student's academic career. Non-music majors are also welcome to audition to participate in these ensembles. Ensembles may also include an academic component when appropriate.

MUS 139 Chamber Choir (1)

A small vocal ensemble chosen by audition. Meets once weekly and is available for special performances.

MUS 143 Chorus (1)

Rehearsal and performance of works from the choral repertoire appropriate to the undergraduate choral ensemble (SATB). Public performances are a required component of the course. Audition required.

MUS 313 AMCAT Band (1)

Study and performance of pep and traditional band music in various combinations

MUS 313 Ensemble (1)

Study and performance of chamber music in various combinations.

MUS 314 Jazz Ensemble (1)

Study and performance of jazz in various combinations.

MUS 315 String Ensemble (1)

Study and performance of chamber music for various combinations of strings and piano.

MUS 316 Flute Choir (1)

Study and performance of music for flute ensemble.

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MUS 317 Woodwind Ensemble (1)

Study and performance of chamber music for various combinations of woodwinds.

MUS 318 Guitar Ensemble (1)

Study and performance of chamber music for guitar.

MUS 319 Vocal Accompanying for Pianists (1)

Study and performance of vocal accompanying for pianists; piano students will work in conjunction with a voice student. By audition.

MUS 320 Wind Ensemble (1)

Study and performance of the wind ensemble repertoire.

MUS 321 Chamber Winds Ensemble (1)

Study and performance of chamber music for chamber winds ensemble.

MUS 322 Clarinet Ensemble (1)

Study and performance of chamber music for clarinet.

Music Therapy Course Offerings

MUT 188 Introduction to Music Therapy (3)

This course is an introduction to the field of music therapy, exploring how music can be used clinically to affect change within a variety of populations. This is a hands-on course integrating the use of music, instruments, video, and art materials with reflection, discussion and written work.

MUT 210 Clinical Musicianship (3)

Musical skills are integrated with clinical knowledge, and students are introduced to all aspects of the music therapy process with individual clients. For music therapy track students; prerequisite: fall semester sophomore music core courses.

MUT 250 Music Therapy Clinical Pre-Practicum (1)

Supervised clinical experience in community settings. Students conduct music therapy sessions with individual clients with various disabilities. For music therapy track students; taken concurrently with MUT 210.

MUT 310 Music Therapy I (3)

A course focusing on group music therapy practice with children with special needs; it integrates music therapy theory and techniques, the study of client populations, group process, clinical uses of music, and professional responsibilities. For majors only; prerequisite: sophomore review.

MUT 311 Music Therapy II (3)

A continuation of group music therapy practice with children with special needs, this course integrates music therapy theory and techniques, the study of client populations, group process, clinical uses of music, and professional responsibilities. For majors only; prerequisite: MUT 310.

MUT 350 Music Therapy Clinical Practicum I (1)

Supervised clinical experience in community settings. Students observe, assist, and conduct music therapy group sessions with children with various disabilities. For majors only; taken concurrently with MUT 310.

MUT 351 Music Therapy Clinical Practicum II(1)

Supervised clinical experience in community settings. Students observe, assist, and conduct music therapy group sessions with children with various disabilities. For majors only; taken concurrently with MUT 311.

MUT 410 Music Therapy III (3)

An introduction to the clinical practice of music therapy with adult clientele in psychiatric and medical settings. Students learn group theory and advanced techniques, and are prepared for the “real world” in regard internship, current music therapy practices, and employment.

MUT 411 Psychology of Music (3)

This course investigates psychological, emotional, sociological and spiritual aspects of music and examines research in music therapy.

MUT 450-451 Music Therapy Cooperative Internship I-II (1,1)

Clinical experience in community settings. Students plan and conduct music therapy sessions with children and adults with various disabilities; participation in professional development activities; 450 hour placement at an AMC-

affiliated or AMTA-roster internship site. For majors only; taken concurrently with MUT 460-461.

MUT 452-453 Music Therapy Clinical Practicum III-IV (1,1)

Supervised clinical experience in community settings. Students observe, assist, and conduct music therapy sessions with children or adults with various disabilities. For senior music therapy majors only; taken concurrently with MUT 460-461

MUT 460-461 Music Therapy Senior Seminar I-II(1, 1)

The study of the responsibilities of the music therapist as a member of the interdisciplinary treatment team and of reflective, ethical thinking in the clinical setting. Group supervision integrates topics from previous music therapy and core courses with selected advanced topics related to the internship or practicum placement. For majors only.

Theater

In keeping with its support of the Arts, the school offers a minor in theater. This program includes extensive hands-on experience with theater production in the Zecco Performing Arts Center. Some courses offered on an independent study basis.

Minor in Theater

6 courses in theater* 18 credits

**May include EN 424 Modern Drama.*

THR 101 Acting I (3)

An introduction to the process of character development. A course for students with little or no previous experience who would like to understand the process of acting. Also for students with acting experience who wish to further develop their skills. Improvisations, scene work and monologues will constitute the framework for the workshop class format. A prerequisite for further theater training.

THR 201 Acting II (3)

An introduction to acting styles as they relate to specific theatrical forms. Shakespeare, Greek, Comedy of Manners and others are explored through exercises and scene work. A course for students with acting experience to further develop skills developed in Acting I. Prerequisite: THR 101.

THR 203 History of Theater Techniques (3)

An introduction to the mechanics and techniques of creating theater. Overview and brief history of theatrical forms with emphasis on the evolution of contemporary staging and stage devices. An introduction to current theater technology in stage spaces, lighting, scenery and costuming, with an emphasis on scenic design and the role of the designer in the creative process.

THR 204 Problems in Set Design (3)

Specific assignments and problem solving revolving around a current production on the Zecco stage of the Performing Arts Center. Students will be given a portion of an upcoming production and will be responsible for coordinating design and construction of a unit of scenery. Partially a "hands on" format which introduces students to techniques of construction, scene painting and use of tools. This is done along with classes and discussions of theory of design and how the designer works within the production staff.

THR 305 Independent Study in Set Design (3)

Concentration in an area of the student's choice as well as work towards the overall design of an upcoming production. Interpretation of script, research regarding time and place and meetings with the Director and other members of the production staff.

THR 306 Advanced Set Design (3)

Complete overall design of the stage production studied in first semester including drafting, model building, and realization of a finished set. Production will be student drama club offering.

THR 407 Directing I (3)

Senior Year: Directing. Reading and work with an assigned play. Director reads for interpretation and understanding of playwright's intent. Understanding of character, time and place. Understanding of the rehearsal process. Discussion of casting decisions and "needs of the play." Formation of a production staff and preparation for auditioning of actors.

THR 408 Directing II (3)

Direction of the assigned play. Complete oversight of every aspect of production from auditioning and casting actors through the rehearsal process to opening of the production. THR 407 prerequisite for THR 408.

School of Humanities

School of Humanities

Academics

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

A bachelor's degree in the humanities prepares students for a wide range of graduate study and career options. In addition to the special skills and knowledge acquired in the discipline, students develop the abilities to write, speak and think critically. They develop research, analytical and computer skills, skills necessary for participation in the professional world. In addition, they acquire the general cultural knowledge base associated with a liberal arts education. In addition to our academically challenging majors in established disciplines like English or history, the School also offers several options for interdisciplinary study. Students may engage the mission of the College to its fullest extent through the Catholic Studies program, or they may self-design a course of study in the humanities centered upon a coherent theme of personal intellectual interest, such as American Studies or Women's Studies.

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

Perspective

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

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

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

- understand global cultures as they are expressed in art, music, literature, history, religion, language, and philosophy;
- possess deeper knowledge of an area of concentration in the humanities or international studies;
- know how to access, employ and analyze critically information available in libraries, archives, and databases;
- communicate effectively in English through writing and speaking;
- exercise the imagination through creative or interpretive endeavors;
- possess a critical aesthetic understanding;
- experience the world beyond their own community;
- be capable of applying ethics to decision making;
- be sensitive to the spiritual in all dimensions of the human experience.

Career Options

The career options for students with a degree from the School of Humanities are many and varied. The School's various programs prepare students for careers or graduate study in, among other areas, interpretation/translation,

law/government, library science, ministry, museums/archives, public relations, writing/editing/publishing, media communications. Finally, in conjunction with the School of Justice and Social Sciences, our programs prepare students for specific areas of teacher licensure for a career in education, including: English (5–8; 8–12), History (5–8; 8–12).

Major Fields

English

English Literature

Teacher of English (5–8; 8–12)

English–Language Arts for Elementary and Early Childhood Education (see School of Education)

History

General History

Teacher of History (5–8; 8–12)

History for Elementary and Early Childhood Education (see School of Education)

Humanities

Self-designed Course of Study

Humanities for Elementary and Early

Childhood Education (see School of Education)

Media Communications

Theology: Catholic Studies

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

Minor Fields

all of the above plus:

American Studies

Medieval Studies

Modern Foreign Languages: Spanish

Philosophy

Women's Studies

School of Humanities

American Studies

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

Minor in American Studies (18 credits)

HUM 160 Introduction to American Studies

ENG 230 U.S. Literary Tradition

HST 111 or 112 American Nation I or II or

HST 190 American History through Biography

PSC 231 American Government or SOC 221 Social

Problems in America or ART 353 American Art or

MUS 260 American Music

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

English

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

The English curriculum at Anna Maria College helps students become adept in four fields of inquiry: form,

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

Requirements Credits

Core curriculum, including 51

HUM 201–202 History of Arts and Ideas I & II

COR 490 Senior Seminar in English

English core requirements: 33

One 200 level survey course

Three courses at the 200-level (One may be creative writing)

ENG 320 or 321 Medieval Literature

ENG 330 or 331 The Works and World of William Shakespeare

ENG 340 Global Literatures and Cultures

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

Minor (optional) and Electives

(may include ENG 499 Internship): 36

Total 120

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

Requirements

Core Curriculum, including: 51

HUM 201–202 History of Arts and Ideas

PSC 231 American Government EDU 201 Education and Culture, Society

COR Senior Seminar in English

English core including (see above): 36

ENG 220 The Origins of Literature in Folklore and Myth

ENG 230 U. S. Literary Tradition

ENG 233 British Literature

ENG 411 Teaching English in the Middle and High Schools†

Education 24

PSY 215 Psychology of Adolescence

EDU 200 Introduction to Teaching

EDU 212 Developmental Disabilities

or

EDU 330 Strategies for Inclusion

EDU 412 Instructional Methods in Middle and Secondary Schools

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

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

Electives 9**Total 120**

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

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

English-Language Arts for Early Childhood and Elementary Teacher Licensure

See School of Education for requirements.

Minor in English

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

Requirements 18 credits

HUM 201-202 History of Arts and Ideas I & II

One 200 level survey course

Two additional English courses at the 200-level

ENG 330 The Art and World of William Shakespeare

Two additional English courses at the 300-level or above

English Course Offerings**ENG 201 Creative Writing (3)**

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

ENG 210 Short Fiction (3)

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

ENG 217 The Detective in Fiction (3)

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

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

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

ENG 222 Gothic Literature and its Influences (3)

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

School of Humanities

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 242 Psychological Study of Literature (3)

Explores how psychology has been used to examine both characters in literature and authors of literature. Students study how critics have used psychology to come to a better understanding of literature drawing upon such theories as those of Freud, Jung, Lacan and others. Further, the course looks at the psychological impact of literature on the reader—why we react the way we do to works of literature. The course will cover fiction, drama, poetry as well as comedy, tragedy and other genres.

ENG 320, 321 Medieval Literature and Language (3)

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

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

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

ENG 340 Global Literatures and Cultures (3)

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

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

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

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

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

COR 490 Senior Seminar - Thesis in English (3)

Integrates literary study with the core curriculum. Students design and complete a seminar project that integrates their

years of study of literature. Prerequisite: instructor permission. Core Integration course.

ENG 496 Directed Study in Literature (3)

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

Requirements Credits

Core Curriculum, including: 51

HUM 201-202 History of Arts and Ideas I & II

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

History Core 33

HST 109-110 Western Civilization I & II

HST 111-112 American Nation I & II

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

Minor (optional) and/or General

Electives 36

Total 120

History w/Concentration in Teacher Licensure in History

(5–8; 8–12)

Requirements Credits

Core Curriculum, including: 51

HUM 201-202 History of Arts and Ideas

PSC 231 American Government

EDU 201 Education, Culture and Society

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

History Core: 36

Same as above, including:

HST 108 Ancient Civilizations

HST 411 Teaching History in the Middle and High Schools†

Education 27

PSY 215 Psychology of Adolescence

EDU 200 Introduction to Teaching

EDU 212 Developmental Disabilities

or

EDU 330 Strategies for Inclusion

EDU 412 Instructional Methods in

Middle and Secondary Schools

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

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

General Electives: 6

Total 120

School of Humanities

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

May be necessary to take in the Worcester Area

Consortium

of Colleges

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

(classroom observation, usually acquired in HST 411 and

EDU 412) are required prior to the Teaching Practicum

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

practicum appropriate to the grade level for which they

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

150-hour practicum at another grade level if they seek

dual certification in both levels.

History Major for Early Childhood and Elementary

Teacher Licensure

See School of Education.

Minor in History

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

Requirements 18 credits

HUM 201–202 History of Arts and Ideas

HST 109–110 Western Civilization I & II

or

HST 111–112 American Nation I & II

Two upper-level history electives

History Course Offerings

HST 108 Ancient and Mediterranean Civilizations (3)

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

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

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

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

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

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

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

HST 270 Irish History (3)

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

HST 343 Renaissance-Reformation Europe (3)

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

HST 350 Europe in the Nineteenth Century (3)

Examines the Industrial Revolution, urbanization, the rise of the working class and the consolidation of the middle

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

HST 360 The Third Reich (3)

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

HST 370 Modern Europe (3)

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

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

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

HST 451 Senior Seminar in History (3)

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

HST 496 Directed Study in History (3)

Directed readings in an area of interest resulting in the production of a major paper. Permission of Associate Dean of Humanities required.

HST 499 Internship (variable credits)

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

Humanities

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

School of Humanities

subject matter knowledge necessary to complete the Massachusetts Tests for Educator Licensure (MTEL).

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

Requirements Credits

Core Curriculum (including): 66

HUM 201–202 History of Arts and Ideas I & II

Senior Seminar in one of the Humanities Fields.

Humanities Core 18

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

Two upper level electives in a Humanities field

Self-Designed Course of Further Study 24

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

Minor (optional) and/or General

Electives: 12

Total 120

Humanities Major for Elementary/Early Childhood Teacher Licensure

See the School of Education for requirements.

Humanities Course Offerings

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

An interdisciplinary course required of all School of Humanities major and some minor programs, that surveys the history of Western art, architecture, literature, and music from ancient Greece through the contemporary era, explaining how these arts reflect major historical events, major changes in social structures and ideologies, and major artistic movements. The second semester begins with the Baroque period. In addition to providing the key

historical context for major works of the Western arts, this course introduces the key terms for aesthetic appreciation and understanding. Courses also meets distribution requirement.

HUM 353 Urban Seminar (3)

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

COR 490 Senior Seminar in the Humanities (3)

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

Media Communications

The Media Communications program prepares students for a range of careers in journalism and communications. This interdisciplinary program draws from courses in several disciplines to provide all of the knowledge and skills necessary for today’s media, including both the written, graphic and broadcast media. Students sharpen writing skills and gain familiarity with journalistic style, learn skills for page design and layout in the print and web-based media. They also investigate the business aspects of the media, and, in line with our Catholic mission must take a course on media ethics. This program will provide students with a diverse range of skills that will be highly marketable in today’s multi-media society.

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

Requirements Credits

Core Curriculum including: 51

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

Media Communications Core 18

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

Six Media Core Electives (can include) 18

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

MIS 380 Web Design and Research

Minor and/or General Electives 33

Total 120

Media Communications Minor

Students from any major will benefit from developing a minor in Media Communications as it trains students in skills applicable to many careers.

Courses

Requirements

MCO 200 Introduction to Electronic Media
MCO 203 Introduction to Media Studies
MCO 207 Introduction to Journalism
MCO 300 Media Ethics
Plus 3 electives from available electives

Media Communications Course Offerings

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

MCO 140 The Movie Cop (3)

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

MCO 200 Introduction to 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 207 Introduction to Journalism (3)

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

MCO 210 Introduction to Film Studies (3)

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

MCO 250 Screenwriting (3)

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

MCO 300 Media Ethics (3)

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

MCO 302 Persuasion and the Media (3)

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

School of Humanities

MCO 499 Internship (3–6)

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

Medieval Studies

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

Minor in Medieval Studies (18 credits)

HUM 180 Introduction to Medieval Studies

ENG 320 Medieval Literature and Language or ENG 321

Beowulf, Chaucer and the Medieval Tradition

HST 109 Western Civilization I or HST 342 Medieval

Church History

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

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

Modern Foreign Languages

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

The 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 the Colleges of Worcester Consortium, including sign language. The teaching methodology adopted by the language faculty in beginning language courses involves a communicative approach, focusing on contextualized and personalized use of the language to develop real communication skills. Further study of grammar and development of reading skills occurs at the intermediate level of instruction.

Minors in Modern Languages

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

Spanish Minor(18 credits)

SPN 103–104 Intermediate Spanish I & II

Four upper-level electives in Spanish

(Students may need to take courses in the consortium or in a study abroad program to complete the Spanish minor)

Modern Foreign Language Course Offerings

Spanish

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

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

SPN 108 Spanish for Health Services (3)

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

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

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

SPN 496 Directed Study in Spanish (3)

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

French

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

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

Italian

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

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

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

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

Philosophy

The study of philosophy is essential to the ideals of both liberal education and the Catholic intellectual tradition. At Anna Maria College, the courses offered in philosophy provide students with the opportunity to explore and reflect on the fundamental questions about the meaning of human existence and to reflect upon the nature and scope of human knowledge. The study of philosophy also involves the development of logical and critical thinking skills. The courses offered in philosophy explore the history of philosophical thought and the interrelationship between philosophical inquiry and the

search for truth within the framework of the dialogue between Faith and Reason, where reason is informed by faith. It is the role of philosophy to provide a discipline that will help students integrate and correlate other areas of learning by presenting students with a broad framework for thinking about the world and the human person. Students interested in pursuing extended study in philosophy may choose to minor in the field or to create a self-designed interdisciplinary program in Humanities, which focuses on philosophy and/or other areas.

Minor in Philosophy

Requirements: 18 credits

COR 110 Introduction to Philosophy

PHL 210 Philosophy of the Person

PHL 230 Ethics: Quest for the Good Life

Three upper-level philosophy electives

Philosophy Course Offerings

PHL 210 Philosophy of the Person (3)

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

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

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

PHL 310 Theories of Justice (3)

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

PHL 350 Modern Philosophy (3)

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

Theology: Catholic Studies Instruction in theology lies at the heart of the College's expression of its Catholic mission. Those students wishing to pursue a major program infused with the study of theology will major in the interdisciplinary, humanities-based Catholic Studies program or in the professionally oriented programs in

School of Humanities

Pastoral Studies. All students at the College, however, are encouraged to pursue their knowledge of religion, of the Catholic faith, and their own spirituality through theology and religious studies electives.

Catholic Studies and Pastoral Studies

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

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

Catholic Studies

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

Requirements Credits

Core Curriculum 51

Catholic Studies Core: 33

THE 101 Introduction to Catholic Studies

THE 102 Biblical Themes

HUM 228 Religion and the Arts or

HUM 201 or 202 History of Arts & Ideas

THE 304 God and the Human Person or

PHL 210 Philosophy of the Person

THE 306 Perspectives on the Hebrew Scriptures

THE 308 Perspectives on the Christian Scriptures

THE 312 History & Mission of the Church

THE 314 Moral Theology, Christian Ethics & Society or

PHL 230 Ethics: Quest for the Good Life

THE 410 The Church of Vatican II

COR 490 Senior Seminar in Theology

THE 499 Internship or an additional senior seminar in an appropriate area (Core Integration)

Catholic Studies Core: 15

Five additional upper-level courses in the humanities or theology

Minor (optional) or Electives: 21

Total 120

Pastoral Ministry

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

likewise give practical orientation to theological knowledge by linking with our nursing and criminal justice programs.

Requirements: Credits

Core Curriculum, including: 51

BLP 110 Leadership

PSY 313 Psychology of Personality

Catholic & Pastoral Studies Core: 33

See Catholic Studies major above

Pastoral Ministry Core: 21

THE 210 Revelation & Faith

THE 222 Catholic Imagination

THE 316 Sacramental & Liturgical Theology

THE 350 Styles of Christian Living

THE 460 Principles of Ministry

BUS 151 Accounting I

BUS 260 Principles of Management

Minor and/or electives: 15

Total Credits 120

Religious Education

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

Requirements: Credits

Core Curriculum, including: 51

BLP 110 Leadership

EDU 201 Education, Culture & Society

Catholic & Pastoral Studies Core: 33

See Catholic Studies major above

Religious Education Core: 18

THE 210 Revelation & Faith

THE 316 Sacramental & Liturgical Theology

THE 450 Religious Education

PSY 207 Child Development

PSY 215 Adolescent Psychology

EDU 200 Introduction to Teaching

EDU 212 Developmental Disabilities or

Minor and/or electives: 18

Total Credits 120

Youth Ministry

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

Requirements: Credits

Core Curriculum, including: 51

BLP 110 Leadership

EDU 201 Education, Culture & Society

Catholic & Pastoral Studies Core:15-33

See Catholic Studies major above

Youth Ministry Core: 21

THE 222 Catholic Imagination

THE 232 Styles of Christian Living

THE 315 Faith Development, Prayer and Worship in the Adolescent

THE 316 Sacramental & Liturgical Theology

THE 336 Pastoral Care of Youth

THE 462 Principles of Youth Ministry

PSY 215 Psychology of Adolescence

Minor and/or electives: 0-18

Total 120

Minor and Certificate in

Catholic Studies

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

School of Humanities

Studies to further his or her personal or professional interests.

Requirements 21 credits

THE 101 Introduction to Catholic Studies

THE 102 Biblical Themes

THE 314 Moral Theology and Christian Ethics

One additional course selected from the Catholic & Pastoral Studies Core (see above)

Three additional courses in theology or approved areas (two of which must be at the upper level)

Theology Course Offerings

THE 101 Introduction to Catholic Studies (3)

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

THE 102 Biblical Themes (3)

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

THE 210 Revelation and Faith (3)

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

THE 222 Catholic Imagination (3)

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

THE 232 Styles of Christian Living (3)

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

THE 304 God and the Human Person (3)

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

THE 306 Introduction to the Hebrew Scriptures (3)

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

THE 308 Introduction to the Christian Scriptures (3)

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

THE 310 Jesus Fully Human, Fully Divine (3)

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

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

An examination of the origins, nature, and mission of the Church. Topics include theological literature, popular religion, doctrinal developments, the role of the papacy, and the interaction between Christianity and culture.

THE 314 Moral Theology, Christian Ethics & Society (3)

A consideration of the major themes of moral theology and how the Christian, especially Catholic, tradition offers

guidance for moral decisions that confront individuals in a secular society. Biblical data and selected theological and philosophical viewpoints will be studied and applied by the class as models for addressing specific situations and problems.

THE 316 Sacramental and Liturgical Theology (3)

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

THE 336 Pastoral Care of Youth (3)

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

THE 342 Encounters with the Mystics (3)

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

THE 410 The Church of Vatican II (3)

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

THE 450 Methods in Religious Education (3)

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

THE 460 Principles of Ministry (3)

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

THE 462 Principles of Youth Ministry (3)

A course that examines key socio-cultural and faith development characteristics of adolescent life today. It

looks at a broad foundation for doing youth ministry including models for comprehensive youth ministry programs and involvement of adolescents as integral members of the local church and community.

Participants

will be encouraged to articulate their own vision, hopes, and plans for youth ministry in their local contexts.

COR 490 Senior Seminar in Theology (3)

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

THE 496 Directed Study (3)

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

Women's Studies

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

Minor in American Studies (18 credits)

HUM 140 Introduction to Women's Studies

HST 335 History of Women in America

SOC 321 Gender, Sexuality and Society

ENG 240 Women's Lives, Women's Literature or CRJ421

Gender, Crime and Justice or PPO320 Women, Politics and Public Policy

School of Humanities

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

School of Justice and Social Sciences

Academics

The School of Justice and Social Sciences prepares students to become professional teachers, social workers, and psychologists. Students select a major from one of these programs and concentrate their studies toward their chosen profession. The School of Justice and Social Sciences offers the following professional bachelor's degrees in the social sciences:

Bachelor of Arts in Human Development and Human Services

Bachelor of Arts in Legal Studies

Bachelor of Arts in Political Science

Bachelor of Arts in Psychology

Bachelor of Arts in Public Policy

Bachelor of Arts in Social Work

Bachelor of Arts in Sociology

Bachelor of Science in Criminal Justice

Teacher of Students with or without Disabilities (PreK–2) teacher preparation licensure track to complement the Bachelor of Arts degree.

Students interested in a Liberal Studies or a Self-Designed Bachelor of Arts degree are encouraged to contact their faculty advisor to discuss these options.

All School of Justice and Social Sciences students begin their freshman year with a strong, broad-based liberal arts core curriculum grounded in the principles of the Catholic tradition. After the sophomore year, students choose a major and begin an in-depth study of their profession in conjunction with the core curriculum. In the junior and senior years, advanced course work is designed to run concurrently with community field placements so that the students have the opportunity to observe and work alongside professionals in the community. Field experiences are integral to most programs and each student's placement in the community is chosen to reflect his/her interest and to provide a comprehensive, hands-on, team approach to learning. The College's programs are built on solid relationships with public and private schools, hospitals, and community treatment centers for children, adults, and the elderly in Central Massachusetts. In the classroom, professors emphasize the student's understanding of the dignity of human life, the importance of developing the compassion to free people from poverty and ignorance, and the need to cultivate the awareness of

School of Justice and Social Sciences

just and ethical practice. There is also an emphasis upon an interdisciplinary approach toward education, social work, and psychology. In addition, each School of Justice and Social Sciences degree program incorporates theory, research, and clinical/educational techniques to create well-rounded professionals. Upon graduation, Anna Maria College alumni receive support and guidance from their academic advisors/mentors for job placement.

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 psychology, social work, legal studies, public policy, political science, and business.

The integration of knowledge and practice culminates with the internship/service learning component and a senior (capstone) seminar. Students, with consultation of the faculty, are placed into positions designed to challenge

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

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

Requirements Credits

Core Curriculum: 51

Criminal Justice Core: 45

BLP 110 Leadership or SOC 201 Introduction to Sociology
BLP 210 Researching the Social World
BLP 250 Applied Statistics and Quantitative Analysis

CRJ 101 American Justice Systems
CRJ 212 Criminal Law
CRJ 210 Constitutional Law
CRJ 220 Criminology
CRJ 250 Policing in America
CRJ 260 Corrections
CRJ 490 Senior Seminar in Criminal Justice
Six electives. Four upper-level criminal justice electives (300 or 400 level). Two electives may be in related disciplines with the approval of the advisor.

Minor (optional) or Electives: 24

Total 120

Criminal Justice Minor

Students in any concentration may choose a minor in Criminal Justice.

Requirements: six courses, 18 credits

CRJ 212 Criminal Law
CRJ 210 Constitutional Law
CRJ 220 Criminology
Three upper-level criminal justice electives (300 or 400 level)

Victimology and Victim Studies Minor/Certificate

The recognition of victims' issues has taken on great importance in this day and age. Victims of all types require advocates and service providers that can assist them in understanding their rights and guiding them through the various processes and resources available to them.

In response, Anna Maria College has developed an interdisciplinary minor/certificate program in Victimology and Victim Studies.

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

Requirements: six courses, 18 credits

CRJ 362 Victimology
CRJ 370 Legal Issues in Victim's Services
PSY 342 Counseling for Victims and Families or
CRJ 380 Victim Advocacy
SWK 242 Introduction to Social Welfare

Two approved electives from:

CRJ 423 Race and Crime
CRJ 380 Disaster Victims
CRJ421 Gender Crime and Justice
CRJ422 Domestic Violence\
CRJ 381 Victims' Advocacy
CRJ 382 Sexual Assault
HDS 490 Fostering Mental Health: Supporting the Human Spirit

SWK408 Marriage and the Family
CRJ410 Juvenile Justice
CRJ 383 Child Abuse
CRJ 382 Sexual Assault
PSY207 Child Development
PSY215 Psychology of Adolescence\
SWK348 Growth and Behavior and the Social Environment I
SWK350 Child Abuse, Family Preservation, and Permanency
CRJ 384 Elder Abuse
HDS101 The Individual and the Social Response to Stigma
NUS202 Human Dilemma: Positive Outcomes of Grief and Loss
NUS204 Joys of Working with Older Adults
SWK349 Growth and Behavior and the Social Environment II

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

Computer Forensics and Investigations Minor/Certificate

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

Requirements: six courses, 18 credits

CRJ 340 Cybercrime I: Legal Issues and Investigative Procedures
CRJ 341 Cybercrime II: Internet Vulnerabilities and Criminal Investigation

CRJ 342 Computer Forensics I: Data Storage and Recovery
CRJ 343 Computer Forensics II: Linux/Macintosh and Lab-based Acquisitions
Two electives in the areas of computer forensics and law.

Students may pursue a certificate in Computer Forensics and Investigation. In addition to the four required courses, students need to complete four electives in the areas of

School of Justice and Social Sciences

computer forensics and law. With both the Minor and the Certificate, no more than two courses may double count towards the student's area of concentration.

FORENSIC STUDIES MINOR

The growth of forensic sciences in the last decade has led to a diversity of specialties that provide expertise to the criminal justice system. A minor in forensic studies can provide students with an introduction and preparation in several specialties within the field and thereby educate them in these disciplines. This minor will better prepare criminal justice undergraduates for the highly specialized work force or to pursue further graduate studies.

Requirements: Six courses, 19 credits

CRJ 311 Criminalistics
CRJ 340 Cybercrime
CRJ 480/BIO 341 Forensic Anthropology (4 credits)
CRJ 407 Forensic Psychology

Elective Courses (two 300+ electives) in Forensic studies courses as approved (including but not limited to):

CRJ 312 Criminalistics II
CRJ 341 Cybercrime II: Internet Vulnerabilities and Criminal Investigation
CRJ 342 Computer Forensics I: Data Storage and Recovery
CRJ 343 Computer Forensics II: Linux/Macintosh and Lab-based Acquisitions
CRJ 362 Victimology
CRJ 440 Criminal Profiling I
CRJ 441 Criminal Profiling II

Private Security Minor

The security program is interdisciplinary and draws upon courses from Criminal Justice, Business, paralegal studies, and fire science. This minor is designed to offer more options for career decisions of students. Security is a

rapidly growing field and the private security field is outnumbering the public sector security field.

Requirements: six courses, 18 credits

CRJ275 Introduction to Security
CRJ370 Physical Security and Asset Protection
CRJ372 Principles of Security Investigation
CRJ340 Cybercrime I: Legal Issues and Investigative Procedures

Two electives from the following:

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

Criminal Justice Course Offerings

CRJ 101 American Justice Systems (3)

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

CRJ 210 Constitutional Law (3)

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

CRJ 212 Criminal Law (3)

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

CRJ 220 Criminology (3)

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

CRJ 250 Policing in America (3)

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

CRJ 260 Corrections (3)

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

CRJ275 Introduction to Security (3)

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

CRJ 304 Drugs and Society (3)

An exploration of the social issues associated with the use of legal and illicit drugs in America, this course will deal

with a history of drugs, drug discoveries, commercial development, pharmacological and forensic classifications, the extent of drug use, and testing and treatment of drug abusers in the United States.

CRJ 310 Criminal Evidence (3)

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

CRJ 311 Criminalistics I (3)

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

CRJ 312 Criminalistics II (3)

A continuation of the study of fundamental principles of the scientific approach taken in solving crimes. Based solidly in the study of forensics, students will become familiar with tools, methods and techniques available to local, state, and federal investigators. Pre-requisite: CRJ311 Criminalistics I

CRJ 330 Probation and Parole (3)

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

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

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

CRJ 341 Cybercrime II: Internet Vulnerabilities and Criminal Investigation

A study of the appropriate strategies for the proper documentation, preparation and presentation of investigation involving the Internet. The student will be familiarized with the networking protocols and applications

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a professional may encounter during the course of an investigation. Pre-requisite: CRJ 340 Cybercrime

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

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

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

An intermediate level computer course using the Linux/Macintosh platforms to teach the fundamentals of computer functions, hardware, and how to preserve and image digital evidence. The course includes hands-on instruction and discussion about hardware and software required for acquiring and identifying evidence, as well as different computer file systems and boot processes. Pre-requisite: CRJ 342 Computer Forensics I

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

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

CRJ 350 Contemporary Issues in Correction (3)

An in-depth analysis of current issues and problems encountered by jail and prison administrators. Topics will include prison design, intervention of the federal courts into administrative matters, prison overcrowding, public perceptions of prisons, the role of correctional officers, the rehabilitative concept of punishment, and specialized and alternative programs. Pre-requisite: CRJ 260.

CRJ 361 Contemporary Constitutional Issues (3)

An analysis of selected topics with contemporary import in Constitutional law emanating from the First Amendment freedoms of speech, association and religion, the Fourteenth Amendment equal protection of laws, and individual rights to privacy and liberty. Pre-requisite: CRJ 210.

CRJ 362 Victimology (3)

A special consideration of victims of crime which includes

patterns and risks of victimization, the interaction between victim and offender in the criminal encounter, victim reactions to crime, the characteristics and lifestyles of crime victims, the treatment of victims by the criminal justice system along with possible reform, and a survey of victim oriented alternatives to crime prevention.

CRJ 365 Criminal Procedure (3)

An examination of the application of the criminal process from pre-arrest detention through the execution of the criminal sanction. The course will focus on the requirements placed on law enforcement authorities by the constitutional protections afforded to individuals at both the federal and state levels, with an emphasis on Massachusetts criminal procedure. Pre-requisite:

CRJ 367 White Collar Crime (3)

An analysis of the causes, laws, policies and consequences associated with crimes organized by those whose economic, political and privileged positions provide opportunity for the commission of such crimes.

CRJ 368 Organized Crime (3) An examination of the historical roots and contemporary causes and effects of organized crime in America. Students will study the relationship between organized crime and the political structure and analyze current issues including drug trafficking and the drug cartel. Finally, the course will study the role of the various agencies in response to organized crime.

CRJ 369 Federal Responses to Crime (3)

A study of selected federal criminal justice organizations of the United States, with primary focus on their historical development, jurisdiction, and policies. Students will examine human rights issues, the impact of personnel selection and hiring practices, training, intelligence gathering-enforcement strategies, corrections policy and practices, federal initiatives, and support for crime prevention.

CRJ 370 Legal Issues in Victim Studies (3)

Explores various legal issues and case law affecting crime victims including circumstances in which relevant laws are applied.

CRJ371 Physical Security and Asset Protection (3)

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

CRJ372 Principles of Security Investigations (3)

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

CRJ374 Crime Prevention (3)

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

CRJ 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 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 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.

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CRJ 410 Juvenile Justice (3)

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

CRJ 418 Comparative Criminal Justice Systems (3)

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

CRJ 420 Social Issues in Criminal Justice (3)

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

CRJ 421 Gender, Crime and Justice (3)

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

CRJ 422 Domestic Violence (3)

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

CRJ 423 Race and Crime (3)

An examination of the relationship between race, crime,

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

CRJ 425 Human Diversity (3)

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

CRJ 430 Criminal Justice Professional Responsibility (3)

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

CRJ435 Crisis Management and Emergency Planning (3)

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

CRJ 440 Criminal Profiling I (3)

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

CRJ 441 Criminal Profiling II (3)

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

CRJ 451 Special Topics in Policing (3)

A course that explores contemporary issues confronting the police profession. Topics include community policing, aberrant behavior, police sub-culture, staff development programs, etc. Students will also have the opportunity to analyze issues and problems in a comparative context through a consideration of policing in other countries. Prerequisite: CRJ 250.

CRJ 460 Colloquium in Criminal Justice Literature (3)

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

CRJ 480 Forensic Anthropology (4)

This course is designed to teach the methods of human skeletal anatomy and archaeology (bioarchaeology) 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 481: Forensic Archaeology (3)

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 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 490 Capstone Seminar in Criminal Justice (3)

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

CRJ 496 Directed Study (3)

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

CRJ 497 Special Topics (3)

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

CRJ 499 Internship (Variable)

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

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Human Development and Human Services

The Bachelor of Arts in Human Development and Human Services provides students with a broad based and interdisciplinary education focused on the preparation of individuals who seek a career in a wide variety of professional settings in education, human services, social services, and related fields. The major is specifically designed to encourage students to self-design their major field of study while also completing a core set of courses in the liberal arts and in the interdisciplinary field of Human Development and Human Services. In keeping with the mission of Anna Maria College, students are required to take courses that integrate the College's commitment to liberal and professional education that fosters critical and integrated thinking, technological and quantitative literacy, scholarly and personal exploration of religious faith, the Catholic tradition and the meaning of human existence, ethical conduct, scholarly and professional knowledge, and an appreciation for the diversity of human cultures and society.

Requirements

Human Development and Human Services Major Requirements (30)

PSY 201 Introduction to Psychology **OR**

SOC 201 Introduction to Sociology (3)

PSY 217 Human Life Span Development(3)

HDS 2xx Counseling Skills in Helping Professions (to be developed)

HDS 310 Observation, Documentation, and Assessment (3)

HDS 315 Family and Community Relationships (3)

SWK 307 Racial and Cultural Minorities (3)

One of the following (3):

SWK 348 Growth and Behavior in the Social Environment **I OR**

SKW 349 Growth and Behavior in the Social Environment **II OR**

PSY 207 Child Development **OR**

PSY 215 Psychology of Adolescence

COR 490 Senior Seminar in Fostering Mental Health:

Supporting the Human Spirit (3)

One of the following (3):

COR Senior Seminar - Group Dynamics **OR**

HDS 497 Contemporary Issues: Special Topics in HDHS **OR**

HDS 499 Internship

Choose 8 from the 4 categories below- 2 from each category (24) (3 of the 8 need to be at the 300 or 400 level)

LEADERSHIP - select 2

BLP 110 Leadership

BLP 112 Leadership II

BLP 115 The Power and Influence of Leadership

BLP 270 Leadership through Mentoring

BLP 320 Group Management and Team Building Strategies

BLP 415 Performance and Evaluative Measures

BUS 151, 152 Principles of Accounting I & II

BUS 260 Principles of Management

BUS 268, 269 Financial Management I and II

BUS 316 Human Resource Management (BUS 260)

COR 490 Senior Seminar - Group Dynamics

EDU 658 Childcare Administration – directed study

Advocacy & Public Policy - select 2

BLP 210 Researching the Social World

BLP 250 Applied Statistics and Quantitative Analysis

ECO 200 Principles of Microeconomics

ECO 201 Principles of Macroeconomics

PPO 320 Women, Politics, and Public Policy

PPO100 Contemporary Public Policy

PSC 201 Introduction to Politics

PSC 205 Politics of Inequality

PSC 305 Politics of Poverty

SWK 242 Social Welfare as a Social Institution

SWK 322 Contemporary Social Problems

SWK 342 Social Welfare Policies (SWK 242)

The Family and Individual - select 2

EDU 201 Education, Culture, & Society

HDS 205 Guiding Children's Behavior

PSY 207 Child Development

PSY 215 Psychology of Adolescence
PSY 306 Abnormal Psychology
PSY 313 Psychology of Personality
SWK 350 Child Abuse, Family Preservation, and
Permanency Planning
SWK 333 Social Work and Wellness
SWK 408 Marriage and the Family

Cultural Competency- select 2

BLP 410 Diversity in the Workforce
EDU 215 Integrating Special Needs
EDU 332 Strategies for Inclusion
EDU 336 Teaching Exceptional Children
Modern Foreign Language
PPO 220 Race and the Law
SOC 207 Sociology of a Multicultural World
SWK 301/ENV 301 Environmental Equity

Minors

Human Development and Human Services Minor (18 credits)

PSY 201 Introduction to Psychology **OR**
SOC 201 Introduction to Sociology (3)
PSY 217 Human Life Span Development (3)
HDS 310 Observation, Documentation, and Assessment
(3)
HDS 315 Family and Community Relationships (3)
SWK 307 Racial and Cultural Minorities (3)
One of the following (3);
COR 490 Senior Seminar Fostering Mental Health:
Supporting the Human Spirit
COR 490 Senior Seminar - Group Dynamics
HDS 497 Contemporary Issues: Special Topics in HDHS
HDS 499 Internship

Optional Minors for Students with HDHS Major (18 credits)

**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 312 Math & Science Education for Early Childhood
EDU XXX Special needs course in addition to any course
used for Cultural Competency
BIO 130 Nutrition and Health OR Wellness

Out of School Time (Ages 5-13 Years)

HDS 205 Guiding Children's Behavior
EDU 310 Language Arts and Children's Literature
EDU 314 Out of School Time Curriculum (To be
developed)
HDS 310 Observation, Documentation, and Assessment
EDU XXX Special needs course in addition to any course
used for Cultural Competency
BIO 130 Nutrition and Health OR Wellness

EEC Leadership

BLP 110 Leadership
BUS 260 Principles of Management
BLP 320 Group Management and Team Building
Strategies
300-400 elective Discuss with advisor
300-400 elective Discuss with advisor
EDU 658 Childcare Administration (5th year option)

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 2xx Counseling Skills in Helping Professions (to be developed)

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.

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Topics include communication, parental involvement, parental styles, diverse family structures, family influence on developmental periods, and cooperative techniques for families of children with special needs. Prerequisite (one of the following): PSY 207, PSY 215, SWK 348 or SWK 349

HDS 450 Principles of Supervision (3)

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

COR 490 Senior Seminar Fostering Mental Health: Supporting the Human Spirit (3)

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

HDS 499 Internship (3–9 credits) (3)

An opportunity for senior students to gain practical experience in the field of human services within local agencies and community services. For majors only.

Legal Studies

The major in legal studies examines law as an area of liberal study. It is designed to develop an understanding of law and legal systems; the relationship between legal thought and other disciplines such as philosophy, religion, history, and literature; the significance of law as a social institution; and the impact of law on private life. Study in this concentration also enhances the analytic and critical abilities of students through close reading and analysis of legal texts.

After taking the four required courses, students may either self-design the balance of their program. The self-designed major consists of seven upper level courses selected by the student with the assistance of the academic advisor to meet the academic interests and professional goals of the student. These courses might be additional legal studies courses or courses from other disciplines such as political science, public policy, economics, history or philosophy, which serve to enhance the student's understanding of law.

Along with all other students in the School of Justice and Social Sciences, legal studies majors take courses in Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding of the major.

Requirements Credits

Core Curriculum: 51

Legal Studies Core: 45

BLP 110 Leadership or SOC 201 Introduction to Sociology

CRJ 101 American Justice Systems

JSS 210 Researching the Social World

BLP 250 Applied Statistics and Quantitative Analysis

LST 250 American Legal History

CRJ 210 Constitutional Law

LST 107 Legal Research and Writing

Eight upper-level electives (300 or 400 level) in legal studies or related fields approved by the academic advisor.

Minor (optional) or Electives: 24

Total 120

Legal Studies Course Offerings

Legal Studies Course Offerings

CRJ 120 American Justice Systems (3)

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

LST 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.

LST 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".

LST 303 Law and Literature (3)

Explores law as a major theme in literature and uses analysis of literature as a means of learning about the law. This interdisciplinary course addresses the nature of revenge and its relation to law; major legal concepts such as habeas corpus and due process; the lives of judges, lawyers and other participants in the legal system; law as a form of literature; and the relationship among law, justice and morality.

LST 310 Great Trials in American History (3)

Studies the trials that throughout American history have galvanized national attention. In each case, the trial epitomized conflicting social, moral and/or political values of that era and provided an occasion for national public debate. Through study of these trials, their historical context, and the accompanying public debate, students will explore how the law has responded to conflicting social, moral and political values. Representative trials may include civil and criminal jury trials as well as constitutional cases heard by the US Supreme Court.

LST 320 Law, Conscience and Belief (3)

Explores the relationship among conscience, religious belief and obedience to law. This interdisciplinary course focuses on the stage when conscience and religious belief develop in the person; how perceptions of and attitudes about the law are formed; and why individuals and groups choose to obey or disobey the law.

LST 322 Family Law (3)

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

LST 331 Public Benefits/Administrative Law (3)

This course prepares the student to assist an attorney serving the elderly and disabled and other clients entitled to public benefits. Students become familiar with a wide range of public benefits programs such as Medicare, Medicaid, Supplemental Security Income and Unemployment Compensation. Students also learn about administrative agencies and their regulations, administrative procedure and how to prepare and argue an administrative law case.

LST 332 Personal Injury Law (3)

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

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LST 333 Environmental Law (3)

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

LST 334 Elder Law (3)

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

LST 335 Intellectual Property Law (3)

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

LST 340 Law and Society (3)

Focuses on the interaction of law and legal institutions with social, political, and economic systems. This interdisciplinary course will examine the historical and philosophical foundations of law and the social forces influencing the making, interpretation and enforcement of laws. This course is designed to help students gain an understanding of the role of law in society, to approach questions from an interdisciplinary perspective and to think critically about issues of social justice.

LST 383 Immigration Law (3)

A study of the immigration and naturalization laws of the U.S. The topics discussed include immigration administrative procedures, appeals, and the courts;

citizenship by naturalization; and employer penalties for hiring illegal aliens.

LST 490 Senior Seminar in Legal Studies(3)

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

LST 496 Directed Study (3)

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

LST 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.

Paralegal Course Offerings – Program Currently under review

Political Science

I have come to the conclusion that politics are too serious a matter to be left to the politicians. — Charles De Gaulle

Political Science studies questions about the common problems people face in all countries, as well as the particular problems people face in any given country. Political science examines politics in law, government, international organizations, social movements, and the relations among people, governments, and all levels in between. Political science is concerned with the exercise of power, the consequences of the exercise of power, and the moral implications.

As the study of politics is inherently multicultural and multidisciplinary, students will confront diverse political experiences and viewpoints. The political science program exposes students to philosophical thinking, the empirical study of politics, and the search for a ‘scientific’ explanation about political behavior. In all, the program seeks to: acquaint students with the great issues of politics and alternative ways to analyze those issues, to strengthen their critical thinking, research, and

communication skills, clarify and reexamine their own political values and beliefs, and prepare them for careers in government, public policy, law, business, teaching, not-for-profit sector and related fields, and/or graduate study.

The political science major thus offers multiple options for study. It includes four foundation courses to expose students to the major concerns of the discipline, an internship, a senior seminar, and five courses from one of two concentrations: Law and Justice or US Politics. The Law and Justice track is especially recommended for pre-law students. Along with all other students in School of Justice and Social Sciences, political science majors take courses in Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding. Students of political science are also strongly encouraged to take courses in philosophy, history, economics and sociology, and to study a foreign language.

Requirements Credits

Core Curriculum: 51

Political Science Core 45

BLP 110 Leadership

BLP 210 Researching the Social World

BLP 250 Applied Statistics and Quantitative Analysis

PSC 201 Introduction to Political Science

PSC 221 Introduction to International Relations

PSC 231 American Government

PSC 240 Introduction to Comparative Politics

COR 490 Senior Seminar in Political Science

PSC 499 Internship

Law and Justice Concentration (5 courses)

CRJ 210 Constitutional Law

CRJ 360 Contemporary Constitutional Issues

PSC 250 American Political Thought

PSC 390 Politics of Reconciliation

And one of the following:

HST 317 the American Revolution and Constitution,

PHL 310 Theories of Justice,

PHL 350 Modern Philosophy,

PHL 360 Comparative Philosophy

CRJ 119 Theories of Justice,

LST 422 Law and Society

CRJ Supreme Court

School of Justice and Social Sciences

U.S. Politics Concentration (5 courses)

You must take at least three of the following courses:

PSC 250 American Political Thought

PSC 407 American Foreign Policy

PSC 408 Modern Presidency

CRJ Supreme Court

PSC 380 Public Opinion

You may take at least one of the following:

PSC 320 American Politics in Comparative Context

PSC 305 Politics of Poverty

PSC 300 Politics in the Television Age

PPO 300 Urban Politics

PPO 320 Women and Policy

You may take one of the following:

CRJ 210 Constitutional Law

HST 111, 112 Development of the American Nation I, II

LST 250 American Legal History

PPO 220 Race and the Law.

Minor (optional) or electives: 27

Total 120

Political Science Minor

The analytic skills and knowledge acquired through the study of political science can also be useful for students pursuing other concentrations at the College, particularly those interested in how government and public policy affect their primary interest. The minor requires six courses in Political Science, at least two of which must be introductory courses:

PSC 201 Introduction to Political Science

PSC 221 Introduction to International Relations

PSC 231 American Government

PSC 240 Introduction to Comparative Politics

Political Science Course Offerings

PSC 201 Introduction to Politics (3)

Explores the role of government in addressing fundamental social problems and the delicate balance between government's role and individual rights as well as the relationship of the U.S. to the world.

PSC 220 Introduction to International Relations (3)

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

PSC 231 American Government (3)

Presents essentials of American Constitutional history; interpretation of constitutional principles; structure and composition of the legislative, executive and judicial department of the national government; political parties; foreign affairs; general welfare problems.

PSC 240 Comparative Politics (3)

Introduces students to the study of politics in other societies. The course examines the relationship between the government, economy and society, the interaction of individuals, institutions and ideas, as well as the role of the military, the church and the media in the development of states and civil society.

PSC 250 American Political Thought (3)

Uses the writings of important 'articulators' of American political thought to introduce students to the development of American political thought. Readings include the work of John Winthrop, Thomas Jefferson, James Madison, Frederick Douglass, as well as that of the key 'interpreters' of American political thought such as Alexis de Tocqueville and Louis Hartz.

PSC 261 Politics of Iraq (3)

Why did the US invade Iraq, and why has our attention now left the region? Iraq and its people remain in a vulnerable position domestically and internationally. This class will explore the past, present and future of the 2003 war in Iraq. How was Iraq founded in the aftermath of World War I, and how does that history affect foreign policy in the region today? How and why did Iraq become a close American ally in its 1980 war against Iran? Why did the US invade Iraq in 2003? We will explore these and other questions as we study the politics and history of Iraq over the past century. The class includes films, current events and readings.

PSC 305 Politics of Poverty (3)

Examines the nature and extent of poverty in the United States by trying to answer the questions: Why does poverty in the U.S. remain so pervasive and what does, and what should, government try to do about it? The first part of the course explores theories about the causes and consequences of poverty (and wealth) and how these views have changed over time. The second part of the course analyzes specific policy debates, e.g.: what are the goals and purposes of social welfare programs? how do existing policies affect poor adults and children? what policies might better improve the economic prospects of poor adults and children?

PSC 390 Politics of Reconciliation (3)

Examines the politics of truth, reconciliation and justice in countries that experienced mass genocide or widespread human rights abuses. What kind of justice do countries seek to remedy the past? How do countries balance “truth” and “reconciliation”? What are the consequences for perpetrators and victims? Although this may vary, the course examines the International Military Tribunal at Nuremberg, the Truth and Reconciliation Commissions (TRC) of Chile, and South Africa, the United Nations Criminal Tribunal on Rwanda, and the trials of Augusto Pinochet and Saddam Hussein.

PSC 407 American Foreign Policy (3)

Studies the policy of the United States regarding important areas and problems in the contemporary world and the development of the American involvement in foreign affairs from the Roosevelt-Truman era of World War II to the present. Emphasis is on American foreign relations, problems of the Western Alliance, and policies toward

issues of developing countries. Various interpretations of American foreign policy are evaluated.

PSC 408 The Modern Presidency (3)

Explores the growth of the modern Presidency from the election of 1928 to the present. Includes campaign strategies, policy making, congressional relations, and the role of public opinion.

COR 490 Senior Seminar in Political Science (3)

Provides a capstone experience for senior-level students and serves as the exit evaluation for all concentrators in political science. Students must demonstrate that they can integrate their liberal studies education in the Catholic tradition with their professional studies, and that they understand the concepts of truth, ethics, justice and community as they apply these abstract concepts to political science studies.

PSC 496 Directed Study (3)

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

PSC 499 Internship (Variable)

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

Public Policy

The major in public policy is interdisciplinary, integrating knowledge from business, criminal justice, economics, legal studies, and political science. The major emphasizes both theory and application in order to develop understanding of issues and policy dealing with the public/government sector and their responsibility for a relatively large range of social action. The rationale for integrating knowledge from various disciplines is to provide fundamental theoretical and applied skills for improving the quality of decision-making.

School of Justice and Social Sciences

The major is designed to prepare students for positions in organizations which deal with public policy issues: business, trade associations, private research firms, the criminal justice system, and various government agencies. In addition, it provides a solid foundation for those planning to pursue graduate or professional study in the social sciences, law or public administration.

Students are required to take courses that provide them with a solid analytical foundation in fields including statistics, economics, and political science. They also learn to apply that knowledge to study historical and contemporary national and international problems of the United States and the federal policies designed to deal with them. Students also complete a series of interdisciplinary electives that allow them to apply their knowledge and focus on specific public policy issues and problems. These electives, which may represent courses from within and outside of the School of Justice and Social Sciences, are chosen in consultation with the student's academic advisor and are tailored to the individual student's career objectives.

Along with all other students in the School of Justice and Social Sciences, public policy majors take courses in Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding.

Requirements Credits

Core Curriculum: 51

Public Policy Core: 45

BLP 110 Leadership

BLP 210 Researching the Social World

BLP 250 Applied Statistics and Quantitative Analysis

ECO 200 Principles of Microeconomics

ECO 201 Principles of Macroeconomics

PPO 100 Contemporary Public Policy

PPO 350 Public Policy, Economics and Politics

PSC 231 American Government

Seven electives. Four must be upper-level (300 or 400 level) public policy or political science courses. With the approval of the advisor, three may be in related disciplines.

Minor (optional) or Electives: 24

Total 120

Public Policy Course Offerings

PPO 100 Contemporary Public Policy (3)

Examines selected major contemporary national problems of the United States and the federal policies designed to deal with them. Specific problems include: poverty, welfare, the economy, education, health, transportation, consumer protection, environmental protection, and energy. It considers the interaction between government and interest groups in designing and implementing public policy and evaluates the thinking of those who have advocated and opposed the expansion of government responsibility for a wide range of social action.

PPO 201 Contemporary Public Policy (3)

A course that explores contemporary issues in policy and decision making.

PPO 220 Race and the Law (3)

Considers how race has been "constructed" through U.S. law over three historical moments. First, the course examines the essential legal ideas, laws, and court cases from the founding of the U.S. through 1950. The second part of the course examines the Civil Rights movement since *Brown v. Board of Education* and explores the assumptions behind the Voting Rights Act and the Civil Rights Act of 1964. Finally, the course examines contemporary controversies over affirmative action, adoption, the census, and political re-districting based upon race.

PPO 330 Comparative Public Policy (3)

Examines the public policies of different countries in the areas of social welfare, criminal justice, education, and immigration and provides an opportunity to learn about public policies in Germany, Sweden, the United States, United Kingdom and Japan and to consider why they differ in the ways that they do. The influence of culture, ideology, religion, governmental institutions, as well as the structure of the economy in considering the different policy choices is explored

PPO 410 Public Administration (3)

Examines issues, principles and concepts connected to the management of government organizations located in urban

or community settings. While focusing on the administration of general-purpose local government, the course also looks at other governmental units that interact and affect police and urban administrations.

PPO 496 Directed Study (3)

A custom-designed academic experience in public policy that provides curricular enrichment and flexibility.

Directed studies are considered for the expansion of an existing course and/or to complete a major research project which cannot be undertaken in the context of an existing course. The proposal must be approved by the supervising professor, the academic advisor and the dean of the school.

PPO 499 Internship (Variable)

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

Bachelor of Arts in

Psychology

Program Director

Richard Connors,
508-849-3413

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The psychology program has as its primary goal the preparation of students for graduate programs and work in the human services field. The curriculum includes introductions to the basic concepts utilized in psychology, the evolution of the field, theories of normal and abnormal psychological development, experimental psychology, and an internship in a community setting. At the beginning of the senior year, students who have maintained a 3.0 QPA may apply for the fifth year program in psychology. This option allows the student to complete the master of arts degree in counseling psychology within one year of the completion of the baccalaureate degree.

Students who elect psychology as their career choice will find Anna Maria's program to be both exciting and personally enriching. In light of the demands of an ever increasingly complex world, the psychologist of tomorrow needs first to be a well-rounded individual with a broad knowledge base and, secondly, to be knowledgeable within the discipline of psychology. The overall program has the

dual goal of preparing the student for graduate programs and work in the human services field, and also of helping the student develop an understanding of the central place of religion and values in life, as well as a solid sense of self, a caring about others, an ability to think analytically, communicate clearly, and live a productive life.

Requirements Credits

Core Curriculum; including: 51

BLP 250 Applied Statistics (QR)

One course in philosophy and one course in theology, one of which must be ethics.

Psychology core: 42

PSY 201 Introduction to Psychology

PSY 202 Advanced General Psychology

PSY 207 Child Development

PSY 306 Abnormal Psychology

PSY 313 Psychology of Personality

PSY 327 Experimental Psychology I: Learning and Cognition

PSY 328 Experimental Psychology II:

Methodologies and Analysis

COR 490 Senior Seminar Fostering Mental Health:

Supporting the Human Spirit

PSY 499 Internship

Three Electives (Of the three electives, a minimum of two upper level courses must be chosen from the following majors: psychology, social work, art therapy, music therapy)

Minor (optional) or electives 27

Total 120

Students may graduate with a minor in psychology by taking the following four courses plus two upper-level electives from the psychology offerings:

PSY 201 Introduction to Psychology

PSY 207 Child Development

PSY 306 Abnormal Psychology

PSY 313 Psychology of Personality

Psychology Course Offerings

PSY 201 Introduction to Psychology (3)

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

PSY 202 Advanced General Psychology (3)

A continuation of the introductory course which focuses on brain-behavior, relationships, altered states of consciousness, life span psychology, intellectual, and social processes.

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PSY 207 Child Development (3)

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

PSY 215 Psychology of Adolescence (3)

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

PSY 217 Human Lifespan Development (3)

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

PSY 250 Psychology through Films (3)

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

PSY 306 Abnormal Psychology (3)

A study both of the development of the abnormal personality and of theories and research relating to causal factors in such pathologies.

PSY 313 Psychology of Personality (3)

An analysis of the factors which influence personality development and a comprehensive study of modern personality theories.

PSY 327 Experimental Psychology I: Learning and Cognition (3)

A course in which the student is exposed to advanced work in the areas of perception, learning, and memory through readings, demonstrations, and written projects. Also emphasized are the applications to behavior modification, brain changes, and cognition. Prerequisite: PSY 201.

PSY 328 Experimental Psychology II: Methodologies

and Analysis (3)

A comparison of the scientific methods, procedures and test instruments to be followed by the student in designing, completing, and writing a research paper. The appropriate use of experimental control, applications of statistics, and the ethical requirements of such studies are stressed. Prerequisite: PSY 201, quantitative reasoning course in and statistics preferred.

PSY 340 Sport Psychology (3)

An examination of psychological theories and research related to sport behavior.

COR 490 Senior Seminar - Group Dynamics (3)

Provides students with an opportunity to gain confidence in their small group skills. Emphasizes interaction, experiential learning, and the study and application of group theory.

PSY 499 Internship (variable credit) (3)

An opportunity for senior students to gain practical experience in the field of psychology within local agencies and community services. For majors only.

PSY 606 Abnormal Psychology

A study of the development of abnormal or pathological behaviors. Class will discuss how these behaviors are manifested and diagnosed using the DSM IV-TR. The course will examine the contributions made by the analytic, neurological and the cognitive-behavioral schools in the ontogenesis of abnormal behavior as well as the effectiveness of various treatment models.

Open to Fifth Year Option students only

PSY 622 Principles of Counseling

An examination of the basic theories and philosophies which are the foundation of mental health counseling. While the course will examine a variety of individual and group models, particular attention will be given to the psychodynamic, the person-centered, the rational emotive and cognitive-behavioral therapies. Gender sensitive and multicultural issues will also be discussed.

Open to Fifth Year Option students only

PSY 632 Group Process

An experiential didactic approach to the theory of group behavior and interaction. In addition to assigned readings focusing on the dynamics and foundation of groups, it will also consider different kinds of group settings, e.g., support groups, psycho-educational groups, and therapeutic groups. Students will be required to participate as members of the group, and will also learn to record data and observations.

Open to Fifth Year Option students only

Public Policy

The major in public policy is interdisciplinary, integrating knowledge from business, criminal justice, economics, legal studies, and political science. The major emphasizes both theory and application in order to develop understanding of issues and policy dealing with the public/government sector and their responsibility for a relatively large range of social action. The rationale for integrating knowledge from various disciplines is to provide fundamental theoretical and applied skills for improving the quality of decision-making.

The major is designed to prepare students for positions in organizations which deal with public policy issues: business, trade associations, private research firms, the criminal justice system, and various government agencies. In addition, it provides a solid foundation for those planning to pursue graduate or professional study in the social sciences, law or public administration.

Students are required to take courses that provide them with a solid analytical foundation in fields including statistics, economics, and political science. They also learn to apply that knowledge to study historical and contemporary national and international problems of the United States and the federal policies designed to deal with them. Students also complete a series of interdisciplinary electives that allow them to apply their knowledge and focus on specific public policy issues and problems. These electives, which may represent courses from within and outside of the School of Justice and Social Sciences, are chosen in consultation with the student's academic advisor and are tailored to the individual student's career objectives.

Along with all other students in the School of Justice and Social Sciences, public policy majors take courses in

Leadership, Researching the Social World, and Applied Statistics and Quantitative Analysis in order to develop skills that will enhance their understanding.

Requirements Credits

Core Curriculum: 51

Public Policy Core: 45

BLP 110 Leadership

BLP 210 Researching the Social World

BLP 250 Applied Statistics and Quantitative Analysis

ECO 200 Principles of Microeconomics

ECO 201 Principles of Macroeconomics

PPO 100 Contemporary Public Policy

PPO 350 Public Policy, Economics and Politics

PSC 231 American Government

Seven electives. Four must be upper-level (300 or 400 level) public policy or political science courses. With the approval of the advisor, three may be in related disciplines.

Minor (optional) or Electives: 24

Total 120

Public Policy Course Offerings

PPO 100 Contemporary Public Policy (3)

Examines selected major contemporary national problems of the United States and the federal policies designed to deal with them. Specific problems include: poverty, welfare, the economy, education, health, transportation, consumer protection, environmental protection, and energy. It considers the interaction between government and interest groups in designing and implementing public policy and evaluates the thinking of those who have advocated and opposed the expansion of government responsibility for a wide range of social action.

PPO 201 Contemporary Public Policy

A course that explores contemporary issues in policy and decision making.

PPO 220 Race and the Law (3)

Considers how race has been "constructed" through U.S. law over three historical moments. First, the course examines the essential legal ideas, laws, and court cases from the founding of the U.S. through 1950. The second part of the course examines the Civil Rights movement since *Brown v. Board of Education* and explores the assumptions behind the Voting Rights Act and the Civil Rights Act of 1964. Finally, the course examines contemporary controversies over affirmative action,

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adoption, the census, and political re-districting based upon race.

PPO 330 Comparative Public Policy (3)

Examines the public policies of different countries in the areas of social welfare, criminal justice, education, and immigration and provides an opportunity to learn about public policies in Germany, Sweden, the United States, United Kingdom and Japan and to consider why they differ in the ways that they do. The influence of culture, ideology, religion, governmental institutions, as well as the structure of the economy in considering the different policy choices is explored

PPO 410 Public Administration (3)

Examines issues, principles and concepts connected to the management of government organizations located in urban or community settings. While focusing on the administration of general-purpose local government, the course also looks at other governmental units that interact and affect police and urban administrations.

PPO 496 Directed Study (3)

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

PPO 499 Internship (Variable)

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

Bachelor of Arts in Social Work

Accredited at the baccalaureate level by the Council on Social Work Education, the Bachelor of Social Work program at Anna Maria College is dedicated to preparing social work students for further education and employment. Because of the program's multidisciplinary

approach, Anna Maria College Social Work graduates go on to a variety of careers in public and private social work agencies.

Following professional tradition, the Social Work program prepares baccalaureate-level students for generalist practice and utilizes a holistic approach and person-in-environment (the family, community, organizations, and broad social systems) framework that simultaneously focuses on strategies and guidelines for ethical practice, advocacy skills, and respect for human dignity. Specifically, students focus on the development of professional social work competencies including the development of critical thinking skills, an appreciation for diversity and difference, an understanding of research methods and theoretical frameworks informing human development, an ability to advance social justice and influence policy, and an ability to effectively assist clients using a variety of interventive techniques. Faculty members, who have significant professional and academic experience, provide students with a comprehensive foundation for the practice of social work in fulfillment of the College's mission to educate the whole person.

The program's primary objective is the preparation of students for:

1. employment as baccalaureate-level professional social work generalists as defined by the Council on Social Work Education;
2. graduate study, often in a master's-level (MSW) program.

Preparation for MSW Advanced Standing
Many Anna Maria College social work graduates go on to pursue master's degrees in social work in a variety of graduate schools of social work. Because of its accreditation and curriculum, the Social Work program at Anna Maria College prepares graduates to apply for advanced standing in MSW programs. While it varies from program to program, advanced standing generally allows social work graduates of accredited programs to enter MSW programs with some exemption from basic foundation courses.

Linkage to Social Work Licensure

Social Work majors are encouraged to take the LSW-level Massachusetts licensure examination immediately after graduation. The examination content is included in the required social work courses taken at the College. This examination is important as a content review for students planning to attend graduate school. It is even more important for Social Work program graduates planning to seek employment immediately upon graduation, as passing this examination validates for potential employers that the graduate has the knowledge, skills, and values necessary to perform the work of a professional social worker at the baccalaureate level. Social work faculty can assist students in being admitted to take this exam.

Curriculum

The curriculum of the Social Work program is guided by a person-in-environment framework and is based on a broad liberal arts foundation. The program offers courses in research, human growth and behavior, social welfare policy, racial and cultural minorities, and social work methods as well as field work experience and a variety of elective courses in specific areas of interest and skill development. These sequences are designed to provide students with the knowledge, values, and skills necessary to operate from a holistic frame of reference.

Field Work

The objective of the agency-based field work experience required of every student concentrating in social work is to provide a direct practice opportunity in the areas of child welfare, aging, family systems, medical and psychiatric services, juvenile services, and others in both private and public settings. The field work placement allows students to develop professional social work competencies by applying generalist concepts from the curriculum, and enables the student to gain experience in the field while attending classes. With supervision from experienced bachelor's and master's level social workers, students perform a variety of multi-level social work interventions, learn to work effectively in different settings, and to understand the daily functioning of community and social services systems. As a result of the numerous professional relationships between the Anna Maria College social work faculty and the Central Massachusetts health and social services community, AMC offers a wide range of agencies for student field work placement. The senior field placement is a yearlong placement. Students are required to complete 16 hours per week for two semesters, for a total of 425 hours. Students receive a minimum of one

hour of supervision per week. This experience allows students to blend theory and knowledge as they develop as social workers. The fieldwork seminar which accompanies the senior-year field work practicum, meets once a week for an hour with the Field Director during the two-semester practicum. This seminar also integrates academic and field learning.

General Requirements

In addition to the specific courses required by this program, students must complete the general degree requirements as detailed in the Academic Programs section of this catalog.

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
ECO 201 Principles of Economics
SWK 242 Social Welfare as a Social Institution
SWK 307 Racial and Cultural Minorities
SWK 342 Social Welfare Policies
SWK 344 Interventive Methods I
SWK 348 Growth and Behavior and Social Environment I
SWK 349 Growth and Behavior and Social Environment II
SWK 401 Research Methods in Social Work
SWK 408 Marriage and the Family
SWK 443 Interventive Methods II
SWK 445 Field Work and Seminar I
SWK 446 Field Work and Seminar II
SWK 448 Interventive Methods III
SWK 449 Interventive Methods IV
SWK 454 Senior Seminar

Social Welfare Minor

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

School of Justice and Social Sciences

SWK 242 Introduction to Social Welfare as a Social Institution (3)

SWK 307 Racial and Cultural Minorities(3)

SWK 348 or 349 Human Behavior and Social Environment I or II (3)

SWK 342 Social Welfare Policy (3)

Six additional credits (300-400 level) in social work elective courses (6)

Excluded are those courses which are restricted to social work majors, and include: SWK 401 Research Methods; SWK Methods and Field Internships sequence SWK 334, 443, 448, 449, 445 and 446; and SWK 454 Senior Seminar.

Social Work Course Offerings

SOC 201

Introduction to Sociology
(see Sociology listings)

ECO 201 Principles of Economics (See Business Listings)

SWK 242 Social Welfare as a Social Institution (3)

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

SWK 246 Homelessness: Social Work with Vulnerable Populations (3)

This elective social work course will provide the student with an introduction to work with the homeless. Utilizing a social work strengths perspective and a person-in-environment framework, students will examine homelessness as a major social problem. Students will be introduced to the various individual, family, and community issues that impact and influence homelessness, including factors such as poverty, mental illness, and substance abuse, as well as the various supportive services that are available in the community. In addition, students will explore the ways that large social systems, organizations, and policies impact homelessness.

SWK 307 Racial and Cultural Minorities (3)

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

SWK 315 Understanding Mental Health Diagnosis and Treatment (3)

This elective social work course will provide the student with an introduction to mental health diagnosis and treatment. Utilizing a social work strengths perspective and a person-in-environment framework, students will examine major mental illness from an individual, family, and community perspective. Students will be introduced to the various techniques, tools, and skills utilized to identify symptoms and effectively diagnose mental illness, as well as treatment options and supportive services available to those impacted. In addition, students will explore the ways that large social systems, organizations, and policies impact mental health diagnosis and treatment and the individuals and families living with it.

SWK 322 Contemporary Social Problems (3)

Provides students with knowledge of contemporary social problems. The selected social problems chosen for this course may change from year to year. Identified social problems will be studied from ecological, historical and social work perspectives. Topics will include ethical implications of these problems, governmental role in setting policies, and the impact of these problems on individuals, families, groups, and communities. Students will develop potential social work strategies for addressing these problems with a focus on micro, macro, and mezzo practice.

SWK 342 Social Welfare Policies (3)

Examines the policies, programs, issues, and problems that social workers confront. Encourages the student to develop critical and analytical skill in examining our present policies and in considering possible alternatives. Prerequisite: SWK 242.

SWK 333 Social Work and Wellness (3)

This elective course explores social work practice in health care settings from a bio/psycho/social/ spiritual perspective. It includes material on ethical dilemmas, social work values, economic justice and access to health care, populations at risk, and sensitivity to diversity (i.e., age, gender, race/ethnicity, sexual preference, spirituality, and disability). Students explore the meaning of illness in people's lives, how patients experience disability, chronic and terminal illnesses, trauma, grief, and loss. The role of social work as part of an interdisciplinary team that emphasizes a strengths perspective and wellness model is discussed. Students learn about medical social work in a variety of health care settings, including inpatient and outpatient, clinics, home care, hospice, and community based centers. Students examine their own personal attitudes about health and illness, grief and loss to increase their self-awareness of work in this field. Includes an overview of the public mental health system focusing on people affected by severe and persistent mental illness. Reviews the current service system and its history; major mental illness, psychosocial rehabilitation, and treatment; and community support systems.

SWK 334 Introduction to Generalist Practice (3)

SWK 344 Interventive Methods in Social Work I (3)

Provides the conceptual framework of generalist social work practice. This first course in the methods sequence introduces the concept that methods to be used in a given situation depend on the needs and preference of the client as well as on the skills of the social worker. It teaches the basic micro, mezzo, and macrolevel interventive skills, techniques, and processes required for the sound practice of social work at the beginning of the professional level. Focus is on professional and personal values and knowledge of self. Open to social work majors only.

SWK 348, 349 Growth and Behavior and the Social Environment I, II (3, 3)

Studies in depth the physical, psychological social, and cultural forces impacting the growth and development of individuals within the context of their families, communities, and society.. Provides the student with the opportunity to integrate knowledge from courses in biology, psychology and sociology. Using a life span approach, the first semester covers the prenatal period through the school age child. The second semester covers adolescence through the aging years and death.

Prerequisites: BIO 112, 113; SOC 201. SWK 348 is a prerequisite to SWK 349.

SWK 350 Child Abuse, Family Preservation, and Permanency Planning (3)

Provides the student with an introduction to child maltreatment; includes a historical perspective, the various types of child abuse and neglect, and contributing factors. In addition, this elective course will include a discussion of the child welfare system, child welfare legislation, child abuse and neglect reporting laws and procedures. Students will examine the current Department of Social Services system and will learn about the process by which children come into the care of the state. The legal and emotional implications of foster care placement, termination of parental rights, and the adoption of older children will be a focus. Open to all students.

SWK 401 Research Methods I (3)

Examines the role and the step-by-step process of research in the social work profession; includes a review of relevant research in the field and instructs students in the evaluation of their own practice of social work.

SWK 408 Marriage and the Family (3)

Focuses on the development of knowledge and skills for understanding the family and the formations of various family perspectives. Family content includes behavioral and culturally specific themes. Open to all students.

SWK 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, 446 Field Work and Seminar I, II (6, 6)

425 hours of practical experience in a social work setting and a weekly one-hour seminar to integrate theory and practice. Prerequisites: SWK 344, 443.

SWK 448 Practice with Families and Groups (3)

Prerequisite: SWK 344

SWK 449- Practice with Communities and Organizations (3)

Bachelor of Arts in

School of Justice and Social Sciences

Sociology

Sociology is often defined as the scientific study of human social life. In its consistent inquiry, the study of sociology considers cultural, social, political, economic and environmental forces as they continually influence our world and individuals within it. Areas of study within this versatile science are vast. They include an array of intriguing topics such as culture, sexuality, crime and deviance, the media, mass communications, inequality, gender, poverty, schooling, race and ethnicity, power, aging, social change, health care, technology, religion, and socialization. This brief list only cracks the surface of the many more areas of human social life that students may explore, describe, and analyze while we, as a dynamic society, continue to race through the 21st century. The Sociology concentration will complement nicely programs in Criminal Justice, Human Development and Human Services, Social Work, and Psychology.

Requirements Credits

Core Curriculum, including: 51

BLP 250 Applied Statistics and Quantitative Analysis
COR 490 Senior Seminar in Sociology
SOC 491 Senior Research Project

Sociology Core: 30

BLP 210 Researching the Social World
SOC 201 Introduction to Sociology
SOC 211 Sociological Theory
SOC 221 Social Problems in American Society
Six Electives (2 from each category, 3 of which must be at the 300- or 400-level)
Social Inequality

The Family and the Individual
Cultural Studies and Institutions

Minor (optional) or electives 39

Total 120

Sociology elective categories:

Social Inequality

BLP 410 Diversity in the Workforce
CRJ 423 Gender, Crime and Justice
CRJ 423 Race and Crime
ECO 200 Microeconomics
ECO 201 Macroeconomics

ENG 241 Race, Ethnicity, and American Literature
PSC 305 Politics of Poverty
SOC 311 Social Movements
SOC 321 Gender, Sexuality, and Society
SWK 301 Environmental Equity
SWK 307 Racial and Cultural Minorities

The Family and the Individual

CRJ 422 Domestic Violence
EDU 201 Education Culture and Society
HDS 302 The Human Condition in the Era of Biotechnology
HDS 315 Family and Community Relationships
PSY 207 Child Development
PSY 217 Human Life Span Development
PSY 313 Psychology of Personality
PSY 442 Social Psychology
SOC 331 Conformity, Deviance and Social Control
SWK 348, 349 Growth and Behavior and the Social Environment I, II
SWK 350 Child Abuse, Family Preservation, and Permanency Planning
SWK 408 Marriage and the Family

Culture and Institutions

CRJ 220 Criminology
CRJ 250 Policing in America
CRJ 260 Corrections
CRJ 304 Drugs and Society
CRJ 362 Victimology
CRJ 369 Organized Crime
CRJ 410 Juvenile Justice
CRJ 421 Social Issues in Criminal Justice
LST 340 Law and Society
SOC 351 sociology of Sport

Sociology Course Offerings

SOC 201 Introduction to Sociology (3)

Introduces the student to the “sociological perspective” which involves critically analyzing human behavior in society. Some of the concepts studied are patterns and problems in human interactions, socialization, identity groups, social institutions, deviance and crime. Diversity will be used as a central theme in this course.

SOC 207 Sociology of a Multicultural World (3)

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

SOC 211 Sociological Theory (3)

Examines sociological theory which emerged as an intellectual response to the birth of modern society. The problem of social order, industrial capitalism and modern individualism all raised difficult questions to which deep thinkers such as Karl Marx, Emile Durkheim, Max Weber and G.H. Mead developed responses. While this course examines traditional applications of theory, it also encourages students to learn to apply sociological theory to many aspects of our current society.

SOC 221 Social Problems in American Society(3)

Investigates a variety of fundamental social problems that currently confront contemporary American society. Important aspects of this course include how problems have emerged, been defined and perpetuated by particular social groups in our society. Students are encouraged to formulate possible solutions to traditional social problems such as poverty, racism, alcohol and substance abuse, pornography, juvenile delinquency, prostitution, family violence and gun control. More recent problems such as identity theft, home invasions, motorcycle clubs, street gangs, frauds and 'cons' will also be examined.

SOC 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**SOC 499 Internship**

School of Education

School of Education

Education and Teacher Licensure Preparation

Early Education and Care Certification Preparation

Teacher Licensure Officer

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The teacher preparation programs at Anna Maria College prepare students to be teachers in the 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 Professional Development Schools, co-sponsored by the College and area schools, are considered models in the state.

The College collaborates with a number of area schools and educators in providing field based experiences for students in the teacher preparation programs. Students participate in a minimum of 80 hours of pre-practicum field experiences and a full-semester teaching practicum (student teaching). Field experiences provide opportunities for students in teacher preparation programs to learn from teachers in classroom settings and to apply what they have learned in course work to the development and education of children.

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.

Teacher Preparation Programs

The teacher preparation programs at Anna Maria College are interwoven with strong liberal arts learning experiences. Students in teacher preparation programs are required to complete a liberal arts or sciences major to qualify for licensure.

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

- Teacher of English (5-8; 8-12)

- Teacher of History (5-8; 8-12)
- Teacher of Music (All)
- Teacher of Visual Art (PreK-8; 5-12)
- Early Childhood: Teacher of Students with and without Disabilities (PreK-2)
- Elementary Education (1-6)

General College Requirements

Students complete requirements equivalent to two majors in order to qualify for a bachelor degree and preparation for teacher licensure. The primary major must be in one of the liberal arts or sciences (12 courses); the secondary major, in education / teacher preparation (8 to 12 courses). Students follow the same general college requirements described in the Academic Programs section of this catalog, choosing courses from within the schools of the College. To meet licensure requirements, students elect courses in consultation with their faculty advisors.

Major Requirements for Education / Teacher Preparation

The primary major of students interested in teacher preparation at Anna Maria College is found in the school that supports that major. For example, students interested in teaching English or history at the middle (5-8) or high school (8-12) grade level, will find their major requirements in the School of Humanities. Students interested in teaching music or visual arts will find their major requirements in the School of Visual and Performing Arts. Students interested in teaching Early Childhood (PreK-2) would find their major requirements in the School of Justice and Social Sciences or the School of Education. Students interested in teaching Elementary (1-6) grades have the option of selecting a major from the School of Humanities or the School of Education. The second major, education / teacher preparation, requirements can be found in the School of Education.

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

School of Humanities

Teacher of English (5–8; 8–12)

- Major in English

Teacher of History (5–8; 8–12)

- Major in History

Elementary Education (1-6)

Students select one of the following majors:

- English Language Arts

- History
- Humanities

School of Visual and Performing Arts

Teacher of Music (All)

- Major in Music Education

Teacher of Visual Art (PreK–8; 5–12)

- Major in Visual Art

School of Justice and Social Sciences

Early Childhood: Teacher of Students with and without Disabilities (PreK–2)

- Major in Human Development and Human Services

School of Education

Early Childhood: Teacher of Students with and without Disabilities (PreK–2)

- Major in Liberal Studies with optional concentration in special education

Elementary Education (1-6)

- Major in Liberal Studies with optional concentration in special education

Admission to Teacher Preparation

Students may begin their Education major in their freshman year. However, students are not formally admitted to teacher preparation until the completion of 60 credits. Admission to Anna Maria College does not guarantee admission to the teacher licensure preparation programs. Additionally, completion of the teacher licensure preparation program at Anna Maria College does not guarantee that a student will meet the State requirements for licensure.

To be eligible for teacher preparation, students must:

1. Complete a minimum of 60 credits.
2. Declare a major in one of the liberal arts or sciences.
3. Maintain a minimum overall Grade or Quality Point Average (GPA/QPA) of 2.7.
4. Achieve a passing score on the Communication and Literacy section of the Massachusetts Tests for Educator Licensure (MTEL).
5. Obtain the recommendation of faculty in education and liberal arts and sciences, or of employers in the field of education.

School of Education

Requirements for Massachusetts Department of Elementary and Secondary Education Initial License

- A liberal arts or sciences major, or an interdisciplinary major in liberal arts and sciences.
- Courses that meet the Common Teaching Standards.
- A minimum of 80 hours of pre-practicum field experiences.
- A 15-week practicum and concurrent seminar.
- Passing scores on the Communication and Literacy and the Subject Knowledge portions of the Massachusetts Tests for Educator Licensure (MTEL).
- Evidence of professional dispositions and sound moral character.
- Teacher Licensing Requirements for Subject Matter Knowledge and Professional Standards require all students planning on applying for a Teacher License to participate in coursework as follows:
 - Subject Matter Knowledge appropriate to the major course of study
 - Teaching and Learning Methods Courses (combined with at least 80 hours of field work experience)
 - Human Development
 - Special Needs
 - Technology
 - Supervised Field Placement

Teacher Preparation/Education Major Requirements for Licensure

School of Humanities

Teacher of English (5–8; 8–12)

- Major in English

Teacher of History (5–8; 8–12)

- Major in History

Elementary Education (1-6)

Students select one of the following majors:

- English Language Arts
- History
- Humanities

Teacher of English (5-8; 8-12)

English majors may prepare for licensure as a teacher of English in the middle (5–8) or high schools (8–12), or students seeking licensure in elementary (1-6) education may major in a specially designed program in English-Language Arts. Graduates are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education.* See the School of Humanities for specifics about the English majors.

**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.*

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

Teacher preparation / education requirements in addition to Core Curriculum and English major requirements:

PSC 231 American Government (or equivalent)

EDU 201 Education, Culture, and Society

PSY 215 Psychology of Adolescence

EDU 200 Introduction to Teaching

EDU – at least one course focusing on special education

ENG Instructional Methods in Teaching English – may be taken through the Worcester Area Consortium of Colleges (includes 40 hour field placement – EDU 409)

EDU 412 Instructional Methods in Middle and Secondary Schools (includes 40 hour field placement – EDU 409)

EDU 420 Student Teaching Seminar

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

Students enroll in one 300-hour practicum appropriate to the grade level(s) for which they

are seeking licensure (5–8; 8–12). Students seeking licensure at both levels must complete at least 150 hours of practicum at each level.

English-Language Arts Major for Elementary (1-6)

Teacher Licensure – **this program is currently under revision.**

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

History majors may prepare for licensure as a teacher of history in the middle (5–8) or high schools (8–12), or students seeking licensure in elementary (1-6) education

may major in a specially designed program in history. Graduates are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education.* See the School of Humanities for specifics about the history majors.

**Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts Department of Elementary and Secondary Education Initial License.*

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

Teacher preparation / education requirements in addition to Core Curriculum and history major requirements:

PSC 231 American Government (or equivalent)
EDU 201 Education, Culture, and Society
PSY 215 Psychology of Adolescence
EDU 200 Introduction to Teaching
EDU – at least one course focusing on special education
HST Instructional Methods in Teaching English – may be taken through the Worcester Area Consortium of Colleges (includes 40 hour field placement – EDU 409)
EDU 412 Instructional Methods in Middle and Secondary Schools (includes 40 hour field placement – EDU 409)
EDU 420 Student Teaching Seminar
EDU 431 Teaching Practicum (5–8; 8–12) (12 credits)
Students enroll in one 300-hour practicum appropriate to the grade level(s) for which they are seeking licensure (5–8; 8–12). Students seeking licensure at both levels must complete at least 150 hours of practicum at each level.

History Major for Elementary (1-6) Teacher Licensure – this program is currently under revision.

Humanities Major for Elementary (1-6) Teacher Licensure– this program is currently under revision. School of Visual and Performing Arts

Teacher of Music (All)

- Major in Music Education

Teacher of Visual Art (PreK–8; 5–12)

- Major in Visual Art

Bachelor of Music: Teacher of Music (All)

The teacher preparation program includes all requirements for the Bachelor's degree in music. This program provides preparation for a career teaching music at the Pre-K–12 levels. A carefully coordinated combination of course work and field experience assures the theoretical and practical knowledge necessary for success as a classroom teacher of vocal, instrumental, and general music. Graduates are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education.* It is a demanding pre-professional program which, although it may be completed in four years, may require an additional year or semester for some students.

**Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts Department of Elementary and Secondary Education Initial License.*

Teacher of Music (All)

Teacher preparation / education requirements in addition to Core Curriculum and teacher of music major requirements:
PSC 231 American Government (or equivalent)
EDU 201 Education, Culture, and Society
PSY 207 Child Development OR PSY 215 Psychology of Adolescence
EDU 200 Introduction to Teaching
EDU – at least one course focusing on special education
MUS 411 Music in the Elementary School (includes 40 hour field placement – EDU 409)
MUS 412 Music in the Secondary School (includes 40 hour field placement – EDU 409)
EDU 420 Student Teaching Seminar
EDU 433 Teaching Practicum (12 credits)

At least 80 hours of monitored field-based experience (classroom observation typically accomplished in MUS 411 and MUS 412) are required prior to the Teaching Practicum (student teaching).

Teaching practicum totals 12 credits. Students enroll in one 150-hour practicum at the elementary level and one 150-hour practicum at the middle/high school level.

School of Education

Teacher of Music Major Requirements

MUS 101, 102, 201, 202 Music Theory I, II, III, IV
MUS 149, 150, 249, 250 Ear Training and Musicianship I, II, III, IV
MUS 255, Music History I
MUS 256 Music History II
MUS 100 Performance Lab (7 semesters)
MUS 171, 172 Voice Class I, II
MUS 173 Percussion Class
MUS 175 Woodwind Class
MUS 177 String Class
MUS 179 Brass Class
MUS 181 Guitar Class
MUS 260 American Music
MUS 361 Form and Analysis I
MUS 365 Orchestration
MUS 433 Introduction to MIDI Applications
MUS 445 Choral Conducting
MUS 446 Instrumental Conducting
MUS ___ Individual Studio Instruction in Voice/Instrument
MUS ___ Ensemble*

**Students must participate in a variety (in size and type) of ensembles throughout their educational experience.*

Teacher of Visual Art

The Massachusetts Department of Elementary and Secondary Education approved program for Initial License as a Teacher of Visual Art provides students with the knowledge and skills required for a career in teaching in the elementary, middle and/or high schools. Graduates are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education.* See the School of Visual and Performing Arts for specifics about the art major.

**Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts Department of Elementary and Secondary Education Initial License.*

Teacher of Visual Art (PreK-8; 5-12)

Teacher preparation / education requirements in addition to Core Curriculum and teacher of visual art major requirements:

PSC 231 American Government (or equivalent)
EDU 201 Education, Culture, and Society
PSY 207 Child Development OR PSY 215 Psychology of Adolescence
EDU 200 Introduction to Teaching
EDU – at least one course focusing on special education
ART 411 Art Education I (includes 40 hour field placement – EDU 409)
ART 412 Art Education II (includes 40 hour field placement – EDU 409)
EDU 420 Student Teaching Seminar
EDU 425 Teaching Practicum—Art (PreK–8) (12 credits) or
ART 427 Teaching Practicum—Art (5–12) (12 credits) or
ART 432 Teaching Practicum- Art (PreK–12) (12 credits)

At least 80 hours of monitored field-based experience (classroom observation typically accomplished in ART 411 and ART 412) are required prior to the Teaching Practicum (student teaching).

Students enroll in one 300-hour practicum appropriate to the grade level for which they are seeking licensure (PreK–8 or 5–12). They may add a second 150 hour practicum at another grade level or enroll in EDU 432 which includes two 150-hour practica if they seek certification in both levels (PreK–12).

Teacher of Visual Art Major Requirements
ART 115 Methods and Materials for Educators/Therapists
ART 104 Introduction to Pottery/Sculpture
ART 303 Oil Painting I or
ART 301 Watercolor I
ART 315 Printmaking I
ART 353 American Art
ART 413 Teaching Non-Western Art

School of Justice and Social Sciences

Early Childhood: Teacher of Students with and without Disabilities (PreK–2)

- Major in Human Development and Human Services

Early Childhood: Teacher of Students with and without Disabilities (PreK–2)

Students pursuing licensure in Early Childhood Education may major in one liberal arts or sciences area, or in an interdisciplinary program with a concentration in liberal arts or sciences. The usual major at Anna Maria College for Early Childhood licensure preparation is Human Development and Human Services or Liberal Studies. Graduates are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education.*

**Students must apply to the Teacher Preparation program of the College and complete the requirements for Massachusetts Department of Elementary and Secondary Education Initial License.*

Subject knowledge requirements for Early Childhood Teacher Licensure include:

ENG 220 Origins of Literature in Folklore and Myth
HST 109 or HST 110 Western Civilization I or II
BIO 130 Nutrition and Health
MTH 101 Numbers and Operations
MTH 128 Geometry and Measurement
MTH 130 Algebraic Operations and Functions
BLP 250 Applied Statistics (QR) or MTH 230 Foundations of Probability and Statistics
Course in economics
Science with a lab

Teacher Licensure Requirements include:

HDS 205 Guiding Children's Behavior
EDU 200 Introduction to Teaching
EDU 201 Education, Culture, and Society
PSY 207 Child Development

Two of the following (or equivalent courses in special needs):

- EDU 212 Developmental Disabilities
- EDU 215 Integrating Special Needs
- EDU 332 Learning Disabilities II

EDU 310 Language Arts and Children's Literature
EDU 312 Mathematics and Science Education for Early Childhood (includes 40 hour field placement – EDU 409)
EDU 315 Teaching and Learning of Reading (includes 40 hour field placement – EDU 409)
EDU 420 Teaching Seminar
EDU 423 Teaching Practicum Early Childhood (PreK-2) (12 credits)

Human Development and Human Services Major Requirements (in addition to Core, Subject Knowledge, and Teacher Licensure Requirements)

PSY 201 Introduction to Psychology
SOC 201 Introduction to Sociology
HDS 310 Observation, Documentation, & Assessment
HDS 315 Family and Community Relationships
SWK 350 Child Abuse/Family Preservation/Per.Planning
HDS 490 Fostering Mental Health: Supporting the Human Spirit

School of Education

Early Childhood: Teacher of Students with and without Disabilities (PreK–2)

- Major in Liberal Studies (with optional concentration in special education)

Elementary Education (1-6)

- Major in Liberal Studies (with optional concentration in special education)
-

Liberal Studies Major for Early Childhood Teacher Licensure

Liberal Studies Requirements (in addition to Core, Subject Knowledge, and Teacher Licensure Requirements)

One course from the School of Visual and Performing Arts
Three courses numbered 300- or higher in the same discipline (concentration in special education is an option)
Major in Liberal Arts or Sciences for Elementary (1-6) Teacher Licensure

Students pursuing licensure in Elementary Education may major in one liberal arts or sciences area, or in an interdisciplinary program with a concentration in liberal arts or sciences. Students select from a major to include English/Language Arts, History, Humanities, or Liberal Studies. Graduates are eligible for Initial Licensure by the Massachusetts Department of Elementary and Secondary Education.* See information regarding the English/Language Arts, History, and Humanities major listed under the School of Humanities.

**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.*

School of Education

Subject knowledge requirements for Elementary

Teacher Licensure include:

ENG 220 Origins of Literature in Folklore and Myth or
ENG 320 Medieval Literature and Language
HST 109 or HST 110 Western Civilization I or II
BIO 130 Nutrition and Health
MTH 101 Numbers and Operations
MTH 128 Geometry and Measurement
MTH 130 Algebraic Operations and Functions
BLP 250 Applied Statistics (QR) or MTH 230 Foundations
of Probability and Statistics
Course in economics
Science with a lab

Teacher Licensure Requirements include:

EDU 200 Introduction to Teaching
EDU 201 Education, Culture, and Society
PSY 207 Child Development
One course in special needs
EDU 310 Language Arts and Children's Literature
EDU 315 Teaching and Learning of Reading (includes 40
hour field placement – EDU 409)
EDU 316 Teaching and Learning Math and Science
(includes 40 hour field placement – EDU 409)
EDU 420 Teaching Seminar
EDU 424 Teaching Practicum Elementary (1–6) (12
credits)

Liberal Studies Major for Elementary (1-6) Teacher Licensure

Liberal Studies Requirements: (in addition to Core, Subject Knowledge, and Teacher Licensure Requirements)

One course from the School of Visual and Performing Arts
Three courses numbered 300- or higher in the same
discipline (with optional concentration in special
education)

Early Education and Care Certification Preparation

Students who may not be interested in Massachusetts
Department of Elementary and Secondary Education
licensure may be interested in working in the field of early
education and care. An option for these students includes

preparation for the Early Education and Care (EEC)
certification. These students would major in Human
Development and Human Services and select one of the
minors listed below to complete requirements for Early
Education and Care Certification. See the School of Justice
and Social Sciences for specifics about the major and
optional minors (listed below).

Early Childhood Early Education and Care (EEC) Certification Track (Birth to 8 Years)

HDS 205 Guiding Children's Behavior
EDU 310 Language Arts and Children's Literature
HDS 310 Observation, Documentation, and Assessment
EDU 312 Math & Science Education for Early Childhood
EDU XXX Special needs course in addition to any course
used for Cultural Competency
BIO 130 Nutrition and Health OR Wellness

Out of School Time (Ages 5-13 Years)

HDS 205 Guiding Children's Behavior
EDU 310 Language Arts and Children's Literature
EDU 314 Out of School Time Curriculum (To be
developed)
HDS 310 Observation, Documentation, and Assessment
EDU XXX Special needs course in addition to any course
used for Cultural Competency
BIO 130 Nutrition and Health OR Wellness

Early Education and Care Leadership

BLP 110 Leadership
BUS 260 Principles of Management
BLP 320 Group Management and Team Building
Strategies
300-400 elective Discuss with advisor
300-400 elective Discuss with advisor
EDU 658 Childcare Administration (5th year option)

School of Education Course Offerings

EDU 200 Introduction to Teaching (3)

Introduces the student to the teaching profession by
providing a series of integrated topics in discussion group
and workshop formats. Modules will concentrate on
subjects essential to effective teaching such as educational

careers; requirements for Massachusetts teacher licensure; professional expectations and organizations; policies governing education at the local, state, and federal levels; early childhood, elementary, middle school, and secondary school curricula; ethical issues; diversity in the classroom; classroom management; lesson planning; and effective teaching practices and educational research. Prerequisite: EDU 201.

EDU 201 Education, Culture, and Society (3)

Examines cultural, social, and global questions and values in relation to curriculum, the teaching learning process, and educational purpose and philosophy. Includes topics in social and cultural diversity, multiculturalism, modernism, holism, democratic values, and learning communities.

EDU 212 Developmental Disabilities (3)

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

EDU 215 Integrating Special Needs (3)

The course will integrate special education terminology, laws, service delivery and strategies for classroom teachers to apply in meeting a child's physical, intellectual, social and emotional challenges. Awareness of Areas of Disability are covered. Components include observation of children with concerns, the referral process, IEP development and implementation, and working cooperatively as a Team Member with Professional specialists.

EDU 310 Language Arts and Children's Literature (3)

Introduces the history, development, and current trends in the teaching of children's literature. Demonstrates strategies to integrate the teaching of all the language arts: reading, writing, listening, and speaking. Examines award-winning children's books. Emphasizes literature study groups, author studies, and multicultural literature.

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 314 Out of School Time Curriculum (3)

Examines appropriate out-of-school programs for school-age children. Students have the opportunity to gain knowledge and skills in using a collaborative approach involving children, teachers, family and community in the process of creating an emergent curriculum that promotes interdependent and self-directed learning and meets the developmental needs, interests, and issues of five- to twelve-year-old children. Students will develop activity plans which cover the diverse needs of the school-age population with appropriate physical, cognitive, social, creative and language experiences. The essential role of the involved adult leader will be stressed. Includes field experience.

EDU 315 Teaching and Learning Reading (3)

Introduces methods of reading instruction. Emphasizes the teaching of reading through literature. Includes the development of study centers, learning activity plans, and the reading/writing connection. Simulates classroom applications of reading instruction. Includes lesson planning and field experiences in public school settings. Prerequisite: Admission to Teacher Education.

EDU 316 Teaching and Learning Mathematics and Science (3)

Integrates experiences and teaching approaches in mathematics and science. Emphasizes approaches which foster inquiry, investigation, problem-solving, comprehension, and skill development. Includes lesson planning and field experiences in public school settings.

EDU 332 Learning Disabilities (3)

Studies the identification and remediation of specific learning problems that impact a student's ability to listen, think, speak, read, write, spell, or do mathematics. Reviews the federal and state regulations and definitions of a specific learning disability, eligibility criteria for services and strategies to enhance student learning. Administration of an individual achievement test will enable students to recognize learning differences and the need for IEP goals and objectives. Prerequisite: PSY 207 or equivalent.

EDU 336 Psychology of the Exceptional Child (3)

This Introductory course will provide students with a comprehensive overview of the federal and state laws pertaining to special education, as well as the role and responsibilities of the teacher of students with moderate special needs. Students will examine the characteristics of

School of Education

children with exceptional needs and approaches to intervention and remediation in inclusive and substantially separate programs. Students will become familiar with the development and implementation of IEP's (Individual Education Plans), and teaching strategies and methods that are research-based and support a variety of learning styles. Prerequisite: PSY 207 or equivalent.

EDU 409 / EDU 410 Field Placement (0 credit)

Students participate in a 40 hour field placement experience in conjunction with methods courses. Field placement is arranged, with student input, by the Education Programs Field Placement Coordinator.

EDU 412 Methods of Teaching - Middle/Secondary School (3)

Explores the interrelated aspects of teaching and learning in middle/secondary schools. Students examine the practices of effective teachers, demonstrate various teaching methods, and develop reflective practice skills while connecting theory with practice. Includes lesson planning and a 40 hour field placement.

EDU 424 Teaching Practicum (Elementary) (12)

Engages teacher education students in observing, assisting, and teaching in elementary classrooms for 300 or more hours during the semester, including a minimum of 135 hours of direct teaching. Directed by school personnel and college supervisors. The Department of Elementary and Secondary Education Pre-Service Performance Assessment is the assessment tool for this experience.

EDU 435 Teaching Practicum (Agency Preschool) (12)

Engages students in observing, assisting, and teaching in preschool settings for 150 hours under the direction of agency personnel and college supervisors. Full-time day division.

EDU 420 Student Teaching Seminar (3)

Provides opportunities for student teachers to work in teams to observe and assist in classrooms, to plan learning activities across a variety of curriculum areas, and to reflect on their teaching experiences. Includes reflection and dialogue on classroom teaching-learning activities with student teachers, classroom teachers, and college instructors and/or supervisors. Taken concurrently with Teaching Practicum and aligns with the Department of Elementary and Secondary licensure requirements.

EDU 423 Teaching Practicum (Early Childhood) (12)

Engages teacher education students in observing, assisting, and teaching in early childhood classrooms for 300 or more hours during the semester, including 150 hours at the preschool or K level and 200 hours at the grade 1 or 2 level. Directed by school personnel and college supervisors. The Department of Elementary and Secondary Education Pre-Service Performance Assessment is the assessment tool for this experience.

EDU 434 Teaching Seminar (Agency Preschool) (3)

Provides opportunities for students to plan learning activities for preschool settings. Includes reflections and dialogue on preschool teaching-learning activities. Taken concurrently with EDU 435.

EDU 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 Fire and Health Sciences

Curriculum

The School of Fire and Health Sciences curriculum serves the diverse needs of all Anna Maria College students. Students who select majors within the School of Fire and Health Sciences gain the knowledge and skills required by a variety of scientific, health, and technical careers. The focus of the school is on the core values of the College, namely, service to individuals, communities and the environment. Students from any concentration gain scientific literacy for personal development and enrichment from the school courses and prepare for enlightened citizenship and participation in their communities.

To meet the demands of increasingly rapid development in science and technology, the School of Fire and Health Science offers a balanced program of disciplinary and comprehensive interdisciplinary studies. The disciplinary courses build a strong foundation in the sciences and integrate learning in the classroom with direct experience in the laboratories, on the Anna Maria College nature trails, and field visits. Interdisciplinary courses help the student appreciate applications of science and technology in a social context. Advanced students in the School of Fire and Health Sciences are also encouraged to develop their proficiencies in internships and directed studies in their areas of personal interest. Students who wish to pursue graduate or professional study in scientific and technological fields can complete the requisite course work through courses offered in the School of Fire and Health Sciences and the Colleges of Worcester Consortium. Through the Fifth Year Option at the College, advanced students in school may also earn up to two courses in graduate credits.

Major Fields

Environmental Studies

Fire Science

Health Science

Nursing (B.S. in Nursing to RN-BSN)

Paramedic Science

Minor Fields

Fire Science

Health Science

School of Fire and Health Science

Other Areas of Study

Chemistry

Emergency Medical Services (EMT-B)

Mathematics

Physical Sciences

Science (other)

Computer Information Science

Courses in Computer Science are offered to provide students with the knowledge, technical skills and abilities to use computer-based strategies in support of their academic goals. In the School of Fire and Health Sciences, the focus is on the field of Geographic Information Systems (GIS). A series of courses focuses on the use of computer technology for the acquisition, analysis, communication and interpretation of spatially linked data and information. GIS strategies are used in many fields, including scientific studies. Students interested in the uses of technology also may pursue a minor in MIS through the School of Business, or a major in Graphic Design the School of Visual and Performing Arts.

Computer Science Course Offerings

CIS 203/204 Programming Languages I & II (3)

A first course in principles and theories of programming languages using the visual Basic programming language. This course provides a study of problem analysis, logic design, coding, and program execution. Three lecture hours per week.

CIS 220 Introduction to GIS (3)

This course introduces students to the use of computer technologies to store, display, and analyze data that are linked to digitized geographic locations. Students gain experience using standard software to access and manipulate data and maps. Case studies are used to explore the power and flexibility of GIS technologies for serving a variety of human endeavors such as emergency management, protection of the environment and public health, crime investigation, or business planning. Pre-requisite: COR 204 or equivalent, or exemption by test. Three lecture hours per week.

CIS 301 Advanced Methods in GIS (3)

Expands on CIS 220 to address sources of publically available data and base maps and issues in geocoding data. Students gain skill in querying data, designing the output and presentation of GIS data, and communicating about the results. Problems in modeling using GIS are introduced. Pre-requisite: CIS 220 or equivalent. Three lecture hours per week.

CIS 302 Public Safety Applications of GIS (3)

Students examine the use of GIS tools in the public safety arena, including the management of natural and technological emergencies, protection of critical infrastructure, and planning for optimal delivery of public safety services, including during large-scale planned events. Commonly used datasets and modeling tools are introduced. Pre-requisite: CIS 220 or equivalent. Three lecture hours per week.

CIS 303 Environmental Applications of GIS (3)

This course applies GIS tools to the management of environmental data such as inventories of physical features of the environment and the distribution of species. Descriptive and analytic case studies in environmental problems demonstrate the use of key GIS strategies. Pre-requisite: CIS 220 or equivalent. Three lecture hours per week.

CIS 304 Forensic Applications of GIS (3)

Students apply GIS tools and strategies to problems in crime prevention and investigation. Applications include the search for patterns and trends in crime. Commonly used datasets and modeling tools are introduced. Pre-requisite: CIS 220 or equivalent, plus one course in Criminal Justice, or permission of the instructor. Three lecture hours per week.

CIS 305 Public Health Applications of GIS (3)

Students examine case studies of the use of spatially-related data in the examination and improvement of public health on global, regional and local levels. Data sources and GIS tools are studied in diverse applications such as environmental health, communicable disease control, and health promotion studies. Pre-requisite: CIS 220 or equivalent plus BIO 406 or permission of the instructor. Three lecture hours per week.

CIS 306 Business Applications of GIS (3)

GIS applications can inform the development of a business plan for new ventures, marketing strategies, and other business decisions. This course uses case studies to illustrate datasets and GIS strategies applied in a business context. Pre-requisite: CIS 220 or equivalent, plus one course in Business, or permission of the instructor. Three lecture hours per week.

Emergency Medical Services

As part of its focus on education for public service, Anna Maria College offers a program to prepare students for certification as an Emergency Medical Technician at the Basic level. The College is accredited by the Massachusetts Office of Emergency Medical Services. Classes are held in the College's Health Care Laboratory that includes a seven-bed unit arranged to model a hospital setting, a home health area, classrooms and teaching technologies. Students in Fire Science, Criminal Justice, Early childhood Education, and Nursing frequently choose this course as an elective appropriate to their career plans, but the course is open to all students.

EMS 220 Emergency Medical Technician—Basic (6)

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.

The passing grade for the EMT-Basic class is 63%, or a grade of D. 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.

Bachelor of Arts in Environmental Studies

The Environmental Studies major is a flexible framework that prepares students to appreciate and promote a sustainable environment. Students gain the scientific and investigative knowledge needed to understand how human activities influence the environment. They also examine how the application of values, ethics and an interdisciplinary approach help shape solutions to environmental problems.

Each student participates in project-based field experiences and internships to gain practical skills needed to be able to contribute as an environmental professional or as an informed citizen of the world.

Students in this major will be well prepared for entry level positions in state and federal agencies, in corporations, and in not-for-profit environmental organizations. Environmental studies majors may also go on to graduate study in a variety of fields.

Requirements Credits

Core Curriculum 51

Environmental Studies Core 49

Electives 20

Total 120

The environmental studies core consists 10 required courses and 4 elective courses (3 must be upper level).

Required courses

Basic sciences (3 required)

SCI 120 Earth Science (4)

BIO 104 Ecology and Evolution (4)

CHM 110 Introductory Chemistry I (4)

Environmental Science & Policy (3 required)

ENV 101 History of Environmentalism (3)

ENV 260 Environmental Sustainability (3)

ENV 301 Environmental Equity (3)

COR 490 Senior Seminar in Environmental Studies (3)

Major electives (4, of which 3 must be upper level)

BIO 119 Field Botany (4)

BIO 222 Microbiology (4)

ENV 325 Selected Topics in Environmental Studies (3)

BIO 406 Principles of Epidemiology (3)

BIO 408 Toxicology (3)

ENV 420 Hazard & Risk Analysis (3)

ENV 425 Environmental Compliance & Reporting (3)

Skills courses (1 required)

CIS 220 Introduction to Geographic Information Systems (GIS) (3)

MIS 362 Advanced Spreadsheet Applications 3

MTH 230 Introduction to Probability & Statistics (3)

Interdisciplinary course (1 or more course drawn from other schools; examples follow.)

ECO 250 Environmental Economics (3)

PLS 333 Environmental Law (3)

Field or research experiences (1 course, examples follow)

BIO 359 Beach and Jungle Ecology of Puerto Rico (4)

ENV 496 Environmental Field Project (3)

ENV 497 Faculty/student research project (3)

School of Fire and Health Science

One capstone experience

ENV 499, Internship (for 3 or 6)

ENV 475, ENV 496, with permission (4)

Major electives (4 required, of which 3 must be upper level)

Environmental Studies Course Offerings

BIO 119 Introduction to Field Botany (4)

An introduction to the diversity of plants found in and around the campus of Anna Maria College. Students spend most of their time in the field or in the laboratory working with the collected specimens. Students learn proper methods of collecting, preserving, and presenting plant specimens, and how to use a variety of resources to aid in their identification. Three lecture hours and two laboratory hours per week.

BIO 359 Beach & Jungle Ecology of Puerto Rico (4)

A course that emphasizes basic tropical island shoreline and rainforest ecology. The student learns to comprehend and interpret information, apply basic ecological principles and concepts, and understand issues of maintaining fragile ecosystems in our society. Class (on campus) and field work (in Puerto Rico) will build skills in scientific and quantitative methods and in evidence-based reasoning. *There is an additional charge of approximately \$2000 which covers all transportation, lodging, food expenses while traveling to, from, and within Puerto Rico.*

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 301 Environmental Equity (3)

An examination of the social, scientific, political and economic dimensions of the environmental equity movement

that increasingly influences contemporary understandings of social justice. Three class hours per week.

ENV 420 Environmental Hazard and Risk Analysis (3)

A detailed survey of the basic analytical methodologies currently in use (or in development) to identify, quantify and assess potential physical, chemical, and biological threats to both the quality of the environment and of human life. Three lecture hours per week.

ENV 425 Environmental Compliance & Reporting (3)

A workshop style exposure to compliance with environmental regulations in the United States. Environmental legislation, regulation, compliance, reporting, and enforcement are viewed as elements in a single system that spans from the federal to the local level. Public and private sector aspects are address. Three class hours per week.

ENV 475 Environmental Field Project (4)

Students engage in a semester-long project in environmental studies, usually linked to an off-campus site or agency. Topics may be focus on environmental quality, ecological conditions, or environmental policy analysis or advocacy. Conducted under the supervision of a faculty mentor.

COR 490 Senior Seminar in Environmental Studies, (3)

ENV 496 Directed Research (3)

ENV 499 Internship (Variable)

Fire Science

The Fire Science program at Anna Maria College is designed for students who are interested in pursuing careers within fields related to fire prevention, fire protection and fire-based emergency medical services.

This program integrates liberal arts education and strong career preparation. The curriculum is focused upon the fire service administration and reflects the knowledge, skills, and abilities outlined within National Fire Academy and the Fire and Emergency Services Higher Education (FESHE) Model Curriculum. Strong emphasis is placed on the dynamic aspects of public sector emergency services leadership and administration. The fire science program is taught by

experienced emergency services professionals who are distinguished leaders and educators in emergency services. The goal of the program is to produce well-rounded emergency services professionals who have the necessary foundational knowledge, training, and certifications to have a competitive edge in obtaining professional emergency service employment.

Students take six core fire science classes in their first and second years. These courses provide foundation level knowledge in the areas of fire behavior, fire prevention, hydraulics, and emergency services operations. In the third and fourth years, students, in conjunction with their academic advisor, choose electives specific to their interests. Small classes promote the interchange of ideas between students and faculty members.

Students who major in Fire Science also take courses in Leadership, Applications for Fire Research, and Analytical Approaches for Public Fire Protection in order to develop skills that will enhance their understanding of the major.

Fire Science Requirements

Core Curriculum: 51

Fire Science Core: 45

BLP 110 Leadership
FRS 103 Fire Behavior and Combustion
FRS 104 Principles of Emergency Services
FRS 107 Fundamentals of Fire Prevention
FRS 112 Fire Protection Hydraulics & Water Supply
FRS 203 Fire Protection Systems
FRS 205 Building Construction for Fire Protection
FRS 207 Applications for Fire Research
FRS 209 Analytical Approaches to Public Fire Protection
FRS 490 Senior Seminar 1 – Measuring Community Services
FRS 491 Senior Seminar 2 – Fire Department Role in Disasters

Electives (6 required)

FRS 302 – Fire and Emergency Services Administration
FRS 304 – Fire Investigation
FRS 317 – Legal Aspects of Emergency Services
FRS 321 – Incident Command for Emergency Services
FRS 326 – Personnel Management for Fire & Emergency services
FRS 341 – Fire Prevention Organization & Management
FRS 355 – Hazardous Materials Awareness and Operations

FRS 360 – Principles of Fire and Emergency Services Safety and Survival

FRS 365 – Fire Related Human Behavior

FRS 404 – Fire Investigation and Analysis

FRS 415 – Political & Legal Foundations for Fire Protection

FRS 420 – Management of Emergency Medical Services

FRS 436 – Critical Incident Stress Management for Emergency Services

FRS 455 – Managerial Issues in Hazardous Materials

FRS 460 – Advanced Principles of Fire and Emergency Services Safety and Survival

FRS 465 – Community Risk Reduction for Fire & Emergency services

Fire Science Minor

Required Courses (2)

FRS 104 Principles of Emergency Services

FRS 107 Fundamental of Fire Prevention

Electives (4 Required)

FRS 317 Legal Aspects of Emergency Services

FRS 321 Incident Command for Emergency Services

FRS 326 Personnel Management for Fire & Emergency services

FRS 341 Fire Prevention Organization & Management

FRS 420 Management of Emergency Medical Services

FRS 465 Community Risk Reduction for Fire & Emergency services

Fire Science Course Offerings

FRS 103 Fire Behavior & Combustion (3)

This course explores the theories and technical fundamentals of how and why fires spread and how they are controlled.

Three lecture hours per week.

FRS 104 Principles of Emergency Services (3)

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

FRS 107 Fundamentals of Fire Prevention (3)

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

FRS 112 Fire Protection Hydraulics & Water Supply (3)

This course provides a foundation in the theoretical knowledge needed to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and solve water supply problems. Three lecture hours per week.

FRS 203 Fire Protection Systems (3)

Students learn the design and operational features of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers. Three lecture hours per week.

FRS 205 Building Construction for Fire Protection (3)

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

FRS 207 Applications for Fire Research (3)

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

FRS 209 Analytical Approaches to Public Fire Protection (3)

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

FRS 302 Fire and Emergency Services Administration (3)

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

FRS 304 Fire Investigation (3)

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

FRS 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 355 Hazardous Materials Awareness & Operations (3)

This course involves basic fire chemistry relating to the main categories of hazardous materials. Topics include recognizing hazardous materials and their characteristics, including those related to health issues encountered by emergency responders. Three lecture hours per week.

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

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

FRS 365 Fire Related Human Behavior (3)

Students learn about how humans respond to fire and how that knowledge has been integrated into life safety systems design and development. Students examine current and past research on human behavior, systems models, life safety education and building design to determine interactions among these factors in emergency situations. Students develop an understanding that best practices in building life

safety systems combine knowledge of psychology and sociology joined with engineering and education to produce the best possible outcomes in terms of human survivability in the event of an emergency. Three lecture hours per week.

FRS 404 Fire Investigation & Analysis (3)

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

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

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

FRS 420 Management of Emergency Medical Services (3) Introduces the students to the distinct aspects of

Emergency Medical Services management. Topics include liability, medical control, revenue development, quality of patient care, and communicable disease management. Three lecture hours per week.

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

Introduces the student to the multi-faceted area of interpersonal relations 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. Three lecture hours per week.

FRS 455 Managerial Issues in Hazardous Materials (3)

This course presents issues in the management of a department-wide hazardous materials program. Issues that are pertinent to officers and managers in public safety departments are the focus, including regulations and requirements for hazardous materials preparedness, response, storage, transportation, handling and use, and the emergency response to a terrorism threat/incident involving hazardous materials. Subjects covered include federal, state,

School of Fire and Health Science

and local emergency response planning; personnel and training, and operational considerations such as determining strategic goals and tactical objectives. Prerequisite: FRS 355. Three lecture hours per week.

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

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

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

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

Fourth year Core seminars

Fourth year Core seminars (COR 490 & FRS 491) are structured as a capstone experience under the theme “Seeking Integration”. They provide an opportunity for all students to participate in an interdisciplinary seminar that integrates background in their major field of study with the skills and knowledge acquired throughout the Core Curriculum. The second seminar (FRS 491) is intended to involve active learning through activities such as research, projects, service learning, or internships (FRS 499).

COR 490 Senior Seminar – Measuring Community Services (3)

This seminar involves group work to analyze aspects of fire department service delivery. The seminar structure allows students, working in groups, to select a set of issues to examine. Students learn to identify and research pertinent laws, regulations, and codes that provide a framework for evaluating results. Three seminar hours per week.

FRS 491 Senior Seminar – Fire Department Role in Disasters (3)

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

FRS 496 Directed Study (3)

FRS 499 Internship (variable)

Bachelor of Arts Health Science

Students who major in health science combine a broad science literacy, including emphasis on biology and chemistry, with knowledge of particular threats to human health from environmental, occupational, and life-style factors. This preparation builds understanding of the role in human health of communicable diseases, conditions of deprivation or excess, technological hazards, and societal stressors. The advanced student integrates this preparation with a study of individual and community strategies for protecting and enhancing human health. This program, with elective courses, also prepares students for graduate study in many health fields.

Requirements

Core Curriculum 51 Health Science Core 53

In addition to the College academic requirements, the health science major must complete nine required courses from the School of Fire and Health Sciences and three upper level (i.e., 300–400 level) electives from the School of Fire and Health Sciences or other schools (with permission of the dean of the school). In addition, four electives are required from specific disciplines, namely human development, statistics, psychology and sociology.

Required Courses (9)

BIO 103 Introduction to Biology (\$)
BIO 212/213 Human Anatomy and Physiology I/II
CHM 110/111 Introductory Chemistry I/II
BIO 222 Microbiology
BIO 402 Genetics
BIO 406 Principles of Epidemiology
BIO 408 Toxicology

Electives (7 courses)

Three upper level electives from the School of Fire and Health Sciences, Electives from other schools or from offerings within the Colleges of Worcester Consortium are acceptable with permission of the dean of the school plus:

1 elective in Human Development

1 elective in Statistics

1 elective in Psychology

1 elective in Sociology

Students who anticipate graduate study in the health field are encouraged to add Calculus (one or two courses) and Physics with laboratory (one or two courses). Some particular graduate programs have other requirements and students, along with their advisors, should choose electives to meet those standards.

Electives 16

Total 120

Health Science Minor

Includes six courses from the major: four are required, plus two upper level electives (21 credits, including labs)

Required courses (4)

CHM 110 Introductory Chemistry I (4)

BIO 212/213 Human Anatomy & Physiology I&II (4, 4)

BIO 130 Nutrition & Health (3)

Electives (2 upper level) examples to follow:

BIO 345 Bioanthropology

BIO 360 Occupational Safety & Health

BIO 402 Genetics

BIO 406 Principles of Epidemiology

BIO 408 Toxicology

School of Fire and Health Sciences Course Offerings

BIO 103 Introduction to Biology (4)

Introduction to biology at the molecular and cellular levels. Topics include cell structure in microbes and more complex organisms, genetics, and energy acquisition and use by living systems. Three class hours and two laboratory hours per week.

BIO 104 Ecology & Evolution (4)

Introduction to the distribution of the diverse forms of life on earth. The course surveys the major biomes, the factors that govern aquatic and terrestrial ecology, and the integrated biological and physical processes that influence population dynamics. Three class hours and two laboratory hours per week.

BIO 115 Medical Terminology (3)

Students build skill in using prefixes, suffixes, and word roots to derive the meaning of more complex medical terms. Students relate medical words to corresponding anatomical sites, processes, and conditions. Keys to correct spelling and pronunciation are included. Three lecture hours per week.

BIO 119 Introduction to Field Botany (4)

An introduction to the diversity of plants found in and around the campus of Anna Maria College. Students spend most of their time in the field or in the laboratory working with the collected specimens. Students learn proper methods of collecting, preserving, and presenting plant specimens, and how to use a variety of resources to aid in their identification. Three lecture hours and two laboratory hours per week.

BIO 130 Nutrition and Health (3)

An introduction to nutrients as they relate to digestion, transport, absorption, storage, and energy metabolism. The course examines energy balance, weight management, and the physical and chemical composition of foods, including dietary adequacy and needs throughout the life cycle. It also addresses current nutritional issues and consumerism with application to personal nutritional status. Three lecture hours per week..

BIO 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

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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 341 Forensic Anthropology (4)

This course is designed to teach the methods of human skeletal anatomy and archaeology (bioarchaeology) 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 359 Beach & Jungle Ecology of Puerto Rico (4)

A course that emphasizes basic tropical island shoreline and rainforest ecology. The student learns to comprehend and interpret information, apply basic ecological principles and concepts, and understand issues of maintaining fragile ecosystems in our society. Class (on campus) and field work (in Puerto Rico) will build skills in scientific and quantitative methods and in evidence-based reasoning.

BIO 360 Occupational and Environmental Health and Safety (3)

A survey of the broad field of occupational and environmental health and safety, with particular emphasis on current trends as influenced by the emergent global economy and growing interest in a holistic approach to human and environmental health. Three lecture hours per week.

BIO 373 Biotechnology Laboratory Methods (4)

A hands-on course that provides students with the background knowledge and practical experience that will enable them to develop the laboratory skills used in today's molecular biology labs, skills that can be applied in research, industrial, or graduate school settings. Career exploration, real-world applications of biotechnology, and bioethics will

be addressed as well. Three lecture hours and three laboratory hours per week.

BIO 402 Genetics (3)

A comprehensive survey of the basic principles and findings of modern genetics in terms of historic models of inheritance and modern molecular biology. Students apply these concepts to contemporary issues in genetics such as cloning, forensics, human health, species diversity and the role of human activities in genetic change. Science issues are considered in the context of ethical, economic and environmental considerations. Three lecture hours per week.

BIO 406 Principles of Epidemiology (3)

A survey of the fundamentals of epidemiology, this course reviews the historical origins of epidemiology, introduces basic principles and study designs, and critically reviews selected classic and contemporary epidemiological studies. The case studies address a broad range of risk factors and are selected to prompt discussion of the environmental and social contexts of health and well-being. Three lecture hours per week.

BIO 408 Toxicology (3)

A survey of human physiological changes in response to exposure to environmental and occupational toxic materials, this course examines the fundamentals of modern toxicology from basic conceptual frameworks to quantitative expressions of toxic hazards. Three lecture hours per week.

CHM 110 Introductory Chemistry I (4)

Students survey fundamental concepts of general, inorganic, and organic chemistry and explore the nature of scientific inquiry in social context by using case studies. Topics include physical and chemical properties, atomic structure and bonding, radioactivity, gas laws, molar relationships, solutions and concentrations, acids and bases, oxidation/reduction, and an introduction to organic structures and nomenclature. Three lecture hours and two laboratory hours per week.

CHM 111 Introductory Chemistry II (4)

A continuation of CHM 110, with emphasis on energy and chemical reactions, ionization, equilibrium states, calculation of constants, expressions of concentration, stereochemistry, polymers, and biologic macro-molecules. Labs include experiments in inorganic and organic synthesis, purification,

and characterization. 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 128 Modern Geometry (3)

This course addresses fundamental geometric concepts. Topics include problem solving and reasoning, measurement, perimeter, area, volume, constructions, parallel lines, triangles, quadrilaterals, circles, similarity, coordinate geometry, and transformations. Three lecture hours per week.

MTH 130 Algebraic Operations and Functions (3)

This course presents an overview of fundamental algebraic concepts. Topics include working with linear and quadratic equations, inequalities and complex numbers. The course introduces students to functions and graphs; polynomial and rational functions; inverse, exponential, and logarithmic functions; systems of equations; and matrices. Three lecture hours per week.

MTH 221/222 Calculus I, II (3, 3)

A study of differential (MS 221) and integral calculus (MS 222) and applications in diversified fields. Three lecture hours per week. MTH 221 is a prerequisite to MTH 222.

MTH 230 Foundations of Probability and Statistics (3)

An introduction to principles and methods of probability and statistics applicable to many disciplines. Topics include elements of modern probability theory, descriptive statistics and inferential statistics. Applications of statistical methods to problems of estimation and hypothesis testing are included, using chi-square tests and analysis of variance. Three lecture hours per week.

PHY 101/102 Foundations of Science I, II (4, 4)

An elementary course in physical (physics, chemistry, biology) science for the non-science major. Emphasis is

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given to the development of fundamental principles and to how such principles may be used to interrelate otherwise apparently unrelated phenomena. Three lecture hours and two laboratory hours per week.

PHY 201/202 General College Physics I, II (4, 4)

An introductory course stressing a quantitative understanding of both experimental and theoretical concepts. A survey of physics from classical mechanics to relativistic and quantum concepts. Three lecture hours and two laboratory hours per week.

SCI 101 Introduction to the Natural Sciences (4)

A course that emphasizes basic biology, chemistry, and physics with mathematical excursions as necessary. The student learns to comprehend and interpret information, apply basic scientific principles and concepts, and understand issues of science in our society. Class and laboratory work will build skills in scientific and quantitative methods and in evidence-based reasoning. Three lecture hours and two laboratory hours per week.

SCI 120 Earth Science (4)

Introduction to the geology, water systems, and atmosphere of earth. The course traces the history of the formation of the planet and gives an overview of the dynamic systems at work. Seismic and volcanic activity, the hydrologic and biogeochemical cycles, and topics in climate and weather are included. Three class hours and two laboratory hours per week.

Nursing

Program Director
Dr. Carol Gabriele
508-849-3285
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The Nursing Program at Anna Maria College embodies the College's mission and the traditions of the Sisters of Saint Anne by creating a supportive learning environment for students from all backgrounds and beliefs. It is the mission of the nursing program to develop professional nurses who have a strong foundation in liberal arts, moral and ethical values, and who are clinically competent and committed to

the art and science of nursing. Based on the principles of social justice, the Nursing Program facilitates students' ability to care for themselves and others as they advocate and provide for wholeness and healing through service to humankind.

The Nursing Department at Anna Maria College consists of two distinct programs: a traditional four year Bachelor of Science in Nursing for entry-level students and the online RN to BSN completion program for Registered Nurses. Both programs are accredited by Accreditation Commission for Education in Nursing and approved by the Massachusetts Board of Registration in Nursing. The Associate of Science in Nursing Program is retired.

Nursing Education Outcomes for BSN graduates are to :

1. Apply nursing knowledge to demonstrate the core competencies of nursing practice in the care of culturally diverse populations across the lifespan.
2. Utilize critical thinking, research, and the nursing process in the provision of holistic patient-centered care with a commitment to life-long learning.
3. Uphold civil, legal and ethical principles in the provision of socially responsible, safe and effective nursing care.
4. Relate principles of leadership, collaboration and interdisciplinary care to health care within communities and clinical systems.
5. Use contemporary information and technology to communicate, facilitate, and improve patient care.

Traditional four year freshman students are admitted directly into the Bachelor of Science nursing major. The nursing curriculum is seamlessly designed to allow progression from biological, behavioral and social sciences to nursing courses. Nursing courses begin in the Spring semester of the sophomore year. A minimum grade of C is required for science courses within the nursing curriculum. A minimum grade of C+ is required for nursing courses along with satisfactory clinical and laboratory evaluations. Students must complete nursing courses in the established sequence to progress in the curriculum.

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 BSN program are academically prepared to apply for eligibility as a candidate for the National Registered Nurse Licensure Exam (NCLEX-RN) in Massachusetts.

In recognizing the unique learning needs of working nurses with multiple responsibilities in an age of technological advancement, the RN-BSN completion program is offered exclusively online. The contemporary RN to BSN online curriculum is designed to give Diploma and Associate Degree Nurses the foundation for advancing their professional nursing practice while giving credit for existing education and clinical expertise. Online RN to BSN courses are offered throughout the calendar year in 8 or 16 week segments. Students are expected to complete and graduate from the online RN-BSN program within five years of entering the program. Further information and course descriptions for the RN-BSN program can be found online at <http://online.annamaria.edu/>

Nursing Education Outcomes for BSN graduates are to :

1. Apply nursing knowledge to demonstrate the core competencies of nursing practice in the care of culturally diverse populations.
2. Utilize critical thinking, research, and the nursing process in the provision of holistic patient-centered care with a commitment to life-long learning.
3. Uphold civil, legal and ethical principles in the provision of socially responsible, safe and effective nursing care.
4. Relate principles of leadership, collaboration and interdisciplinary care to health care within communities and clinical systems.
5. Use contemporary information and technology to communicate, facilitate, and improve patient care.

Requests for transfer into the nursing major by internal candidates may be submitted to the student's academic advisor at the end of the fall or spring semester after final grades are posted. Forms can be obtained from the student's advisor. Requests will be reviewed for acceptance or denial by the Nursing Program Director and department faculty. Eligibility criteria to request transfer into the nursing major is as follows:

For freshman standing in the B.S. in Nursing program: AMC students must have earned 15 to 45 credits OR completed at least two

of the required science courses with a grade of C or higher.

For sophomore standing in the B.S. in Nursing program: AMC students must have earned at least 45 credits and completed the following courses with an overall GPA of at least 2.5 (COR 103,COR 104, AMC 100, COR 110, PSY 201, SOC 201, two required science courses with a grade of C or higher, plus distribution credits from two other schools.

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BS in Nursing Curriculum (122 credits)

Student beginning Fall 2012

Freshman Year

Fall Semester (16 credits)

- COR 103 Freshman Composition (3)
- AMC 100 First Year Experience (3)
- PSY 201 Intro to Psychology (3)
- Language I (3)
- CHM 110 Introduction to Chemistry I (4)

Spring Semester (16 credits)

- COR 104 Writing through Literature (3)
- COR 110 Intro to Philosophy (3)
- SOC 201 Intro to Sociology (3)
- Language II (3 cr)
- BIO 222 Microbiology for the Health Professions (4 cr)

Sophomore Year

Fall Semester (16 credits)

- COR 210 Intro to Theology (3)
- COR 211 Western Humanities (3)
- PSY 217 Human Lifespan Development (3)
- BIO 212 Human Anatomy & Physiology I (4)
- Elective in Visual & Performing Arts (3)

Spring Semester (15 credits)

- COR 212 Global Humanities (3)
- BIO 213 Human Anatomy & Physiology II (4)
- BLP 250 Applied Statistics (3)
- NUS 211 Professionalism in Patient-Centered Care (3)
- NUS 212 Pathophysiology for Nursing (3)

Junior Year

Fall Semester (15 credits)

- COR 304 Catholic Social Teaching (3)
- NUS 300 Fundamentals of Nursing (6)
- NUS 305 Nursing Health Assessment (3)
- NUS 309 Pharmacology for Nursing (3)

Spring Semester (16 credits)

- NUS 308 Medical Surgical Nursing (6)
- NUS 314 Essentials of Nursing Research (3)
- NUS 307 Mental Health Nursing (5)

Senior Year

Fall Semester (15 credits)

- NUS 401 Family Health Nursing (10)
- NUS 407 Community Health Nursing (5)

Spring Semester (13 credits)

- NUS 412 Comprehensive Nursing (8)
- NUS 413 Nursing Leadership (3)
- NUS 490 Senior Seminar in Nursing (3)

BS in Nursing Curriculum (122 credits)

Student beginning Fall 2013

Freshman Year

Fall Semester (16 credits)

- COR 103 Freshman Composition (3)
- AMC 100 First Year Experience (3)
- PSY 201 Intro to Psychology (3)
- Language I (3)
- BIO 212 Human Anatomy & Physiology I

Spring Semester (16 credits)

- COR 104 Writing through Literature (3)
- COR 110 Intro to Philosophy (3)
- United States in the World (3)
- Language II (3)
- BIO 213 Human Anatomy & Physiology II (4)

Sophomore Year

Fall Semester (16 credits)

- COR 210 Intro to Theology (3)
- Exploring Western Cultures & History (3)
- PSY 217 Human Lifespan Development (3)
- CHM 110 Introduction to Chemistry I (4)
- Aesthetics: Exploration in Creativity & Imagination (3)

Spring Semester (15 credits)

- SOC 201 Sociology - Societies of the World (3)
- BIO 222 Microbiology for the Health Professions (4)
- BLP 250 Applied Statistics (3) (Fulfills QR)
- NUS 211 Professionalism in Patient-Centered Care (3)
- NUS 212 Pathophysiology for Nursing (3)

Junior Year

Fall Semester (15 credits)

- COR 304 Catholic Social Teaching (3)
- NUS 300 Fundamentals of Nursing (6)

- NUS 305 Nursing Health Assessment (3)
- NUS 309 Pharmacology for Nursing (3)
-
- **Spring Semester (16 credits)**
- NUS 308 Medical Surgical Nursing (6)
- NUS 314 Essentials of Nursing Research (3)
- NUS 307 Psychiatric Nursing (5)

Senior Year

Fall Semester (15 credits)

- NUS 401 Family Health Nursing (10)
- NUS 402 Community Health Nursing (5)

Spring Semester (13 credits)

- NUS 412 Comprehensive Nursing (8)
- NUS 413 Nursing Leadership (3)
- NUS 490 Senior Seminar in Nursing (3)

Nursing students must obtain a minimum grade of “C+” (numeric grade of 77 or higher) for all nursing courses and maintain a cumulative grade point average of at least 2.33 on a 4.0 scale.

A minimum grade of “C” is required for science courses in the nursing curriculum (A&P I & II, Micro, Chemistry). Science course grades in transfer cannot be older than 7 years and cannot be less than a “C”.

Only two science courses may be repeated once to remain in the nursing major. Only two nursing courses may be repeated once to remain in the nursing major. Nursing courses must be passed in sequence to continue in the nursing program.

Readmission refers to students who withdrew or were dismissed from the Nursing Program or received an academic and/or clinical failure. Readmission is determined by the Nursing Faculty Organization. Students may be readmitted to the Nursing Program only once; a second readmission is not allowed.

Specific policies for the Nursing Program are outlined in the Nursing Student Handbook which can be found online.

Graduates of the BSN 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) in Massachusetts.

Requests for transfer into the nursing major by internal candidates may be submitted to the student’s academic advisor at the end of the fall or spring semester after final grades are posted. Forms can be obtained from the student’s advisor. Requests will be reviewed for acceptance or denial by the Nursing Program Director and department faculty. Eligibility criteria to request transfer into the nursing major is as follows:

- For freshman standing in the B.S. in Nursing program: AMC students must have earned no fewer than 14 credits OR completed at least two of the required science courses with a grade of C or higher.
- For sophomore standing in the B.S. in Nursing program: AMC students must have earned at least 32 credits and completed the following courses with an overall GPA of at least 2.5 (COR 103, COR 104, AMC 100, COR 110, PSY 201, SOC 201, two required science courses with a grade of C or higher, plus distribution credits from two other schools.

Students who are enrolled in courses with a clinical component must meet specific clinical requirements as described below. Documentation of proper health requirements for healthcare workers in Massachusetts, including a drug screen, and a successful CORI (Criminal Offender Record Information) inquiry is 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; however, certain clinical affiliating agencies will work with students to meet eligibility requirements. This can be a lengthy process, so students need to begin the process early.

Certification in Basic Cardiac Life Support for the Health Care Provider is required for entry level BSN students. Students must also meet the Massachusetts Board of Registration in Nursing requirements for licensure eligibility. Some clinical agencies refuse students with certain convictions on their record. All CORI information is confidential to anyone other

School of Fire and Health Science

than designated CORI officers. Students who are refused clinical placement due to CORI issues will be withdrawn from the nursing program. Consult specific programs for further details on CORI requirements and processes.

The nursing faculty have identified essential functional abilities for the provision of safe and effective nursing care that are required to meet the objectives of the nursing program. Reasonable accommodations to meet the abilities may be available for otherwise qualified individuals with disabilities. Students are responsible for contacting the College's learning Center to determine eligibility for accommodations.

Functional Abilities Required for Nursing Students

Motor skills	
Motor skills	Fine motor skill sufficient to perform skill such as picking up, grasping, manipulating small objects with hands, and writing with a pen or pencil
Mobility	Physical mobility and strength sufficient to move about a nursing unit and participate in client care.
Activity tolerance	Physical stamina sufficient to perform client care for the entire length of a clinical experience (6-8 hours).
Senses	
Hearing	Auditory ability sufficient for assessment of client health and to hear normal conversation.
Vision	Visual acuity sufficient for observation, assessment, and performance of safe nursing care.
Tactile	Tactile ability sufficient for physical assessment.
Intellectual	
Reading	Reading ability sufficient to understand the written word at a minimum of tenth grade level.
Arithmetic	Arithmetic competence that would allow the student to read and understand columns and/or writing, tell time, use measuring tools, and add, subtract, multiply, and divide.
Cognitive	Analytical thinking sufficient to transfer knowledge from one situation to another, problem solve, prioritize tasks, and use long-term and short-term memory.
Critical thinking	Critical thinking ability sufficient to exercise sound nursing judgment through the sequencing of information and the identification of cause and effect relationships.
Communication	
Communication	English communication skills

	sufficient to teach others, explain procedures, interact with others and convey information in writing.
Interpersonal relationships	Interpersonal skill sufficient to establish rapport with clients and co-workers and respect the rights of others and the differences of clients.
Psychosocial	
Psychosocial	Emotional stability sufficient to assume responsibility and accountability for actions, provide client with emotional support, adapt to environmental stress, and monitor own emotions.
Behavioral	
Behavioral	Possess personal attributes of compassion, integrity, motivation, empathy, honesty, and concern for others

School of Fire and Health Science

BSN Course Offerings

NUS 211 Professionalism in Patient Centered Care (3)

This course is designed to introduce the nursing major to professional practice with a focus on Patient Centered Care. The following core competencies are introduced: nursing knowledge, patient centered care, professionalism, leadership, system-based practice, informatics, therapeutic and interdisciplinary communication, teamwork and collaboration, safety, quality improvement and evidenced based practice. Betty Neuman's Systems Model is introduced as a system based framework for understanding the patient. The nursing process is introduced as a model of critical thinking. Students will complete clinical experiences focusing on selected competencies.

Pre/Corequisite PSY 201; SOC 201; PSY 217

NUS 212 Pathophysiology for Nursing (3)

This course is an introduction to the basic concepts of pathophysiology. Students examine the phenomena that produce alterations in human physiologic function and the resulting human response. Physiologic factors, as one system variable in Betty Neuman Systems Model are presented in context of an individual's lines of defense and resistance. Prerequisite BIO 212 & BIO 213

NUS 300 Fundamentals of Nursing (6)

NUS 300, building on NUS 201 Introduction to Nursing, continues the socialization process of the student to the role of the baccalaureate degree nurse in contemporary care systems. Neuman's Systems Model is introduced and used as an organizing framework. Emphasis is placed on use of the nursing process in identifying the physiological, psychological, sociocultural, developmental and spiritual variables of the client system. Therapeutic communication skills are built upon to focus on basic needs assessment of client systems experiencing stressors. Basic nursing skills are practiced in the nursing skills laboratory and in extended care and rehabilitation facilities. Prerequisite NUS 211; NUS 212, CHM 110; CHM 111; BIO 222

NUS 305 Nursing Health Assessment (3)

This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. This course introduces processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories and perspectives are used to explain health behavior are considered in relation to evidence-based health promotion and health education strategies. Prerequisite NUS 211; NUS 212, CHM 110; CHM 111; BIO 222

NUS 307 Mental Health Nursing (5)

Focuses on maladaptive patterns of emotional and behavioral expression, which are studied in the context of a mental health continuum. Specific patterns included are: anxiety, withdrawal, affective, cognitive, and addictive disorders. Students are encouraged to explore selected research studies relevant to the nursing process as it is used to assist individuals, families, and groups in meeting their mental health needs. Resources within the community mental health system are identified. Prerequisite NUS 300; NUS305, NUS 309

NUS 308 Medical-Surgical Nursing (8)

NUS 308 introduces the study of adult client systems with acute and chronic alterations in wellness. The physiological, psychological, sociocultural, developmental, and spiritual variables are assessed to prioritize and implement nursing interventions to optimize client stability. Neuman's Systems Model and the nursing process are the framework for lecture, campus laboratories and clinical experiences in local acute care facilities. Prerequisite NUS 300; NUS305, NUS 309

NUS 309 Pharmacology for Nursing (3)

Pharmacotherapeutic aspects of nursing care are introduced and supported by evidenced-based findings to improve patient care. Emphasis is on principles of safe administration of medications and patient education for major drug classifications. The impact of technology, economic, and regulatory forces as well as collaboration with the health team are discussed. Ethical/legal and

cultural considerations are explored across the lifespan. Prerequisite NUS 211; NUS 212, CHM 110; CHM 111; BIO 222

NUS 314 Essentials of Nursing Research (3)

This is an introductory nursing research course designed to prepare registered nurses to become critical consumers of nursing research, to utilize nursing research in practice, and to develop an understanding of the research process in preparation for graduate study. This course contains on-line components. Prerequisite NUS 300; NUS305, NUS 309 plus BLP 250 or MTH 230.

NUS 401 Family Health Nursing (10)

Concepts, theories, principles and processes basic to the delivery of safe and quality nursing care of mother and child. It encompasses promotive and preventive care of mothers with normal health conditions including curative and rehabilitative care to those with disturbances in reproductive health. Further, it focuses on the nursing care to children in various stages of growth and development. Prerequisite NUS 307; NUS308, NUS 314

NUS 402 Community Health Nursing (5)

Theories and concepts related to nursing and public health sciences are presented within the framework of critical thinking and caring. Emphasis is on health promotion, risk reduction, and disease management across the lifespan in home and community settings. Students provide nursing care for specific populations in selected structured and unstructured settings. Prerequisite NUS 307; NUS308, NUS 314

NUS 412 Comprehensive Nursing (8)

This course focuses on nursing care of individuals across the life span who are experiencing transitions in health requiring complex nursing judgment and interventions. The precepted clinical practicum provides an opportunity to integrate learning within varied environments, including acute care settings and non-institutional settings in partnership with patients and other professionals. Prerequisite NUS 401; NUS402

NUS 413 Nursing Leadership (3)

This course prepares the students to assume their nursing leadership and management roles with focus on their interactions with the health care team members in future work settings. It familiarizes the students with

management theories, organizational behavioral theories and leadership styles that are relevant to the practice of nursing management. It explores the elements of the management process as well as change management strategies and their applications. It enhances students' leadership skills in maintaining best practices and standards of care. Nursing units in hospitals are the framework used for the application of the theories and knowledge base included in this course. Prerequisite NUS 401; NUS402

COR 490 Senior Seminar in Nursing (3)

An interdisciplinary capstone seminar in nursing that will provide students with the opportunity to select and explore, with the aid of the instructor, special topics that integrate the course content presented throughout the nursing course sequence. Prerequisite NUS 401; NUS402.

School of Fire and Health Science

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/nursing/>

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 500
Atlanta, GA 30326
Telephone: (404) 975-5000 Fax: (404) 975-5020
www.acenursing.org

RN to BSN Completion Program (Continuing Education only)

In recognizing the unique learning needs of working nurses with multiple responsibilities in an age of technological advancement, the RN to BSN completion program is offered exclusively online. The contemporary RN to BSN online curriculum is designed to give Diploma and Associate Degree Nurses the foundation for advancing their professional nursing practice while giving credit for existing education and clinical expertise. Online RN to BSN courses are offered throughout the calendar year in 8 or 16 week units. Registered nurses can complete the program in as little as 18 months, but have up to 5 years to complete the program.

Program Requirements

Students in the BSN completion program must have 120 credits to graduate. A minimum of 30 nursing credits are accepted in transfer from Diploma or Associate degree graduates. The College may accept up to 75 credits in transfer for prior college course work. Prerequisite courses in A&P, Microbiology, English I & II, Chemistry, Sociology, Psychology, and Human Growth & Development are required.

College Core courses (Catholic Social Teaching & Statistics and 5 distribution requirements are included in the program of study.

Credits toward the degree may be earned in the following ways:

1. taking and passing the course at Anna Maria College a minimum of 45 credits must be taken at

- Anna Maria College for a first bachelor's degree and 30 credits must be taken at Anna Maria College for a second bachelor's degree
2. transferring credits from another college (science courses taken more than 7 years prior to enrolling at AMC are not transferrable)
3. passing college level exams which have received a recommendation by the American Council on Education such as CLEP or Excelsior
4. professional certification

Further information for the RN to BSN program can be found online at <http://online.annamaria.edu/>

RN to BSN Course Offerings

33 Nursing Credits

NUS 301 Professional Nursing
NUS 302 Physical Assessment and Health Promotion
NUS 304 Nursing Research : Applications to Practice
NUS 306 Nursing Informatics
NUS 400 Pathopharmacology for Nursing
NUS 405 Leadership & Management in Nursing
NUS 408 Public Health Nursing
NUS 490 Senior Seminar I
NUS 491 Senior Seminar II

One Nursing Elective

NUS 310 Chronic Illness
NUS 311 The Human Dilemma
NUS 313 History of Nursing in the US

NUS 301

Professional Nursing (3)

This foundational course is designed to introduce students to concepts in professional nursing practice and to the Anna Maria College BSN nursing program. The course explores the components of professionalism, social responsibility and service in nursing practice, ethical issues in nursing, current health issues, legislative issues in health care, nursing theorists, with emphasis on Betty Neuman's Systems Model, and career planning. Using nursing informatics, oral and written communication skills and

critical thinking are stressed. *Pre-requisites: PSY 201; SOC 201; PSY 217; COR 103; COR 104*

NUS 302

Physical Assessment and Health Promotion (3)

The Neuman Systems model is utilized as an organizing framework in completing comprehensive wellness assessments, health promotion activities, health education, and illness prevention. The relationship of the environment to health, the nurse's role as healer, and the use of the fine arts in health promotion are integrated into health assessment, care planning, and health education. Students' progress in the use of nursing informatics and knowledge of the professional literature relevant to health assessment, health promotion, and health education. Competencies in physical assessment, patient education, and oral and written communication are stressed. *Prerequisite: NUS 301; BIO 112; BIO 113; BIO 222; CHM 110.*

NUS 304

Nursing Research : Applications to Clinical Practice (3)

This is an introductory nursing research course designed to prepare registered nurses to become critical consumers of nursing research, to utilize nursing research in practice, and to develop an understanding of the research process in preparation for graduate study. *Prerequisites: NUS 301, NUS 302; ENG 307 and Statistics.*

NUS 306 Nursing Informatics (3)

An introduction to computers and nursing informatics focusing on applications to the nursing profession. Students will learn to integrate nursing science with computer technology and information science to identify, gather, process and manage information. Technology-based health applications that support clinical, administrative, research and educational decision-making are emphasized. *Prerequisite NUS 301*

NUS 400 Pathopharmacology for Nursing (3)

Students will study pathophysiological and pharmacologic concepts used in nursing practice and required for understanding major health issues occurring across the lifespan. Emphasis is placed on understanding the etiology, pathogenesis, clinical presentation, implications for treatment, and pharmacologic management of various pathophysiological signs and symptoms. Pharmacologic modes of treatment of selected major health problems are examined and discussed using a prototype model. *Prerequisite PSY 201; SOC 201; PSY 217; COR 103-104*

NUS 405

Leadership and Management in Nursing (3)

This course focuses on leadership styles and models, mentorship, media relations, the nurse's role in the development of health care policy, and the development of leadership skills. Students continue to explore professional growth through narrative and self-analysis. *Prerequisite: NUS 301; ENG 307.*

School of Fire and Health Science

NUS 408

Public Health Nursing (3)

This course focuses on care of the community as client. Theories and concepts related to nursing and public health sciences are presented with the framework of critical thinking and caring. Emphasis is placed on health promotion, risk reduction, and disease management across the lifespan in home and community settings. Current public health problems, epidemiology, trends in health care delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical and environmental factors that influence community and global health, with emphasis on issues facing residents local to the student.

Prerequisite: NUS 302, NUS 304 ; Corequisite NUS 490.

NUS 490 Senior Seminar I

An interdisciplinary capstone course in nursing that provides students with the opportunity to select and explore, with the aid of an instructor, special topics that integrate the course content presented throughout the nursing course sequence. *Prerequisites: NUS 306; NUS 400; NUS 405; Corequisite NUS 408*

NUS 491 Senior Seminar II

Building on the Comprehensive Community Assessment completed in NUS 408 Public Health Nursing students will gain in-depth, first-hand knowledge and a greater understanding of the social and health issues in their community, and existing services to alleviate these issues. Students will develop a project based on the Neuman Systems Model to address the identified need. *Prerequisite NUS 408, NUS 490*

RN to BSN Electives

NUS 310

Chronic Illness (3)

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

altered mobility, fatigue and sexuality are discussed.

NUS 311

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

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

NUS 313 History of Nursing (3)

This course traces the development of nursing practice and education in the United States from the Civil War to the present. It is set in the context of the times, and focuses on the political, social and economic events, which shaped nursing. Topics include: Nightingale's influence on nursing practice and education; early hospital nursing schools, nursing experiences in the American Civil War, the Spanish American War, and the wars of the 20th century; Red Cross Nursing; segregation in American nursing; the Great Depression; the development of Public Health Nursing; the impact of scientific medicine on nursing; nursing's struggle for professionalism; the development of managed care, and the changing images of nursing. Students participate in historical research

Bachelor of Science in Paramedic Science The Bachelor of Science in Paramedic Science program implements the mission of the College by leading students to the knowledge, skills and abilities needed to practice advanced pre-hospital care of individuals who are ill, injured, or otherwise at risk. Students build a foundation in natural sciences that underpins the academic and practical study of advanced emergency medical services. Clinical and field experiences refine practical skills and illustrate the profession in societal context. The curriculum emphasizes compassion and respect for others, cultural awareness, and a commitment to public service.

Program Goals

- To prepare the student for state and national credentials as a paramedic;

- To build awareness and understanding of the role of the paramedic in medical and emergency services teams;
- To provide a well-rounded educational experience that provides strong career preparation in a liberal arts context;
- To instill the values of the college in AMC-educated practitioners of advanced emergency medical care.

Requirements Credits

Core Curriculum: 54

Paramedicine Core: 47 (71 if entering without EMT-B)

Elective Credits: 15

In addition to the Core Curriculum, 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 Introductory Chemistry I (with lab) (4)
 PSY 201 Introduction to Psychology (3)

Required EMS courses

Students must earn EMT-B certification before progressing to the required courses in the Paramedic Science major. The EMT-B course required for certification is offered on the Anna Maria campus every semester (EMS 220, 8 credits).

Course descriptions and goals for required Paramedic Science courses

Students must achieve a CGPA of B- in all required Paramedic Science courses in order to advance to EMS 496 or EMS 498. In addition, a grade of at least B- is required in each of the following courses: EMS 240, EMS 300, and EMS 360. Each practical skill in EMS 240 and EMS 300 also must be passed to advance to clinical and field experiences.

Requirements for progression to paramedic clinical and field experiences

EMT-B certification - Students must earn EMT-B certification before progressing to the required paramedic

science courses in the major. The EMT-B course required for certification is offered on the Anna Maria campus every semester (EMS 220, 8 credits). The Massachusetts state practical exam also is offered on campus.

Alternatively, students may earn the EMT-B certification outside the AMC program, but academic credit for study conducted elsewhere depends on a number of factors, as determined by a formal transcript review. Students are encouraged to accrue significant experience at the EMT-B level before undertaking the practicum courses EMS 496 and EMS 498.

Overall grade point average

Students in the Paramedic Science major are expected to maintain overall high academic standards. A Cumulative Grade Point Average (CGPA) of 2.5 or higher is required to remain in good standing in the program. This average includes courses in the Core Curriculum, courses in the major, and any electives. In addition, there are specific grade requirements for particular courses within the Paramedic Science program, as described in the following sections.

Minimum grades in program courses:

Students must achieve a grade of C+ or higher in all required laboratory science courses (BIO 103, BIO 212, BIO 213, and CHM 110). Paramedic Science students may repeat any of these courses only once in the effort to achieve the required grade. Students who present transfer credits for these courses also must have achieved a grade of C+ or higher.

Students must achieve a CGPA of B- or higher in all required Paramedic Science courses in order to advance to EMS 496 or EMS 498. In addition, a grade of B- or higher is required in each of these courses, individually: EMS 240, EMS 300, and EMS 360. Each practical skill in EMS 240 and EMS 300 also must be passed to advance to clinical and field experiences.

Paramedic Science Course Descriptions

EMS 240 -- Paramedic Studies I (with lab) (4)

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

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intravenous therapy, respiratory management and EKG acquisition, recognition and interpretation.

EMS 250 -- Paramedic Studies II (with lab) (4)

This course is a continuation of EMS 240 and reinforces skills in patient assessment and other advanced procedures. Several certification courses in trauma and pediatrics are included. Students are expected to master skills such as advanced airway management, medication administration and EKG interpretation and cardiac management. Prerequisite EMS 240.

EMS 270 Patient Assessment in Advanced EMS (4)

This course covers patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical/trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion of this course, students should be able to collect data, report data, utilize basic communication skills, and recognize life threatening emergencies.

EMS 290 Pharmacology in Advanced EMS (3)

This course introduces the fundamental principles of pharmacology and medication administration. Topics include terminology, pharmacokinetics, pharmacodynamics, weights, measures, drug calculations, and administration routes. Emphasis is placed upon action and use of medications most commonly encountered in the treatment of the chronically and acutely ill. Upon completion of this course, students will be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

EMS 300 -- Lifespan Issues in EMS (3)

This course covers medical, ethical and legal issues, and the spectrum of age-specific emergencies from conception through death. Topics include OB/GYN, neonatal, pediatric and geriatric emergencies.

EMS 360 Cardiology in Advanced EMS (4)

This course studies cardiovascular emergencies and includes an overview of anatomy and physiology, pathophysiology, rhythm interpretation, cardiac pharmacology, and patient treatment. Upon completion of this course, students will be able to recognize cardiac emergencies, treat cardiac emergencies, interpret 4-lead and 12-lead EKGs, and certify for Advanced Cardiac Life Support.

EMS 380 Trauma and Advanced EMS (3)

This course provides an in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the pre-hospital setting. Topics will include hemorrhage control; shock; burns; and trauma to the head, spine, soft tissues, and thoracic, abdominal, and musculoskeletal areas. Upon completion of this course, students will be able to recognize traumatic injuries, treat traumatic injuries, correct life threatening conditions, and certify in Pre- hospital trauma life support.

EMS 385 Pediatrics in Advanced EMS (3)

This course studies injuries and illnesses in the pediatric population and includes pharmacological interventions, pediatric assessment, and pediatric resuscitation components. Upon completion of this course, the student will be able to perform a pediatric assessment, identify illness or injury, and treat chronic and acute illnesses appropriately.

EMS 490 Topics in Advanced EMS (3)

This course discusses the concept and components of critical care transport and the advanced knowledge and skills that are beneficial in treating and transporting critically ill patients. Topics include management of conditions affecting the respiratory, cardiovascular, gastrointestinal, genitourinary, and neurological systems. Pharmacological therapeutics will be integrated into this course. Upon completion, students will be able to recognize specific medical illnesses, treat specific medical illnesses, and communicate the data learned to appropriate personnel.

EMS 496 Paramedic Field Placement (6)

EMS 498 Paramedic Clinical Placement (7)

School of Fire and Health Science

Fire Science (Degree Completion - Continuing Education only)

Bachelor of Science in Fire Science

Program Director

I. David Daniels, M.S.

508-849-3744

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 Core curriculum, and the program requirements.

Fire Science

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

Fire Science Course Offerings

FRS 207 Applications for Fire Research (3)

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

FRS 209 Analytical Approaches to Public Fire Protection (3)

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

FRS 302 Fire and Emergency Services Administration (3)

This course is designed to be a progressive primer for students who want more knowledge about fire and

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

FRS 304 Fire Investigation (3)

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

FRS 317 Legal Aspects of Emergency Services (3)

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

FRS 321 Incident Command for Emergency Services (3)

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

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

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

FRS 341 Fire Prevention Organization & Management (3)

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

FRS 351 Disaster Planning & Control (3)

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

FRS 355 Hazardous Materials Awareness & Operations (3)

This course involves basic fire chemistry relating to the main categories of hazardous materials. Topics include recognizing hazardous materials and their characteristics, including those related to health issues encountered by emergency responders.

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

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

FRS 365 Fire Related Human Behavior (3)

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

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FRS 404 Fire Investigation & Analysis (3)

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

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

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

FRS 420 Management of Emergency Medical Services (3)

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

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

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

FRS 455 Managerial Issues in Hazardous Materials (3)

This course presents issues in the management of a department-wide hazardous materials program. Issues that are pertinent to officers and managers in public safety departments are the focus, including regulations and requirements for hazardous materials preparedness, response, storage, transportation, handling and use, and the emergency response to a terrorism threat/incident involving hazardous materials. Subjects include federal, state, and local emergency response planning; personnel

and training; and operational considerations such as determining strategic goals and tactical objectives.

Prerequisite: FRS 355.

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

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

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

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

Fourth year seminars

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

COR 490 Measuring Community Services (3)

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

FRS 491 Fire Department Role in Disasters (3)

FRS 491 is the second fourth-year seminar .

It involves group work to analyze aspects of fire department service delivery before, during, and after natural and man-made disasters. The seminar considers

components of emergency planning and how the fire service can play an active role in each phase. Group work may involve tasks such as research of current service delivery models, analysis of potential service delivery systems, and recommendations for a fire based service delivery system to meet federal and state requirements.

FRS 496 Directed Study (3)

FRS 499 Internship (variable)

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