

**Salem State College**

**The Graduate School  
2006-2008 Catalog**



**Salem State College  
352 Lafayette Street  
Salem, Massachusetts 01970**

**[www.salemstate.edu/graduate](http://www.salemstate.edu/graduate)**



**SALEM STATE COLLEGE  
POLICY ON EQUAL OPPORTUNITY, AFFIRMATIVE ACTION  
AND DIVERSITY**

Salem State College is committed to providing a learning, working and living environment for its students, employees and other members of the College Community which values the diverse backgrounds of all people. The College is committed to ensuring that the “Salem State Experience” is one which challenges, empowers, supports and prepares its students to live in, work in, and value our increasingly global and diverse world. The College believes that the diversity of socioeconomic, racial, ethnic, religious, gender, sexual orientation, age and disability backgrounds of members of the College Community enriches the institution and its various constituencies. The College will not tolerate behavior based in bigotry which has the effect of discriminating against any member of its community.

Salem State College provides equal access to educational, co-curricular and employment opportunities at the College for all applicants, students and employees regardless of race, color, religion, sex, sexual orientation, age, national origin, disability or veteran status in compliance with all Federal, State and local laws, regulations and policies.

All benefits, privileges and opportunities offered by the College are available to all students and employees on a nondiscriminatory basis in accordance with the above mentioned laws, regulations and policies. The College is committed to taking affirmative action with respect to its recruitment, selection and promotion of students and employees.

**THE COLLEGE**

Salem State College, founded in 1854, is the largest of Massachusetts’ nine state colleges. Located along historic Salem and Marblehead harbors in the North Shore region of the state, the campus consists of sixty-two acres and twenty buildings on four sites within a one-mile radius: North Campus, Central Campus, South Campus, and the O’Keefe Athletic Center. The campus is approximately one mile from the center of the city and its important attractions and resources, including the Peabody Essex Museum, the sites associated with Nathaniel Hawthorne and other New England writers, as well as historic period houses. The college is within easy access of Boston, only eighteen miles away.

Subsequent to publication of this catalog, the Graduate School reserves the right to make changes in courses, program requirements, policy and regulations as circumstances dictate. There is no guarantee that any course listed in this catalog will be offered in any given semester.



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**GRADUATE SCHOOL**

Sullivan Building 101  
978-542-6323

**OFFICE OF STUDENT RECORDS AND REGISTRAR**

Administration Building, 1st floor  
978-542-6300

**CENTER FOR INTERNATIONAL EDUCATION**

8 Harrison Road  
978-542-6351

**GRADUATE RESEARCH CENTER**

Library L316  
978-542-6230

**FINANCIAL AID OFFICE**

Administration Building, 1st floor  
978-542-6112

**STUDENT EMPLOYMENT**

Administrative Annex  
978-542-7052

**FINANCIAL SERVICES**

Administration Building, 2nd Floor  
978-542-6118

**OFFICE OF STUDENTS WITH DISABILITIES**

Meier Hall, Room 102  
978-542-6217

**TEACHER LICENSURE OFFICE**

Sullivan Building, Room 101  
978-542-6472



## TABLE OF CONTENTS

Introduction	
Administration and Staff .....	2
Graduate Program Coordinators .....	3
Board of Trustees .....	4
President’s Message .....	5
Dean’s Message .....	6
Accreditations .....	7
Mission Statement and Goals .....	7
Graduate Education Council .....	8
Graduate Committees.....	8
Academic Information	
Graduate Programs .....	10
Special Format Courses .....	11
Admissions .....	12
Transfer Credit .....	14
Academic Advising and Plans of Study .....	15
Institutional Review Board .....	16
Semester Calendar .....	16
Satisfactory Academic Progress .....	17
Grading.....	18
Formal Academic Appeal Procedure .....	19
Attendance .....	21
Withdrawal, Dismissal, Leave of Absence .....	22
Practica/Internships/Clinical Experiences .....	23
Comprehensive Examinations .....	24
Honor Societies .....	26
Commencement .....	27
Transcripts .....	27
Academic Support Services.....	28
Financial Information	
Tuition .....	34
Fees .....	34
Financial Responsibilities .....	34
Refund Policy .....	35
Financial Aid .....	36
Veterans Benefits .....	37
Graduate Assistantships .....	37
General Information	
Graduate School Office and Telephone Numbers .....	40
Students with Disabilities .....	40
Health Insurance .....	40
Nursing-Health Requirements and Liability Insurance .....	40



---

Campus Police Escort and Parking, .....	41
Shuttle Services.....	42
Cancellation of Classes.....	42
Responsibility Statement .....	43
Student Life & Services	
Alumni Association .....	46
Student Judicial Process .....	46
CALL Center .....	47
Counseling Services .....	47
Career Services .....	48
Health Services .....	48
O’Keefe Center .....	48
Preschool Program .....	48
Dining Service .....	49
Residence Halls and Student Lounge Areas.....	49
Programs of Study	
Master of Arts:	
English .....	52
History .....	54
Master of Arts in Teaching:	
Art.....	57
Biology .....	59
Chemistry .....	60
English.....	62
Combined Master of Arts/Master of Arts in Teaching English .....	64
English as a Second Language.....	66
History .....	70
Mathematics .....	71
Middle School General Science.....	73
Middle School Mathematics .....	74
Spanish .....	76
Master of Business Administration .....	78
Certificate in Financial Planning .....	81
Master of Education:	
Bilingual Education.....	82
Early Childhood Education .....	84
Educational Leadership .....	86
Elementary Education .....	88
Higher Education in Student Affairs.....	90
Library Media Studies.....	92
Middle School Education .....	93
Physical Education Pre K-9 .....	96
Physical Education 5-12.....	97
Reading.....	98
School Business Officer.....	100
School Counseling.....	101



Secondary Education .....	103
Special Education .....	105
Technology in Education .....	108
Licensure Only .....	110
Fast Track Programs .....	120
Certificate of Advanced Graduate Study in Education (CAGS) .....	125
Master of Science:	
Counseling & Psychological Services .....	126
Criminal Justice .....	129
Geo-Information Science .....	131
Mathematics .....	133
Direct Entry/Master of Science in Nursing .....	135
Nursing .....	136
Nursing/Master of Business Administration .....	140
Certificate in Nursing Education .....	142
Occupational Therapy .....	143
Master of Social Work .....	145
Courses of Instruction	
Art .....	154
Biology .....	158
Business Administration .....	161
Chemistry .....	169
Criminal Justice .....	171
Economics .....	174
Education .....	175
English .....	209
Foreign Languages .....	220
Geography .....	223
Geological Sciences .....	228
History .....	230
Interdisciplinary Studies .....	237
Library Science .....	239
Mathematics .....	241
Music .....	248
Nursing .....	249
Occupational Therapy .....	253
Philosophy .....	257
Psychology .....	257
Social Work .....	262
Sociology .....	270
Sport, Fitness and Leisure Studies .....	271
Theatre and Speech Communication .....	273
Faculty .....	274
Index .....	291



# Introduction







## **OFFICERS OF ADMINISTRATION**

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Susan Cirillo, Ph.D., Dean of Library, Instructional and Learning Support  
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K. Brewer Doran, Ph.D., Dean, The Bertolon School of Business  
Arlene T. Greenstein, Ph.D., Dean, Continuing Education & Non-Traditional Programs  
Diane R. Lapkin, Ed.D., Vice President, Academic Affairs  
Cynthia McGurran, B.S., Vice President, Institutional Advancement  
Robert L. Paterson, Ph.D., Chief Information Officer  
Anita V. M. Shea, Ed.D., Dean, School of Arts and Sciences  
Cheryl Springer, Ph.D., Director, School of Social Work  
James G. Stoll, Ph.D., Dean of Students

## **GRADUATE SCHOOL**

### **Administration and Staff**

Marc Glasser, Ph.D., Dean of the Graduate School  
Donna Besecker, MSW, Social Work Admissions Coordinator  
Ali Gündiren, M.Ed., Director, Student Records and Registrar  
Elizabeth T. Kenney, Ph.D., Director, Academic Services, Graduate School  
Janet Lundstrom, M.Ed., MBA, Director, Administrative Services, Graduate School,  
Diploma in Graduate Studies

### **Office Staff – Graduate School**

Barbara Baldassarre  
Katherine Conlon  
G. Heidi Frey  
Judith Mudd  
Diana Nash, Test Administrator  
Ann Marie Nicholas  
Robyn Soo Hoo



## GRADUATE PROGRAM COORDINATORS

Jennifer Adamo-Grenier, M.Ed., M.Ed. Technology in Education  
William Adams, Ph.D., M.A.T. Chemistry  
Julie Belock, Ph.D., M.A.T. Mathematics, MAT Middle School  
Mathematics, Fast Track Math Teacher Licensure Program  
A. Thomas Billings, Ed.D., M.Ed. Secondary Education and Secondary Licensure  
Lee Brossoit, Ed.D., M.Ed. Higher Education in Student Affairs  
Gregory Carroll, Ph.D., M.Ed. Elementary Education and Elementary Licensure  
Cletus Cervoni, M.Ed., Fast Track Science Teacher Licensure Program  
Maureen Creegan-Quinquis, M.F.A., M.A.T. Art Education  
Elizabeth Dole, M.S., M.Ed. Library Media Studies  
Kevin Fahey, Ed.D., M.Ed. Educational Leadership  
R. Clarke Fowler, Ph.D., M.Ed. Early Childhood Education and Early Childhood Licensure  
Mark Fregeau, Ph.D., M.A.T. Biology  
Vicky Gallagher, Ed.D., M.Ed. Special Education and Professional Special Education Licensure  
Pamela Halpern, Ph.D., M.Ed., Middle School Education and Middle School Licensure  
Philip Kelly, Ed.D., M.Ed. Physical Education  
Kristen J. Kuehnle, Ed.D., M.S. GIS/Criminal Justice  
Li Li, Ph.D., M.A. History, M.A.T. History  
Raminder Luther, Ph.D., Certificate in Financial Planning, Master of Business Administration,  
MSN/MBA  
Jean MacLachlan, M.S., M.S. Occupational Therapy  
Janice Magno, Ed.D., M.Ed. Special Education and Initial Special Education Licensure  
Michael F. McNamara, Ed.D., C.A.G.S. in Education  
Maureen McRae, D.N. Sc., Direct Entry Nursing  
Patrice Miller, Ed.D., M.S. Counseling and Psychological Services and Certificate of Advanced  
Professional Studies in Counseling and Psychological Services  
Mary Ni, Ed.D., M.Ed., School Counseling, School Counseling Licensure and School  
Adjustment Counselor Certificate  
James Picone, Ed.D, M.Ed., School Business Officer  
Francesca Pomerantz, Ed.D., M.Ed. Reading  
Keith Ratner, Ph.D., M.S. Geo-Information Science  
Ellen Rintell, Ed.D., M.Ed. in Bilingual Education, M.A.T., English as a Second Language  
Arthur Rosenthal, Ph.D., M.S. Mathematics  
Marguerite Rosenthal, Ph.D., Master of Social Work  
Nancy Schultz, Ph.D., M.A. English, M.A.T. English, MA/MAT English,  
Certificate in American Studies  
Nicole Sherf, Ph.D., M.A.T. Spanish  
Kathleen Skrabut, Ed.D., M.S. Nursing, MSN/MBA and Certificate in Nursing Education  
Anne Sullivan, Ph.D., M.S. Criminal Justice  
C. Julie Whitlow, Ph.D., M.A.T. English as a Second Language

## GENERAL M.Ed. ADVISORS

Stephen Prodanas, M.A.T., C.A.G.S.  
Warren Yaeger, M.Ed., C.A.G.S.



**BOARD OF TRUSTEES**  
**SALEM STATE COLLEGE**

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Salem, Massachusetts

Mr. Anthony Metaxas  
Lynn, Massachusetts

Mr. Matthew Cogliano  
North Andover, Massachusetts

Ms. Deirdre A. Sartorelli  
Peabody, Massachusetts

Ms. Jane Brady Stirgwolt  
Salem, Massachusetts



## **MESSAGE FROM THE PRESIDENT**

It gives me great pleasure, on behalf of the Salem State College community of which you are now a part, to welcome you to campus. Your thirst for knowledge will be sated here, and your quest for knowledge both encouraged and supported. We are truly delighted that you have chosen to join our community of learners. It is my sincere hope that you find your advanced studies at Salem State College both stimulating and intellectually challenging.

There are a myriad of services and extracurricular programs available to you on campus. Please take advantage of them. The more integrated into the life of the college you become, the more rewarding your time here will be.

Historically, Salem State College began offering programs leading to graduate degrees during the 1950s; at that time, just the M.Ed and M.A.T. were available. Nearly half a century later, the college offers a vast array of graduate and certificate programs, including ones in teaching, business, social work, education, English, history, nursing, mathematics, criminal justice and geo-information sciences, to mention just a few. We continue to add to our established programs based on workforce needs with the goal of assisting you achieve your professional goals and satisfy your chosen profession's licensing and educational requirements.

On behalf of the faculty and staff of this fine institution, I welcome you to our family of learners and look forward to providing you the the tools you require as you advance in your field.

Nancy D. Harrington, Ed.D.

President



## MESSAGE FROM THE DEAN OF THE GRADUATE SCHOOL

Established during the centennial year of the college in 1954, the Graduate School has become one of the largest graduate programs in the Commonwealth. The Graduate School currently offers over forty degree and certificate programs. Through its programs, courses, and academic enrichment activities, the Graduate School seeks not only to create a stimulating environment for teaching, learning and research at an advanced academic level but also to foster a professional, caring, and positive culture for all students, faculty and staff.

The graduate faculty at Salem State College is responsible for the development, delivery, and quality of graduate programs. Each program has a graduate faculty coordinator who advises prospective and enrolled students on their programs of study. All new programs and courses, as well as changes in existing courses and programs, are presented by departments for approval to the Graduate Education Council, which is comprised of administrators, faculty, and a graduate student.

The Graduate School responds to the professional needs and interests of students in the development and design of programs. Recognizing that many students have demanding work and personal lives, the Graduate School has developed innovative program scheduling and services to respond to those needs. Most graduate programs are offered in the late afternoon and evening or on the weekend. Many courses and programs are offered at off-campus locations for the convenience of our students. The Graduate Office is open throughout the day and into the evening to accommodate the needs of students.

This catalog introduces students to the Graduate School at Salem State College. It provides an overview of the School's mission and goals, programs and course offerings, faculty and staff, as well as information about program requirements, academic policies and services, and the campus. We hope students will find it a useful resource whether they are new or continuing graduate students.

Marc Glasser, Ph.D.

Dean



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## **ACCREDITATIONS**

American Chemical Society

American Geological Institute

Council on Social Work Education

Joint Review Committee on Educational Programs in Nuclear Medicine Technology

National Association of Schools of Art and Design

National Association of Schools of Theatre

National Council for the Accreditation of Teacher Education

National League for Nursing Accrediting Commission

New England Association of Schools and Colleges

## **GRADUATE SCHOOL MISSION STATEMENT**

The mission of the Graduate School at Salem State College is to create a stimulating environment for research and interactive learning at a post-baccalaureate level for both students and faculty.

The Graduate School provides programs on campus, off-site, and through distance learning technologies that are responsive to regional and global educational needs. It seeks to enhance a life-long commitment to learning among its students enabling them to lead personally rewarding and socially beneficial lives in the 21st century. It promotes the cultivation of scholarship and the expansion of knowledge, the development of professional skills and scholarly research at an advanced level, and the interchange of ideas among students, faculty, and staff.

The Graduate School helps learners achieve professional competencies and realize broad intellectual and social interests. Responsive to the needs of all academically qualified students, graduate programs are offered with flexible day and evening schedules and financial arrangements.

## **GOALS OF THE GRADUATE SCHOOL**

- Provide high quality academic programs at the post-baccalaureate level that are responsive to societal needs and students' interests.
- Prepare graduate students for professional careers in both private and public sectors, as well as for further graduate study.
- Provide programs and services that meet the ever-changing needs of graduate students in a multicultural world through flexible and innovative services and delivery.
- Promote research and scholarly activity to advance and share knowledge.



### **GRADUATE EDUCATION COUNCIL**

The Graduate Education Council of Salem State College makes reports and recommendations concerning the changing of course requirements within the existing graduate curricula, the addition of new courses, and the change or deletion of existing courses within each program. The Council also hears appeals from graduate students related to the graduate program. It is comprised of faculty, a graduate student, and administrators.

### **GRADUATE COMMITTEES**

Each department that sponsors a graduate program has a graduate committee comprised of graduate faculty appointed on the basis of their academic credentials and professional experience. The departmental committees make recommendations concerning graduate curricula and other related graduate matters. These graduate committees transmit their recommendations to the department chairperson for transmission to the Dean of the Graduate School.



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## Academic Information







## GRADUATE PROGRAMS

The Graduate School offers many degree and certificate programs. Requirements for admission to and completion of these programs are found in other sections of the catalog.

### **Master of Arts**

English  
History

### **Master of Arts in Teaching**

Art  
Biology  
Chemistry  
English  
English as a 2nd Language  
History  
Mathematics  
Middle School General Science  
Middle School Mathematics  
Spanish

### **Master of Arts/Master of Arts in Teaching English**

### **Master of Business Administration**

### **Master of Education**

Bilingual Education  
Early Childhood Education  
Educational Leadership  
Elementary Education  
Higher Education in Student Affairs  
Library Media Studies  
Middle School Education Humanities  
Middle School Education Math/Science  
Physical Education  
Reading  
School Business Officer  
School Counseling  
Secondary Education  
Special Education  
Technology in Education

**Master of Science**

Counseling & Psychological Services  
Criminal Justice  
Geo-Information Science  
GIS – Criminal Justice Track  
Mathematics  
Direct Entry Nursing  
Nursing  
RN/MSN  
Nursing/Business Administration  
Occupational Therapy (BS to MS)

**Master of Social Work****Licensure only Certificate in School Counseling****School Adjustment Counselor Certificate****Certificate of Advanced Graduate Study in Education****Certificate of Advanced Professional Studies in Counseling and Psychological Services****Certificate in American Studies****Certificate in Geo-Information Science****Certificate in Nursing Education****Certificate in Teaching English as a Second Language****Fast Track Math Teacher Licensure****Licensure only Programs: Initial & Professional Licensure in:**

Early Childhood  
Elementary  
Middle School  
Reading  
Special Education  
Initial Licensure in Secondary Education

**SPECIAL FORMAT COURSES**

Salem State College has developed a reputation for a variety of annual institutes in areas of education, business, history, English, the arts, philosophy, technology and travel study.

An institute is an enriched, time-condensed, intensive course focusing on a specific topic. Instruction may be enhanced by extraordinary experiences, such as guest lecturers, field trips, exposure to special collections and events, and the use of special media. The institute format allows a dynamic interaction between student and faculty that provides a memorable, exciting, and intellectual experience for all participants.



## ADMISSIONS

### ALL GRADUATE PROGRAMS

The following general admission standards apply to all graduate programs.

1. A completed application form and non-refundable fee filed with the Graduate School office.
2. A complete, official transcript documenting the award of a bachelor's degree with grades of merit in an arts and sciences major or a major appropriate to the degree sought, from an accredited college or university.
3. Official transcripts of any graduate courses taken or degrees held.
4. Three completed "Reference for Graduate Admission" forms.
5. Official copy of scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years, unless applicant already holds a master's degree.
6. Satisfactory scores on the Test of English as a Foreign Language (TOEFL) in addition to scores from GRE, GMAT or MAT from all students for whom English is not a first language.
7. A 500-1,000 word, type-written, double-spaced statement of purpose addressing the following questions: What factors in your personal and professional history have influenced you in the past and now lead you to seek admission to this program at Salem State College? What are your long-term professional goals, and how will this program help you meet them? Is there any other information that you think would help the admissions committee to evaluate your application?

The following programs have additional requirements:

#### Master of Business Administration

1. Personal interview.
2. An educational and professional resume reflecting the applicant's business/management/work experience.
3. Satisfactory performance on the Graduate Management Admissions Test (GMAT) within the past five years, rather than GRE or MAT.

#### Master of Education, Master of Arts in Teaching, and Licensure-Only programs

Most M.Ed. and M.A.T programs offer preparation for state-and nationally-approved Massachusetts educator licenses at the initial or professional level. In addition to full degree licensure programs, Salem State offers non-degree licensure only programs in several fields.

In addition to the general admissions standards above, admission to all educator licensure programs requires the following:

1. A bachelor's degree with a major in or related to the field of the license sought.
2. An undergraduate cumulative g.p.a. of at least 2.75 overall and 3.0 in the major field of study.



3. Passing scores on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL).

Candidates for admission to programs leading to educator licensure should refer to the specific program for additional admissions standards and prerequisites, or modifications to the above standards.

### **Master of Science in Nursing**

1. Although a baccalaureate degree in nursing is desirable, a current RN license and a baccalaureate degree in another field is acceptable. Two years of work experience in the field of nursing is recommended.
2. An overall minimum undergraduate grade point average of 3.0 is required.
3. Submission of recent scores (within the past five years) demonstrating satisfactory performance on admission examination (e.g., GRE, GMAT, MAT). Students who do not demonstrate satisfactory performance will be asked to retake the admission exam. Students whose GPA is below 3.0 and whose scores are unacceptable after retake may be offered the opportunity to demonstrate their ability to do successful graduate work by taking two coordinator approved courses and earning a grade of B or better in each. Students holding a previous master's degree are exempt from the GRE's or MAT's.
4. Current license to practice professional nursing; evidence of licensure in Massachusetts.
5. Successful completion of a course in basic statistics.
6. A brief but careful statement regarding reasons for wanting to do graduate study in nursing, specific interests and experiences in the field, and career plans.
7. A personal interview with a member of the Graduate Committee in Nursing.

### **Master of Science in Nursing/Master of Business Administration**

Candidates for this program are required to meet the general admissions requirements as well as the specific admission requirements of both the MBA and MSN programs.

### **Master of Social Work**

1. A broad liberal arts background with substantial preparation in the social and/or behavioral sciences.
2. An overall undergraduate grade point average of 2.7 (on a 4.0 scale) or a 3.0 for the last two years of undergraduate study. Ordinarily, applicants with less than these grade requirements will not be considered without a period of successful performance in post-bachelor's human service employment.

**In addition to the basic admissions requirements described above, the following requirements apply to all Advanced Standing applicants:**

1. A Bachelor of Social Work (BSW) degree from an undergraduate program accredited by the Council on Social Work Education.
2. An overall undergraduate grade point average of 2.7 (on a 4.0 scale) and 3.0 in the Social Work major courses.
3. Either three years pre-BSW or one year post-BSW supervised, paid experience in a human services agency.
4. An interview with the Admissions Committee.



### **Certificate of Advanced Graduate Study in Education**

1. A master's degree from an accredited program.
2. An overall grade point average of 3.0 in Master's program.
3. An Educator License.

### **GRADUATE RECORD EXAMINATION**

The Graduate Record Examination (GRE) is a computer-based test that measures verbal, quantitative, and analytical reasoning skills. To determine the most convenient test location or to register for the GRE, call 800-473-2255 or go to [www.gre.org](http://www.gre.org).

### **THE MILLER ANALOGIES TEST**

Salem State College offers the computer based Miller Analogies Test (MAT). The test consists of 120 analogies that must be completed in 60 minutes. In order to be admitted for testing, each candidate must take two forms of non-expired positive identification to the testing center, one of which must include a photograph and signature, such as a driver's license, school identification card, or a government-issued identification card or passport. A second form of positive identification may include a credit card (with or without a photograph), library card, or a utility bill with your name and address appearing exactly the same as on your other form of identification. Candidates who have tested within the last 12 months must present an MAT Retest Admission Ticket in order to be permitted to sit for the retake. MAT tests are \$70. Test Fees are collected on test day. Please bring check or money order payable to Salem State College. To register and for information regarding days and times, call 978-542-6147.

### **GRADUATE MANAGEMENT ADMISSIONS TEST**

The Graduate Management Admissions Test (GMAT) is required of all Master of Business Administration program applicants. Tests are administered at designated centers several times a year. For more information go to [www.gmat.org](http://www.gmat.org).

### **TRANSFER CREDIT\***

A limit of nine graduate credits taken at Salem State College or through another graduate program, before matriculation into a Salem State College graduate program, may be counted towards a degree.

1. The actual number of graduate transfer credits, up to the maximum of nine, is to be determined by the program coordinator.
2. The nine graduate credits must be from accredited institutions and taken within the past seven years.
3. A grade of B or better must be earned in courses to be considered for transfer.
4. All courses submitted for transfer credit at the time of application must be completed prior to the student's acceptance into the program and decisions on acceptance of transfer credit must be made at the time the Plan of Study is approved.
5. Degree candidates who wish to receive credit for graduate courses taken at other institutions after acceptance into their program of study must have approval from the appropriate program coordinator prior to registering for the course(s). Forms for requesting permission to take an outside course are available in the Graduate School Office.
6. All accepted courses must receive initial approval from the program coordinator and final approval from the Dean as pertinent to the appropriate degree being sought at Salem State College.



7. Official transcripts of the courses taken at other institutions must be filed with the Graduate School Office.
8. The applicant may be asked to provide course descriptions, material summarizing content, and samples of the applicant's course work.

\*The exceptions to this policy are the MSW program which accepts up to 30 credits as transfer credits from another CSWE accredited School of Social Work, the MS in Counseling and Psychological Services which accepts up to 30 credits, and Sports, Fitness and Leisure, which accepts only 6 credits.

### **PREREQUISITES**

Credits for undergraduate courses taken to satisfy prerequisites do not contribute to the credit requirement of the graduate degree. Prerequisite courses are determined by the academic and/or professional department(s) concerned.

### **ACADEMIC ADVISING**

Graduate program coordinators are available in the Graduate School Office for all prospective and enrolled graduate students who are seeking guidance concerning graduate programs. Graduate program coordinators are available during the day as well as in the evening for appointments. If you would like to meet with a program coordinator, please call 978-542-6323 to schedule an appointment.

### **PLANS OF STUDY**

Students complete plans of study with their graduate program advisors within one month of their acceptance into their programs.

During the initial advising session, a student and advisor agree on the student's course of study throughout his or her degree program, indicating the semesters in which courses will be taken.

If a student proposes to transfer graduate courses taken at another institution, those courses, with the grades and credits received, should be noted on the plan of study at the initial advising session. In addition, the transcript for each course proposed for transfer credit should be attached with a course description for the proposed transfer course. Only courses that have NOT been part of another degree program can be proposed for transfer credit.

A plan of study without transfer credits is first signed by the student and program coordinator, then approved by the Graduate School Dean. A plan of study with transfer credits is signed by the student and program coordinator; the Dean of the Graduate School reviews and approves or disapproves the proposed transfer credits. If the Dean approves the transfer credits, the plan of study is sent to the Registrar to ensure that credit is correctly entered on the student's Salem State College transcript.

Plans of study may be changed during a student's degree program. Such revisions are entered on the plan of study form, approved first by the graduate program coordinator and then by the Graduate School Dean.

After developing their plans of study, students are not permitted to take courses at other institutions without prior approval of their graduate program coordinators and the Graduate School Dean. The student must complete an outside course request form, available in the Graduate School Office.



### **INSTITUTIONAL REVIEW BOARD**

All research involving human beings or vertebrate animals conducted at Salem State College or by Salem College faculty or students under the sponsorship of Salem State College must be submitted to the Salem State College Institutional Review Board (IRB) for review before the start of the research. An IRB application form, which can be obtained from the IRB web site (<http://www.salemstate.edu/irb>), should be used for all research application submissions to the IRB. Six copies of all applications should be submitted to the IRB Administrator in the Graduate School. There are three categories of application depending on the level of risk to participants: exempt, expedited or full committee review. Applications are reviewed on a regular basis. Applicants are informed of the results of an IRB review, generally within two weeks of submission and for full committee review as soon as possible after each meeting. A schedule of IRB meetings during the academic year is available on the IRB web site. Approval of materials between June 1 and August 31 depends upon the availability of the committee, but generally take 2-3 weeks. Investigators should keep copies of all IRB materials, including approved applications, consent forms, data collection instruments, etc., in a locked file cabinet for three years after the completion of the project. For more information, instructions and forms, visit the IRB web site, <http://www.salemstate.edu/irb> or e-mail the IRB at [irb@salemstate.edu](mailto:irb@salemstate.edu) or contact the Graduate School at 978.542.6310.

### **SEMESTER CALENDAR**

Students may register for courses in the Office of Student Records & Registrar during any one or all five semesters. Ordinarily, most courses are planned according to the following schedule:

Semester	Approximate Dates
Fall	September-December
Spring	January-May
*Wintersession	December-January
**Summer Session I	May-June
***Summer Session II	July-August

During the Fall and Spring Semesters, classes are usually scheduled for late afternoon and evening and meet once per week for fifteen (15) consecutive weeks.

\*Wintersession classes meet during the day for five days or during the evening for ten days.

\*\*Summer Session I is a six week semester with classes meeting two evenings per week.

\*\*\*Summer Session II is a six week semester with classes meeting four or five days in the morning. The evening schedule meets twice per week.

Special Institutes are also conducted during the summer. Check the Summer Session brochure for dates and details.



### **SATISFACTORY ACADEMIC PROGRESS**

Graduate students must make satisfactory progress towards completion of a degree within the stated time limits for the graduate program in which they are enrolled. Any student who is not making satisfactory progress is subject to administrative withdrawal from the program.

All graduate students must meet the following academic standards:

1. In programs with 45 or fewer semester hours of credit, no more than two C's.
2. In programs with more than 45 semester hours of credit, no more than three C's.
3. Receipt of more than the maximum number of C's results in student's automatic withdrawal
4. Receipt of an F results in a student's automatic withdrawal.

### **ADDITIONAL MASTER OF SOCIAL WORK POLICIES**

1. Students in the Advanced Standing Program are permitted one grade of C; a second C grade will result in dismissal from the MSW program. Students in the full-time program are permitted two grades of C; a third grade of C will result in dismissal from the MSW program.
2. Students must have a GPA of 2.75 to move from the foundation year to the concentration year of the MSW program.
3. If students are at risk of dismissal because of earning grades of C or because of a low GPA in the foundation year, they are permitted to take one foundation year course over (one time only).

### **GRADING GUIDELINES FOR SALEM STATE COLLEGE GRADUATE PROGRAMS**

- A Insightful scholarship, valid research, creativity, original application, and genuine promise of continuing growth in the field of study
- A- Solid scholarship, sound research, creative application, and promise of growth in the field of study
- B+ Acceptable scholarship and research, valid application, and probable promise of growth in the field of study
- B Adequate scholarship, research, relevant application, and possible promise for growth in the field of study
- B- Marginal scholarship, research, and application suggesting minimal prospects for growth in the field of study
- C+ Inadequate scholarship, research and application suggesting minimal prospects for growth in the field of study
- C Inadequate scholarship, research and application requiring improvement in future performance
- C- Inadequate scholarship, research and application requiring major improvement in future performance
- F Unacceptable graduate work





## GRADING

In most instances, graduate students will receive letter grades, as follows: A, A-, B+, B, B-, C+, C, C-, F, I. The grade point equivalent of the letter grade at the graduate level shall be calculated in accordance with the following:

A	4.0	B-	2.7
A-	3.7	C+	2.3
B+	3.3	C	2.0
B	3.0	C-	1.7
		F	0.0

The grade of “I” (Incomplete) is a temporary grade assigned to students who have not completed course work and who have made provisions to do so with the course instructor before the assignment of final grades for the course. Course work must be completed by the end of the sixth week of the following semester. If the student fails to make up the course work by then, the “I” grade will be changed to an “F”. Exceptions to this policy may be granted by the instructor, who must notify the Office of Student Records & Registrar that an extension has been granted. It is the student’s responsibility to finish incomplete course work by the deadline or, in cases where an extension has been granted by the course instructor, to request that the instructor notify the Office of Student Records & Registrar of the extension. It is the responsibility of the course instructor to have the Graduate School Dean sign the Request for Grade Change form and then to turn in the form to the Office of Student Records & Registrar.

## CHANGE OF GRADE

A student who believes a change of grade is in order may request a change from the instructor. The instructor must use a Request for Grade Change form available in the Office of Student Records & Registrar. This form must be dated and signed by the instructor and returned to that office for processing.

## ACADEMIC APPEAL PROCEDURE

The SSC Graduate Students’ Academic Appeal Procedure provides students with methods to resolve academic issues. There is an informal process and a formal process for addressing academic appeals. Students must follow the steps outlined in the informal process before pursuing the formal appeal process.

### Appeal Scope

Grounds for an appeal include violation(s) of specific written standards, e.g., computational errors or dismissal from a Graduate Program. The Graduate Education Council may refuse to hear appeals based on matters protected by academic freedom or for other reasons.

### Informal Resolution of Academic Appeals

This procedure is not intended to supercede existing procedures within academic programs or departments for resolving student appeals. If the student’s department or program has its own formal, internal procedure for resolving student appeals, the student must exhaust that procedure before bringing an appeal to the Graduate Education Council; otherwise the student must follow the following informal procedure. A student with an academic appeal must initially take the appeal to the faculty member or administrator directly involved with the appeal. If the student and the faculty member or administrator satisfactorily resolve the appeal, the informal appeal resolution concludes at this point. If the student and the faculty member or administrator cannot resolve the appeal, the student should take the appeal to the appropriate Graduate Program Coordinator, then to the Department Chair. If the appeal involves the Coordinator, the Chair of



the Department or the Director, the student must first attempt to resolve the appeal at that level. If the student satisfactorily resolves the appeal with any individual in this process, there is no basis for submitting a formal academic appeal to the Graduate Education Council. The student must document that he or she has attempted to resolve the appeal expeditiously through the department's or program's internal, formal appeal process or through the informal appeal process, when there is no internal formal process. If the student cannot satisfactorily resolve the appeal through the internal or informal processes, the student may, at his or her discretion, seek resolution via the formal procedure outlined below.

### **Formal Academic Appeal Procedure**

The student may request resolution of the appeal by initiating the following formal procedure.

1. A formal appeal is a written request from the student to the Dean of the Graduate School, asking the Graduate Education Council to hear the appeal. (In the event that the complaint is against the Dean of the Graduate School, the appeal goes directly to the Vice President of Academic Affairs.) The student must submit a written and signed request for a formal appeal hearing within two weeks of exhausting the informal appeal process, and should include as appropriate:
  - a. Statement of the grounds for the appeal.
  - b. The desired outcome from the appeal.
  - c. Summary and documentation of the informal appeal.
  - d. Name(s) of faculty member(s) or administrator(s) involved in the appeal.
  - e. Names of witnesses the student will call to testify.
  - f. Supporting documents.
2. The Graduate Education Council will hear appeals at its next scheduled meeting, as long as the appeal is filed at least 20 days before the next scheduled meeting.
3. The Graduate Education Council hears the appeal. This hearing includes, but need not be limited to the following:
  - a. Meeting(s) with the student and the faculty member or administrator and others involved in the appeal.
  - b. Consultation with others as the Graduate Education Council deems necessary to provide a thorough investigation of the appeal, including mitigating or extenuating circumstances that bear upon the situation.

### **Procedures of the Graduate Education Council hearings:**

The Council will convene in executive session and vote whether to hear the appeal. If the Council votes to approve hearing the appeal it will follow the remaining procedures.

1. The hearing will not be videotaped or audio taped.
2. The Chair of the Council will ask the student and the faculty member or administrator to attend the hearing.
3. **Opening Statements.** The Chair of the Council will ask the student and the faculty member or administrator to outline the facts they intend to present during the hearing. Both the student and the faculty member or administrator must be present through the conclusion of the closing statements.



4. **Presentation of witnesses and evidence by the student.** The student requesting the hearing presents the facts that support his/her appeal, and if applicable, calls witnesses to support the appeal. The Council and the faculty member or administrator may question the student and the witnesses as each finishes his/her testimony.
5. **Presentation of witnesses and evidence by the faculty member or administrator.** The faculty member or administrator presents facts and calls witnesses, if applicable, to respond to the appeal. The Council members and student may question the faculty member or administrator and the witnesses as each finishes his/her testimony. The Council may ask witnesses to remain or leave the hearing room at any time during the hearing.
6. **Closing Statements.** The student and the faculty member or administrator summarize their testimony and highlight any specific information they wish the Council to consider.
7. **Deliberation by the Graduate Education Council.** All people other than the Council members and the recording secretary will leave the hearing room before the Council begins deliberations. If the Council needs more information, it may suspend the hearing in order to seek clarification. The Council will make every reasonable effort to reach a timely conclusion to its deliberations.

*The Council's decision is limited to approving or disapproving the student's appeal.*

8. In instances where more than one student brings a common appeal, the Council may wish to consider the cases at the same time. The Council will take this action only with the agreement of the students.

### **Procedural Safeguards**

1. All Council members will refrain from discussing appeal hearings outside the Council meetings.
2. The faculty member or administrator involved in the appeal shall receive a copy of the formal appeal and all supporting documents at least two weeks prior to the hearing.
3. All information pertinent to the appeal will be available to the parties at the office of the Dean of the Graduate School, or at the office of the Vice President of Academic Affairs if the appeal is against the Dean.
4. The Office of the Dean of the Graduate School will send written notification of the date, time and place of any hearing to the student, and faculty member or administrator at least seven days before the hearing to permit a reasonable amount of time to prepare.
5. Union employees have the right to choose a Union member to act as their advisor. Such advisor may be present at any hearing and may counsel the Union employee.
6. Students have the right to choose a non-faculty member to act as their advisor. Such advisor may be present at any hearing and may counsel the student. The student must present the appeal. No person may represent the student.
7. All hearings are closed to the public and the press.
8. If any member of the Council is closely connected with the matter of the appeal, he/she must excuse him/herself from the hearing.



9. A student, faculty member or administrator may request the Council to postpone the hearing. To do so, the student, faculty member or administrator must submit a written request to postpone the hearing to the Dean of the Graduate School at least seventy-two hours before the date and time of the hearing.
10. The Dean of the Graduate School will mail the results of the Council's decision to the student, and faculty member or administrator within seven calendar days after the conclusion of the Council's deliberations.
11. The Office of the Dean of the Graduate School or the Office of the Vice President of Academic Affairs will maintain the records involved with the appeal. The Office of the Dean of the Graduate School or the Office of the Vice President of Academic Affairs will not release the appeal records unless:
  - a. Authorized in writing by the student and faculty member or administrator involved; or
  - b. conditions specified in the Family Rights and Privacy Act of 1974 and its amendments apply; or
  - c. if required by law.
12. The results of an academic appeal hearing will not be placed in a Unit member's personnel file, and cannot be used in his or her evaluation.

#### **ATTENDANCE**

Regular attendance in all courses is strongly recommended. The course instructor will establish the specific attendance policy for each course.

#### **STUDENT ABSENCE FOR RELIGIOUS BELIEFS**

Any graduate student who is unable to attend a class or to participate in any examination, study, or work requirement on a particular day of religious observance will be provided with an opportunity to make up that examination, study or work requirement, provided, however, that such make up shall not create an unreasonable burden upon the school. No fees of any kind shall be charged by the Graduate School for making this opportunity available to the student, and no adverse or prejudicial effects shall result to any student exercising this prerogative. (See Chapter 151C of the General Laws of Massachusetts.)

#### **COURSE LOAD**

Nine credits are considered full time for most graduate students. Six credits are full time for the Geo-Information Science program. Part-time graduate students are reminded that a maximum of two courses per semester is strongly recommended. The study expectations for such a commitment precludes taking additional hours when one is employed full time.

#### **TIME LIMITS**

All requirements for the degree normally must be completed within six years from the date of the student's acceptance. Students enrolled in the MSN/MBA combined degree program have seven years from the initial date of acceptance to complete degree requirements. No graduate course offered for the degree may be more than six years old at the time degree requirements are completed with the exception of any courses accepted in transfer.



### **CHANGES IN REGISTRATION**

Students must notify the Graduate School and meet with their program coordinators to update their plan of study when there are any changes in registration. Any adds, drops, and changes of course section or academic status must be submitted to the Office of Student Records & Registrar on a Registration Change form. Failure to notify the Office of Student Records & Registrar may result in errors on the student's permanent record.

### **AUDIT COURSES**

Students may register for a credit course and not receive credit; this procedure is called "auditing a course." Students auditing a course may participate in class activities, but are not required to complete assignments or take examinations, and will not receive a grade.

### **WITHDRAWAL FROM THE DEGREE PROGRAM**

Withdrawal from the graduate program can take many forms. A student may officially withdraw, be dismissed, take a leave of absence, or be administratively withdrawn. Withdrawal from the program implies withdrawal from all courses, and the graduate regulations concerning grades are applicable. Mere non-attendance does not constitute official withdrawal from the program. It is necessary to complete an official withdrawal form and file it with the Graduate School office. These forms are available from the program coordinator. Unauthorized withdrawal from the program or non-attendance (failure to register and attend Fall & Spring semesters) may result in administrative withdrawal.

### **DISMISSAL**

Dismissal may result from unsatisfactory academic progress, failure to complete the program in six years, failure to withdraw officially from the program, infractions of College regulations, and for other reasons.

### **LEAVE OF ABSENCE**

A leave of absence is a period during which students maintain their status, but are entitled to none of the services of the College provided by the payment of tuition or fees. An application for a leave of absence may be filed at any time during the academic year for the following semester(s). A leave of absence may begin during a semester, provided the completed application for leave is filed with the Dean of the Graduate School before the end of the fourth class session. In this case the entire semester is counted toward the leave. No refund of tuition will be given except as provided by other existing regulations.

The total leave allowed a student during his/her graduate program is two semesters, which need not be taken consecutively. Students desiring leaves of absence must complete a Leave of Absence form available from the appropriate program coordinator to complete arrangements for leave. A date of return will be agreed upon in advance and stated on the Leave of Absence form. A student who fails to return on the agreed date will be considered to have withdrawn from the College.

A leave of absence may be granted to any student complying with the Graduate School regulations. Such a leave of absence will be revoked if the student incurs an academic dismissal subsequent to the granting of the leave. Students on leave are fully responsible for returning on the agreed date. No reminders will be sent to the student. A leave of absence does not waive the mandatory six-year requirement. That is, all students requesting a leave of absence still must complete their program within six years of date of acceptance.



## **READMITTANCE**

Students dismissed from the Graduate Program for academic or administrative reasons and who wish readmittance must petition for consideration to the Graduate Education Council.

Students who withdraw from the program and wish readmittance must reapply for admission to the Graduate Program. Decisions on admissions will be made by the Admissions Committee of the appropriate program and by the Dean of the Graduate School.

## **WITHDRAWAL FROM COURSES**

To withdraw from a course, the student must complete a Registration Change form available in the Office of Student Records & Registrar. A grade of “W” will be assigned for students who withdraw prior to the fourth class meeting. Withdrawal after that deadline will result in a grade of “F”, except when extenuating circumstances are involved. Students who wish to withdraw without academic penalty after the deadline must present their case in writing before the end of the course to the Dean of the Graduate School for appropriate action.

## **SYLLABUS POLICY**

By the second meeting of the semester, the instructor will provide the Graduate Office\* and each student in class with a course syllabus. The syllabus should contain:

1. The instructor’s name and a method of reaching the instructor.
2. The instructor’s attendance policy for the course.
3. A list of required and optional texts.
4. An outline of the course goals and objectives.
5. An outline of the course topics.
6. The course requirements: papers, projects, examinations (with due dates, if possible).
7. The method of grading.
8. Any other pertinent information relative to the instructor’s conduct of that course.
9. The statement: “Salem State College is committed to providing equal access to the educational experience for all students who are in compliance with Section 504 of the Rehabilitation Act and the American Disabilities Act and to providing all reasonable accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak to the instructor immediately.”
10. An instructor may find it necessary to modify requirements, but such modifications should be consistent with the nature of the course.

\*Syllabi kept at the Graduate Office are not for student use.

## **PRACTICA/INTERNSHIPS/CLINICAL EXPERIENCES IN EDUCATION\***

By definition, a practicum is a course or academic exercise aimed at closely relating the study of theory and practical experience, both usually being carried on simultaneously.<sup>1</sup> Since the practicum consists of a mature experience in a particular field of endeavor, there are required course pre-requisites which must be completed by graduate students so involved. The brochures and catalogs as prepared by the Graduate School should be consulted for these requirements.

The experience gained by the graduate student in a practicum assignment is a professional preparation requirement to be satisfied by all graduate programs accredited by the National Council for



the Accreditation of Teacher Education. The philosophy of this Council is that study of “theory relevant to the specialty” requires related experience in professional practice through which the student may conceptualize principles and interpret his application to practical problems, and through which he further develops his individual style in professional practice.<sup>2</sup> The guidelines which appear below are presented so as to make clear to students the composition, rationale and requirements that are involved.

1. Office of Education, U.S. Department of Health, Education, Welfare, Definitions of Student Personnel Terms in Higher Education, U.S. Government Printing Office, 1968, p. 4.
2. American Association of Colleges for Teacher Education, Recommended Standards for Teacher Education. Approved by the National Council for Accreditation for Teacher Education, January, 1970, p. 15.

\*Students enrolled in the MSW program must consult School of Social Work Bulletin for specific details regarding Social Work Practica.

#### **TIME REQUIREMENTS FOR PRACTICUM/CLINICAL EXPERIENCES**

NCATE standards for practicum experience require a minimum of 300 clock hours per semester of practicum-related activities and 400 hours of clinical experience. Consult specific programs for time requirements.

#### **APPLICATION**

It is the responsibility of each graduate student to make application through the Office of Student Teaching to participate in the practicum in his/her particular area of concentration. This application must be completed at registration no later than one semester prior to the practicum in which he/she wishes to be enrolled and requires the signature of the program coordinator. Students will obtain the application form from the Office of Student Teaching.

#### **ASSIGNMENT OF STUDENTS TO PRACTICUM/INTERNSHIP EXPERIENCE**

It is the responsibility of the Graduate School to provide the best possible practicum experience for students enrolled. The Office of Student Teaching, in consultation with the practicum student and program coordinator, will make the necessary arrangements with the particular school director or agencies so involved.

#### **DIRECTED STUDY**

During the final third of a degree program, a graduate degree student may participate in a directed study. A directed study proposal must be developed in consultation with the faculty member who will supervise the work and must be submitted as part of the application for directed study. The proposal must then be approved by the instructor, the program coordinator and the Dean of the Graduate School before the student may register for the course. Tuition remission, waivers and vouchers may not be applied to costs associated with directed study courses.

#### **COMPREHENSIVE EXAMINATIONS**

Comprehensive Examinations are required in most graduate degree programs. They are intended to assess and evaluate a student’s knowledge of the major components of his/her graduate study. Candidates for the MEd in Technology in Education will complete a multimedia portfolio in lieu of a comprehensive examination.

For the MEd, MA, and MAT ESL degrees, a student must have successfully completed twenty-four credit hours in the graduate program to be eligible for the examination. For the MS in



Counseling and Psychological Services approximately seventy percent of course work must be completed to be eligible. Candidates for the MA in History have the option of comprehensive examinations for their capstone event (see below). After a review of their academic records, students are notified if they are eligible to sit for the examination. Each student must then file an application form with the Graduate School for the specific examination date desired and receive approval. The deadline for filing is published in the brochure of the appropriate semester in which the examination is given. Comprehensive examinations are given in November, March, and July, of each year. A student is allowed two attempts to pass the comprehensive examinations.

### **COMPREHENSIVE EXAMINATIONS, THESIS OR PORTFOLIO – MASTER OF ARTS IN HISTORY**

MA in History candidates have the option to select a thesis, comprehensive examination or a portfolio as their capstone experience in the program.

As a rigorous demonstration of a graduate candidate's research and writing skills, the MA in History thesis is valued at six (6) credits. The Chairperson of the History Department, the Graduate Committee and the Dean of the Graduate School must approve a thesis request. Candidates who seek approval to write an MA thesis are required to demonstrate a minimum grade point average of 3.5 in graduate courses. The topic, resources and format of the thesis, as well as composition of a thesis committee, will be determined jointly by the candidate and a thesis director (selected by the candidate and approved by the Graduate Committee). The project will culminate in a written paper (75 page minimum) and an oral defense before the thesis committee. Candidates may take only one directed study in the program if they intend to undertake a thesis.

The MA in History comprehensive examinations serve as an extensive demonstration of a graduate candidate's historical knowledge and historiographical insight. The graduate candidate who selects this capstone option is required to pass written examinations in two areas of historical study. The areas for comprehensive examination will vary from student to student and will be jointly determined by the student and a comprehensive advisor. Candidates must have their choice of fields approved by the Graduate Committee at least one semester prior to the taking of the comprehensive exam. A student is allowed a maximum of two attempts to pass these tests. The two parts of the comprehensive shall be taken on two designated days within an eight-day period, as designated by the Graduate School.

The MA in History portfolio serves as a comprehensive demonstration of a candidate's growth in historical knowledge and historiographical insight through the course of the graduate program. The graduate candidate who selects this capstone option will work with a portfolio advisor to determine its specific contents. Upon completion, the candidate will submit the portfolio to a portfolio committee, selected jointly by the candidate and the Graduate Committee. The portfolio committee will review the project, and determine whether to pass the portfolio or return it for further work. It shall consist of 1) a number of formal writings from the student's graduate work, including revised drafts of these assignments, and 2) a personal statement that will serve as the introduction, summary and rationale for the portfolio. The portfolio may also include documentation of professional historical activities, such as exhibit curation or archival work.

For more specific information and regulations on theses, comprehensives and portfolios, graduate candidates should see the current edition of the Department of History's Graduate Student Handbook.





## GRADUATE HONOR SOCIETIES

### **Alpha Delta Mu Honor Society**

Alpha Delta Mu is the National Social Work Honor Society. Criteria for membership are available from the School of Social Work, Honor Society faculty advisor.

### **Alpha Mu Alpha**

The national Marketing honorary society was established in 1981 for qualified undergraduate, graduate and doctoral marketing students. The society recognizes outstanding scholastic achievement on a highly competitive basis.

### **Delta Mu Delta**

An honor society for Business Administration students in graduate and undergraduate programs with cumulative averages of 3.25. Among the many benefits of membership is the likelihood of improved job opportunities with the public and private sectors.

### **Gamma Theta Upsilon**

The international honor society in Geography sponsors awards for academic excellence, educational funds for student research, paper sessions at professional meetings, a journal and other programs to further professional interest in Geography.

### **Phi Alpha Theta**

The international honor society in History is interested in promoting the study of History by encouraging research, good teaching, publication, and the exchange of learning and thought among historians.

### **Pi Lambda Theta**

The honor and professional association in Education, dedicated to providing leadership development and academic excellence in education. Membership is open to second semester sophomores or above, with a 3.5 G.P.A., enrolled in a program leading to a career in education, and to graduate students and professional educators.

### **Sigma Theta Tau-Honor Society**

Eta Tau is Salem State College's Chapter of Sigma Theta Tau, the National Honor Society of Nursing.

Salem State College graduate students in Nursing are invited to attend planned programs and may apply for membership after successful completion of two-thirds of their program. Criteria for membership are available from the Honor Society faculty advisor. Information regarding the Honor Society will be posted on the graduate bulletin board.

### **Phi Kappa Phi Honor Society**

Phi Kappa Phi honor society recognizes superior scholarship in all fields of study and takes into its membership the highest ranking students from every branch of learning. The Salem State College Chapter of Phi Kappa Phi is open by election to eligible undergraduate and graduate students in all academic disciplines. Graduate students must have all grades of A or A-.

Any student wishing to be considered for acceptance into Phi Kappa Phi, should notify the Graduate School Office in writing, the semester prior to their expected date of graduation.



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## **COMMENCEMENT**

Students who plan to receive a graduate degree in May will be mailed an “Application for Degree” form in January of the year of graduation. This form should be completed by the student and returned to the Office of Student Records & Registrar no later than February 1st. Failure to file before the deadline will postpone degree conferral. A Commencement Fee is required. No degree will be conferred and no degree transcripts will be issued unless all tuition and fees have been paid in full. All degree requirements must be completed prior to the Commencement date.

## **COMMENCEMENT HONORS**

Graduate students who achieve a grade point average of 3.850 to 3.949 (inclusive) will receive the degree With Honors and students who receive a grade point average of 3.950 and above will receive the degree With Highest Honors. (Please note: In determining grade point average for Commencement honors, only courses completed at Salem State College as part of the degree program will be calculated.)

## **TRANSCRIPTS**

An official transcript showing all courses taken in the Graduate School may be requested at any time. All transcript requests must be made in writing or in person in the Office of Student Records & Registrar. The cost for each official copy is \$2.00.

## **CONFIDENTIALITY OF STUDENT INFORMATION**

The Graduate School takes all possible precautions to insure the confidentiality of student records.

Students may examine their records by making an appointment with an advisor. Students must realize that all transcripts, application information, and letters of recommendation become property of the College once they are submitted.

Students have the right to withhold publication or release of certain information. No individual outside the College may examine a student’s record without that student’s permission. Copies of the policy are available in the Graduate School Office.



## ACADEMIC SUPPORT SERVICES

### LIBRARY SERVICES

#### Hours

The library is open seven days, ninety hours a week. Hours are as follows:

Monday-Thursday	8:00 a.m. to midnight
Friday	8:00 a.m. to 5:00 p.m.
Saturday	9:00 a.m. to 5:00 p.m.
Sunday	2:00 p.m. to 11:00 p.m.

During final exam periods the library is open 24 hours for study purposes only.

#### Books

The Salem State College Library provides a core collection of over 200,000 volumes of print materials to support the academic programs offered by the college. In addition to its own collection, the library provides access to other library collections electronically and through membership in several consortia. Students, faculty and staff of Salem State College with a current validated ID may borrow library materials from Salem State or through interlibrary loan. Salem State College Library materials circulate for three weeks and may be renewed a total of two times.

#### Periodicals

The library has a collection of 30,000 electronic journals and 750 print journals with backfiles for most of these. The Periodical Directory on the SSC Library Web page provides links to full-text.

#### Reference Services

Reference librarians are available for assistance with research needs seven days a week, including evenings and weekends. Students in need of reference assistance should inquire at the reference desk on the first floor. For in-depth research assistance, an appointment may be scheduled with a reference librarian.

### ELECTRONIC RESOURCES

#### Library Web Page

The Library Web Page provides links to most databases as well as the online catalog, staff and departmental information, directions to the library and Internet resources. The address of the SSC Library Web page is <http://salem.mass.edu/library>.

Most databases are available from any networked computer on campus. A current Salem State College email account is needed for remote access.

#### Library Catalog

The library's online catalog accesses over three million items in the NOBLE database. NOBLE (North of Boston Library Exchange) is a consortium of ten academic and seventeen public libraries located north of Boston. The NOBLE catalog and the Library Web page serve as a gateway to the Internet and World Wide Web.



### **Interlibrary Loan**

In addition to reciprocal borrowing privileges in NOBLE, NECCUM and the Massachusetts state colleges, universities and community colleges, SSC Library offers interlibrary loan for materials available in other libraries. ILL forms are available at the circulation desk upon presentation of a current validated Salem State ID. ILL requests may also be made electronically from the SSC Library Web Page, FirstSearch or by e-mail to “moreland@noblenet.org”. NOBLE requests are delivered by courier usually within a few days. Requests for materials outside of NOBLE may take from one to two weeks. Students should plan ahead so that there is enough time to fill these requests before research projects are due.

### **Dissertation Express**

In addition to providing dissertations on interlibrary loan whenever possible, the library now offers low-cost printed copies of doctoral dissertations from University Microfilm. The interlibrary loan department transmits orders to UMI’s Web page and these requests are digitized, shrink-wrapped and sent to interlibrary loan by express carrier. Fee payable in advance.

### **Pathfinders**

The reference staff has compiled numerous guides to instruct students in the use of electronic resources and the reference and periodical collections. The pathfinders are available in the reference area.

### **Reserves**

Items placed on course reserve are available at the circulation desk. A current validated ID or library card is necessary to borrow materials. Students may borrow two items at any one time. Items circulate for two hours, twenty-four hours or seven days as requested by the instructor.

### **Users with Disabilities**

The library offers reasonable accommodations to users with disabilities. For the visually impaired the library offers an Optelec print enlarger, audio books and Zoom, a program which enlarges computer type, on most workstations, as well as Jaws, a screen reading/voice output software on one workstation. The library also offers e-mail reference from its Web page to assist hearing impaired users. Users who require intensive assistance should call the reference desk and make an appointment with a reference librarian.

### **CENTER FOR INTERNATIONAL EDUCATION**

The Center for International Education services for international students include: orientation, personal counseling, re-entry training, forums, workshops and individual advice on immigration, taxes, employment options, travel, and maintaining legal status. Advising on opportunities for study/travel abroad and an extensive overseas resource library are available. The Center administers the Institutional TOEFL test several times a year and offers an English as a Second language Program which prepares students for academic study and professional work. Students in the college’s graduate teaching programs often observe classes or complete practicum teaching within the program. The International Students Association and the CIE organize international dinners, cultural nights, speakers and other events for the college community. A newsletter is distributed.

For more information and assistance, contact the Center between 9:00 a.m. and 5:00 p.m. Monday through Friday, except holidays. The Center is located at 8 Harrison Road, South Campus, and the phone number is 978-542-6351; FAX number 978-542-7104.



### **LEARNING CENTER**

The Learning Center is a multi-media resource facility housing academic, counseling, developmental and support programs, as well as tutorial and high school programs. These programs are designed to meet the students' individual needs in areas such as reading, writing, math, computers, science, study skills and counseling. Support services work in coordination with content area courses, in addition to academic and counseling workshops. Students work alone, in small groups or on a one-to-one basis with professional Learning Center staff or peer tutors. Students are encouraged to enhance their own progress by use of a variety of instructional tools including computerized software programs.

The Learning Center is located on the fourth floor of the Library Building and is open Monday through Friday, 8:30 a.m. until 5:00 p.m. and Saturday mornings for the Upward Bound Program. Services are available to full and part-time students, and Graduate Internships are available. Evening hours may be arranged by appointment. For more information, please contact the Learning Center at 978-542-6215.

### **OFFICE FOR STUDENTS WITH DISABILITIES**

The College is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access all programs and activities at the college. Students are responsible for identifying themselves to the Office for Students with Disabilities' staff and informing them of the need for specific services and accommodations.

The Office for Students with Disabilities provides academic support to students with all types of disability including: learning disability LD; mobility impairments; medical disability; blindness and visual impairments; deafness; psychiatric disability and traumatic brain injury TBI. For further information or to make an appointment, please call 978-542-6217, Voice or 978-542-7146 TTY.

### **WRITING CENTER**

The Writing Center provides students with individualized assistance in writing.

Tutors in the Center will focus on the student's own particular writing needs, which can range from basic grammatical problems to broader concerns, such as planning a format or developing an approach to a particular writing task. The Center operates on a walk-in basis; no prior appointment is needed. If a tutor is not immediately available, arrangements will be made for a tutoring conference as soon as possible.

Students who confront writing problems in any of their courses or who anticipate difficulties with required written work are urged to make use of the Writing Center. The Center will also assist students who simply wish direction in developing their writing skills more fully. Word processing facilities are available in the Center. For further information contact the Writing Center at 978-542-6455.

### **CLASSROOM FOR TECHNOLOGY-ENHANCED PEDAGOGY (C-TEP)**

C-TEP is a state-of-the-art environment for learning and teaching. C-TEP is located in the Sullivan Building, Room 304. This classroom is equipped with student computers with DVD-burners and education-specific software, and an instructor's workstation with a SMARTBoard and synchronized projector. This lab is available for classes, reservations or to be used during open access hours.



### **EDUCATION RESOURCE LIBRARY**

The Education Resource Library (ERL), located on the second floor of the library, is an active learning center designed to serve the needs of students in education programs. This center includes print, audiovisual and electronic resources to assist students in curriculum development. An Instructional Design Lab (IDL) component also includes materials for creating instructional materials. In addition to its extensive collection of professional books, journals and ERIC microfiches, the ERL houses a significant collection of children's and young adult literature, including the Bushner S.E.L.E.C.T. Nook, a special review collection of current children's book titles. Microfiche and print copiers, transparency and laminating equipment, online computers, and other curriculum support materials are also located in the ERL.

### **TEACHER TEST PREPARATION CENTER**

The Teacher Test Preparation Center is located within the Education Resource Library. The Center includes print and electronic materials and practice tests to help prepare students for the Massachusetts Tests for Educator Licensure. Individual tutoring and group workshops are available.

### **INFORMATION TECHNOLOGY – ACADEMIC COMPUTING**

Information Technology – Academic Computing has 4 general purpose open computer labs, Meier Hall 210, Sullivan Building 109C, Harrington Building 118 (South Campus), Central Campus 129 and one area for internet access located on the first floor of the Ellison Campus Center. All lab PC's are networked and run on Windows XP. In MH210 there are 3 emacs in addition to the PC's. Lab hours are posted outside each lab. A current college ID is required for admittance. Additional hours on holidays will be posted. Usually when the college is closed for inclement weather so are the labs.

A new portal to the Salem State website for students is called Navigator. To access this page go to <http://navigator.salemstate.edu> There is an email service, netmail, which can be accessed through Navigator, on campus which enables student to obtain a Salem State College email address. Blackboard/Web CT is also utilized on campus by many faculty to supplement their classes. We also offer wireless connectivity on campus so laptop users can connect to the Salem State network. For more information go to: <http://salemstate.edu/wireless>.

Connections to the college wide network are available in the residence hall rooms. If you are bringing a computer from home and need to find out how to connect, please consult the ResNet page at: <http://www.salemstate.edu/resnet>.

Computer Technology is widespread throughout the campus. Check the Salem State College web site for further information on Information Technology at <http://www.salemstate.edu/it> to find more information about our general purpose and departmental computer labs.

To contact Information Technology for general information or assistance with hardware or software issues call 978-542-2036. To contact the Lab Coordinator call 978-542-6871. For specific information about individual computer labs please call the following numbers:

MH210.....978-542-7059  
 HB100.....978-542-6663  
 SB109C.....978-542-6750  
 CC129.....978-542-6871



## INSTRUCTIONAL MEDIA CENTER

The service departments within the Instructional Media Center are located on the first floor of Meier Hall, and the third floor of the Library on the North Campus. The Center consists of an equipment loan service, (LI312), one large group screening room for media presentations (MH120), a video production and editing department (MH103/114), a media repair service (MH126), and the administrative office (MH105).

The Media Center has been deeply involved in the production of non-print instructional materials in cooperation with students, faculty, and administration. The Television Studio is fully equipped to produce instructional tapes designed and directed by students for credit in all areas of academic study. Faculty members can develop their own instructional videotapes in the studio or on location with the Media Center staff assistance. Satellite programming can be received, and interactive teleconferencing is available at the North Campus and Central Campus.

Facilities are available for the production of video programs, PowerPoint, and multimedia. Many types of audiovisual equipment are available for faculty for use on or off campus. All areas have full time experienced staff persons, who provide assistance and training as needed.

The CTI (Center for Teaching Innovation) is located within Media Services (LI312). It provides computer training and equipment in support of teaching with technology, laptops, data protectors, still and video cameras are available for faculty use.

### The Media Center's hours of operation are:

#### Media Services

Monday-Thursday	8:30 a.m. - 7:00 p.m.
Friday	8:30 a.m. - 4:30 p.m.

#### Video Services

Monday-Thursday	8:30 a.m. - 5:00 p.m.
Friday	9:00 a.m. - 5:00 p.m.

## BOOKSTORE

The College Bookstore is located at Central Campus. Students may purchase textbooks, reference material, school supplies, and a host of merchandise, including imprinted clothing and gifts, greeting cards, snack food and other personal items.

### Hours of operation:

#### Regular hours

Monday & Tuesday	8:00 a.m. - 7:00 p.m.
Wednesday & Thursday	8:00 a.m. - 5:00 p.m.
Friday	8:00 a.m. - 4:00 p.m.

#### Extended hours for start of semester (first two weeks)

Monday - Thursday	8:00 a.m. - 7:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	9:00 a.m. - 2:00 p.m.

Hours vary during winter, spring and summer break.

[www.salem.bkstr.com](http://www.salem.bkstr.com)



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# Financial Information







## TUITION

### Massachusetts Residents

Most Programs

Tuition is \$140.00 and fees are \$95.00 per credit hour

Example: One 3 credit course = \$705.00

CAGS courses cost a flat fee of \$750.00 per 3 credit course  
and \$375.00 per 1.5 credit course

### Non-Residents of Massachusetts

All Programs

Tuition is \$230.00 and fees are \$95.00 per credit hour

Example: One 3 credit course = \$975.00

### Auditors

The same tuition and fees stated above apply to auditors enrolled in credit courses.

### ADDITIONAL FEES – AS APPLICABLE

Application Fee: \$35.00 (with application for admission)

Clinical Nursing Fee: \$20.00 per clinical hour (when indicated)

Field Service Fee: \$20.00 per semester (when indicated)

Graduate Education Practicum Fee: \$90.00

Graduate Education Clinical Fee: \$90.00

Laboratory Fee: \$15.00, \$20.00 or \$25.00 (when indicated)

Commencement Fee: \$30.00 (upon Commencement)

*Please note that all of the above are subject to change.*

### FINANCIAL RESPONSIBILITIES

The Board of Higher Education Coordinating Council and the Salem State College Board of Trustees have established the following policy pertaining to students or former students at any of the State Colleges who are listed by the financial office of said State College as having unpaid debts for tuition, room, board, medical or other College related charges:

Where said debts have not been discharged by operation of law or where deferred payment of said debts has not been agreed to by said College, such students will NOT be:

- a. issued any degree to which they might otherwise be entitled,
- b. permitted to register for any program at any State College for which said students might otherwise be eligible,
- c. furnished a certified copy of any State College transcript (unless said transcript is needed to obtain any benefits related to service in the United States Armed Forces) although said students will be entitled, upon written request, to inspect and review uncertified copies of their transcripts.



## REFUND POLICY

A student who wishes to withdraw from a course must obtain a Registration Change Form available in the Registrar's Office. The date and time that the form is received by the Registrar's Office will be the official date and time of withdrawal. Unofficial notices will not be accepted as notification of withdrawal. Fees are not refundable unless a course is cancelled by the college.

Refunds of TUITION ONLY are made to eligible students as follows:

Refund Policy for Fall and Spring Semesters:

- Withdrawal before first meeting - 100% refund less \$20.00 administrative fee
- Withdrawal before second meeting - 90% tuition-only refund
- Withdrawal before third meeting - 50% tuition-only refund
- Withdrawal after third meeting - No refund

***(Fees are not refundable)***

Tuition & Refund Policy for Summer Sessions I and II:

- Withdrawal before first meeting - 100% refund less \$20.00 administrative fee
- Withdrawal before second meeting - 90% tuition-only refund
- Withdrawal after second meeting - No refund

***(Fees are not refundable)***

Refund Schedule for Special Format Classes

***Special format classes include institutes, accelerated courses and any other course that is not a full semester (15 week) course.***

- Withdrawal before first meeting - 100% refund less \$20.00 administrative fee
- Withdrawal before second meeting: 50% tuition-only refund
- Withdrawal after second meeting - No refund

***(Fees are not refundable)***

Note: Refunds are based on dates of scheduled class meetings, not on attendance.

Tuition and fees are refunded if the college cancels the course. We are not responsible for finance charges incurred on your American Express, Discover, MasterCard, or Visa.



## **FINANCIAL AID**

The following Financial Aid is available to students who are accepted degree candidates enrolled in a minimum of six credit hours of course work per semester, and who meet other eligibility requirements.

### **Federal College Work Study Employment Program**

#### **Federal Stafford Student Loan Program**

#### **Salem State College Scholarships**

Students are urged to file a Free Application for Federal Student Aid (FAFSA) after January 1 for the following fall semester to meet the April 1 priority deadline (school code 002188). Those students matriculating spring semester should have their FAFSA filed by November 1. Students may use FAFSA on the web, or the Renewal FAFSA ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) to apply for aid. Students applying for summer school must also complete an institutional summer school Financial Aid Application by April 1. Students with extenuating circumstances, such as job loss, reduction in work hours in order to attend college, separation, divorce, etc. may wish to complete an appeal form should such circumstances impact the student's ability to attend or continue enrollment. All forms and applications are available on the College's web site at [www.salemstate.edu/finaid](http://www.salemstate.edu/finaid).

#### **Financial Information**

Students will receive an award letter upon completion and review of their application.

Students awarded Federal College Work Study are paid an hourly wage. Positions are available on-campus or off-campus. Students are also encouraged to work in community service jobs. Contact the Student Employment Office for more information or attend the annual Job Fair held in September. The Student Employment Office is located in Human Resources office.

Graduate students may borrow under the Federal Stafford Loan Program. The maximum is \$8,500. This may be subsidized or unsubsidized or a combination of both. An additional \$10,000 Unsubsidized Federal Stafford Loan may be borrowed per academic year, not to exceed the cost of attendance. All matriculated students who are taking at least 6 credits are eligible, regardless of income or need. However, those without financial need, as determined by the Financial Aid office, will not qualify for the Subsidized loan and must pay the interest on the loan while in school or have the interest capitalize.

In addition to work and loan, limited scholarships based upon need are also awarded to eligible applicants. Other Scholarships are available through the scholarship committee. These applications are available in December for the following academic year. Alumni scholarships are also available through the Alumni Office.

For more information, please visit our website which contains more detailed information about aid programs, costs, consumer information, forms and applications.

The Financial Aid office is located on the first floor of the Administration building. Office hours are Monday-Friday 8:30-5:00.



## VETERANS BENEFITS

### Federal Benefits

1. Initial application for Federal benefits is the responsibility of the student. Applications may be obtained from the Registrar's Office, Boston VA office, or local Veteran's Service office.
2. Submit a copy of DD214 and completed application to Veteran's Representative, Registrar's Office. VA Form 22-1990 and the application with the attached enrollment certificate will be submitted to the VA by the Registrar's Office.
3. Students wishing to transfer VA benefits from another college or institution must complete VA Form 22-1995 (Request for Change of Program or Place of Training). These forms are available in the Registrar's Office.
4. EACH SEMESTER the student must notify the Registrar's Office to request VA Benefits for that semester and to fill out VA Form 22-1990.
5. Full tuition and fees must be paid at the time of registration by all students.
6. The veteran is obligated to report any change of status immediately to the Veteran's representative in the Registrar's Office. This includes any change in the number of credits for which the student is registered, withdrawal from course or program, and excessive absences (over three).

## GRADUATE ASSISTANTSHIPS

Each academic year several Graduate Assistant positions are available for interested and qualified students. To be eligible to apply, a student must be fully accepted in a graduate program at Salem State College, carrying at least two graduate courses per semester or their credit equivalent. Additional academic requirements include: a minimum of a 3.0 average in the major field of study, a minimum GMAT or GRE verbal score of 500, and a quantitative score of 500 if the applicant's major field of study is mathematics or science.

There are three categories of assistantships: faculty research assistants, academic program assistants and Administrative Assistants. Faculty research assistants assist individual faculty with their scholarly work throughout the academic year. Academic program assistants provide service to academic programs such as the Writing Center during the tenure of their assistantship. Administrative Assistants provide administrative assistance to a college department

Each full-time assistantship carries a monthly stipend and an award of tuition remission in all courses except directed study courses, courses by arrangement, and thesis courses. The stipend is for 10 hours a week rendered to the department to which the assistant has been assigned. The tuition remission is considered a financial resource in any Financial Aid award. For further information, contact the Graduate School at 978 542-6323.

## COURSE PRIVILEGES FOR STUDENTS OVER 60

The Graduate School has made the provision for students over 60 years of age to enroll in courses tuition free if space is available. For special programs, institutes and seminars, it will be necessary to pay the program fee. It will be helpful for eligible students to present proof of age at registration for prompt processing.

## CORPORATE TUITION REIMBURSEMENT

Many area employers will reimburse their employees in full or in part for courses considered job-related. Students are advised to check with their employer's personnel office for detailed information.





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## General Information





### **LOCATION OF GRADUATE SCHOOL**

The Graduate School Office is located on the first floor of the Sullivan Building in Room 101. The Sullivan Building is located on the North Campus at the intersection of Loring Avenue (Rt. 1-A) and Lafayette Street (Rt. 114).

### **OFFICE HOURS**

The Graduate School Office is open from 8:00 a.m. to 7:00 p.m. Monday through Thursday, and 8:00 a.m. to 5:00 p.m. on Friday.

### **PHONE NUMBERS**

Graduate School Office: 978-542-6323

Campus Police: 978-542-6511

### **STUDENTS WITH DISABILITIES**

All questions concerning disabled students may be directed to the Office of Equal Opportunities and Human Rights at 978-542-6106. All disabled students should identify themselves to the Director as soon as possible to assure accommodation of their disability and smooth coordination of available services.

### **HEALTH INSURANCE**

Graduate students registered for a minimum of 9 credits hours or more are required to produce evidence that they are covered by a qualified student health insurance program. Uninsured students must purchase health insurance from a program available through the college, or purchase a health benefits program with comparable coverage with a carrier of their choice and furnish evidence of this coverage to the Registrar before registration. The health insurance waiver is on the course registration form. Individual and family coverage is available through the college plan. For further information, students may call the Health Services Office, or the Bursar's office.

### **NURSING – HEALTH REQUIREMENTS**

Prior to the start of clinical specialization and/or role practicum, a Health Form must be submitted to the Health Service Office. Regardless of age, the requirements are:

1. Tetanus/Diphtheria booster within 10 years. Tetanus only not sufficient.
2. MMR - Measles, mumps, rubella vaccine. Initial vaccine after 1967.
3. Measles vaccine #2, must be after 1980.
4. Mantoux TB test (Tine not acceptable) within 1 year Chest x-ray if TB test is positive.
5. Physical exam within one (1) year.

If clinical agencies have additional specifications, students who are assigned to these agencies will be required to meet them.

### **NURSING – LIABILITY INSURANCE**

Students must carry current liability insurance. "Institutional" coverage is not an acceptable substitute for individual malpractice coverage. Evidence of current liability insurance must be on file with the Graduate School Office prior to entry into any clinical area.



### **CAMPUS POLICE ESCORT SERVICE**

The Campus Police Department provides a personal safety escort service which is available to members of the Salem State College Community. Escorts will be provided with specific restrictions between the North Campus, O'Keefe Center and Central Campus. Escorts are also provided on the South Campus.

If you desire an escort on the North, Central or South campus or the O'Keefe Center, please call 978-542-6511. Occasionally, situations may arise where the Campus Police are unable to respond immediately to your request. The dispatcher will advise you at the time of your original call of any expected delays. If your escort has not arrived after a reasonable amount of time, please call again.

When you request an escort, please provide the dispatcher with your name and your exact location.

The Campus Police are committed to the goals of providing a safe, efficient and courteous escort service. Therefore, certain restrictions must be placed on this service. The escort service is not designed to:

- Provide transportation to/from places of employment, restaurants, taverns, airports, mass-transit, etc.
- Provide transportation for large groups or persons intoxicated or otherwise exhibiting obnoxious behavior.

If the Campus Police are unable to provide an escort for any reason, the dispatcher will make a telephone available for you to call for alternate transportation, such as a taxi.

### **PARKING**

The following areas are available for student parking:

1. O'Keefe Center Parking Lot on Canal Street near the North Campus
2. Peabody Hall Parking Lot
3. South Campus on lower level
4. Central Campus

Parking stickers may be obtained through the Office of Public Safety. A fee is charged. Emergency temporary registration may be made at Public Safety. Parking zones reserved for handicapped persons, visitors, or guests are clearly designated.





### SHUTTLE SERVICE

The Department of Public Safety is pleased to announce an expanded shuttle service which is available to members of the Salem State College Community. The shuttle will run 18 hours per day Sunday through Thursday and during the evening hours (4:30 p.m. - 12:30 a.m.) on Friday and Saturdays. The shuttle services major parking areas on all three campuses as well as the academic centers of Salem State College.

Below are locations and times when the shuttle is on-line:

Sunday:	No Service
Monday:	6:30 a.m. - 12:30 a.m.
Tuesday:	6:30 a.m. - 12:30 a.m.
Wednesday:	6:30 a.m. - 12:30 a.m.
Thursday:	6:30 a.m. - 1:30 a.m.
Friday:	6:30 a.m. - 7:00 p.m.
Saturday:	No Service

Shuttle Stops:	Meier Hall (Lafayette Street) Peabody Hall (College Drive) Bates Complex (South Campus) Harrington Building (South Campus) O'Keefe Center (Canal St.) Central Campus
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### TRAIN AND BUS INFORMATION

Salem State College is easily accessible by train and by MBTA buses running from Boston, Lynn, Beverly and downtown Salem. For train and bus schedules go to [www.mbta.com](http://www.mbta.com) or call the MBTA Traveler's Information Center at 617-222-3200 or 1-800-392-6100.

### PUBLIC NOTICE DESIGNATING DIRECTORY INFORMATION

Currently enrolled students may withhold disclosure of any category of information under the Family Education Privacy Act of 1974. To withhold disclosure, the student must file written notification with the Graduate School Office prior to the third week of class of the current semester. Further information about the law, forms to withhold Directory Information and copies of the College's policy on the law are available in the Graduate School Office.

### CANCELLATION OF CLASSES

In case of a severe storm or hazardous driving conditions classes may be cancelled. Notification will be given on the following radio and television stations:

FM:	WBUR	90.9	TV:	WBZ -TV	Channel 4
AM:	WRKO	680		WCVB-TV	Channel 5
	WBZ	1030		WHDH-TV	Channel 7
	WESX	1230			

In addition there will be a recorded message at 978-542-6000.

Students are requested not to call the Graduate School Office for this information. Students should make their own judgment about hazardous driving conditions in the area.



**STUDENT SUGGESTIONS**

Salem State College Graduate School wishes to be responsive to student needs. If there is a course or program you would like to see offered, please write to the Dean of the Graduate School. We welcome your suggestions.

**SPECIAL NOTE**

The Graduate School reserves the right to discontinue any course for which there is insufficient enrollment, to combine classes, to restrict the registration in a course, to reschedule a course, to section and provide additional instructors for any course which is deemed overcrowded, when necessary to change instructors, and to take other necessary administrative actions.

**RESPONSIBILITY STATEMENT**

Students are responsible for all information given in the latest catalog and also, for all published and posted regulations, procedures and changes. No deviations from any graduate regulations are permissible unless they are approved first by the appropriate academic department, program coordinator and the Dean of the Graduate School.

**POLICY CHANGES**

Changes in institutional policies referenced in this publication may be made periodically by the appropriate governing bodies. All policies contained herein are subject to those changes at the time they are designated as effective.





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## Student Life & Services





### **ALUMNI ASSOCIATION**

The Salem State College Alumni Association and the Alumni Affairs Office are committed to serving alumni through a wide variety of programs and services. The Association is governed by a Board of Directors comprised of 40 members representing the more than 46,000 alumni of record, of which more than eighty percent reside in Massachusetts.

Salem State College Alumni Association Scholarships are available to graduate students that are relatives of a Salem State College alumnus. The Board of Directors awards four \$1,600 Alumni Scholarships each year. These scholarships are renewable annually for a maximum of four years. Awarding and renewal is dependent upon full-time enrollment status, satisfactory academic performance fulfillment of the criteria upon which the student was initially selected.

Graduate students are encouraged to participate in the various professional development, social and networking events sponsored annually by the SSC Alumni Association. We also invite you to become active in our alumni organizations such as the Friends of the School of Social Work or the Friends of Education.

For more information or assistance, please contact the Alumni Affairs Office at 978-542-7530, or write to the Alumni Affairs Office, Salem State College, 352 Lafayette Street, Salem, MA 01970

### **STUDENT JUDICIAL PROCESS**

All students are expected to abide by Federal and State laws and the regulations of Salem State College relevant to the Graduate School. Violation of these may be cause for judicial action conducted within the principles of due process. Copies of the procedure may be obtained at the Graduate School Office.

### **CENTER FOR ADULT AND LIFELONG LEARNING (CALL Center)**

The CALL Center provides a welcoming environment for adult students throughout the day and evening. There are two CALL Center locations. Our main facility, CALL Center I, has a lounge area and conference table that are ideal for studying, reading or simply meeting with friends. We also offer a wide variety of amenities for your convenience: kitchen area with refrigerator, microwave and complimentary coffee & tea, computer and printer, copy machine (CALL Center I) and campus events board. We also have a smaller facility, CALL Center II, that offers similar amenities. All of the above services are provided free of charge (except the copy machine) to students. Students may take advantage of these services during our regular hours of operation.

#### **LOCATIONS:**

CALL Center I, (Main Office) Sullivan Building 104B, North Campus

CALL Center II, Harrington Building 123, South Campus

#### **HOURS OF OPERATION\***

CCI M-TH 8:00 a.m. - 7:00 p.m.

F 8:00 a.m. - 5:00 p.m.

CCII M-TH 9:00 a.m. - 5:00 p.m.

F 9:00 a.m. - 12:00 p.m.

\*Hours of operation are for the fall and spring semesters only. During the summer and winter sessions, hours vary.

For more information on any of our services, you may contact us at 978-542-6330, email us at [callcenter@salemstate.edu](mailto:callcenter@salemstate.edu) or visit our website: [www.salemstate.edu/call](http://www.salemstate.edu/call).



## COUNSELING SERVICES

Counseling Services offers a variety of services to the campus community including individual and group counseling; career counseling; workshops on contemporary issues in response to students' needs; and consultation to students, staff and faculty. For an appointment, call 978-542-6410 or stop in at Meier Hall Room 224.

Counseling Services has professionally trained staff who view personal concerns as a normal part of the growth process. Counseling is designed to help students solve problems and reduce the physical and emotional stresses which may interfere with academic or personal goals. Students frequently seek counseling for family or relationship difficulties, alcohol and drug use, depression or anxiety.

All services are available in a comfortable and confidential environment without charge to Salem State College students. Appropriate community referrals are provided when necessary.

Counseling Services is open Monday and Friday between 8:30 a.m. and 5:00 p.m., and Tuesday through Thursday between 8:30 a.m. and 7:00 p.m. Check out our web site at [www.salem.mass.edu/counseling/welcome.html](http://www.salem.mass.edu/counseling/welcome.html).

## CAREER SERVICES

Career issues are often the primary motivating factor for individuals enrolling in graduate school. Whether your goal is to add to your skill base, transition to a new career or to advance within your current situation, the Office of Career Services provides a variety of services to support individuals as they navigate career decisions.

- **Counseling** – Individual appointments are available to assist current students and alumni with their career development needs. Through conversation, activities and inventories, students will clarify their values, interests, personality preferences and skills allowing for clarification of career goals. Additionally, job search support is available through individual counseling sessions. Appointments are required, call 978-542-6406 to schedule a convenient time.
- **Seminars** – A variety of seminars are offered throughout the year including: resume writing, interview preparation and job search strategies. Registration is required. For a schedule of upcoming programs check the career services website, [www.salem.mass.edu/careersvs](http://www.salem.mass.edu/careersvs) or call 978-542-6406.
- **Career Resource Center** – The center houses a collection of CD ROM, video and print resources, directories and labor market information (salary, industry outlook). The center lists open positions on-line through MonsterTRAK. See our web site for more information.
- **On-Campus Recruiting** – Students graduating during the current academic year are eligible to participate in interviews scheduled on campus. For the most up to date listing of who is on campus and when, refer to the web page. [www/salem.mass.edu/careersvs](http://www/salem.mass.edu/careersvs).
- **Job Fairs** – Spring is job fair season. Each year the Office of Career Services facilitates opportunities for students to interact with employers from a range of industries. Refer to the website for information concerning time and location.

The Career Services office is located in the Ellison Campus Center, room 105.

Hours are as follows:

Fall and Spring Semesters: Monday - Friday 8:30 a.m. to 5:00 p.m.



### **HEALTH SERVICES**

Health Services is open from 8:00 a.m. to 5:00 p.m. on Monday, Wednesday and Friday, and from 8:00 a.m. to 6:00 p.m. on Tuesday and Thursday during the academic year. Summer hours are 8:00 a.m. to 4:00 p.m., Monday -Friday. For more information on available services call Health Services at 978-542-6413, or check out our web page at [www.salem.mass.edu/counseling/health.html](http://www.salem.mass.edu/counseling/health.html).

### **O'KEEFE PHYSICAL EDUCATION CENTER**

The Salem State College intercollegiate athletic program operates out of the Richard B. O'Keefe Complex, regarded as one of the finest facilities among the Massachusetts State Colleges. The multi-purpose facility features the 2,800 seat Richard H. Rockett Ice Arena, a 1,600 seat gymnasium, an eight lane swimming pool, four tennis courts, an indoor golf training room, a baseball/softball indoor hitting cage, a fully equipped fitness center, a dance studio and a multi-purpose gymnasium. The facility also houses the athletic director's office, the athletic training/sports medicine office, the sports information office, the athletic equipment storage room, six classrooms and the faculty offices for the College's Sports, Fitness & Leisure Studies major. The facility is open year round to Salem State students, faculty/staff, administrators, employees and alumni. Family and individual memberships are offered to the general public during the summer months. Normal operating hours are 8:30 a.m. till 9:30 p.m. Monday through Friday and 12:00 noon till 9:00 p.m. on weekends.

### **PRESCHOOL PROGRAM**

The Salem State College Preschool Program opened in the Fall of 1970. The program is licensed and professionally staffed, serving children between the ages of 2 years, 9 months to 5 years old. The Preschool is also accredited by the National Academy of Early Childhood Programs (NAEYC).

The size of the program is limited to 15 children at one time, and the average total enrollment ranges from 30-35. Enrolling small numbers of children reflects the center's appreciation of individual differences and the careful planning of appropriate activities to meet the physical, social and intellectual needs of each child. Enrollment is primarily for children whose parents are students at the college, and with space permitting, faculty, staff, and community members are encouraged to register.

The center is a self-contained facility located on the upper South Campus and is open from 8:00 a.m. to 4:00 p.m. Monday through Friday (excluding holidays and semester breaks). The setting on a college campus offers many valuable resources for field trips, consultation services, and academic support from various departments.

Fall Registration is held in March and the Spring Term Registration is held in December. A child registration fee of \$50.00 is required. The standard fee is \$5.00 per hour; the fee for full-time undergraduate students is \$4.50 per hour. All fees are subject to change. Space is limited so early registration is essential. A 6-week Summer Nature program is also available with registration in March.

The Preschool Program also provides many opportunities for field work, student teaching, student employment and work-study. The program can provide students with a valid experience in a child care setting and help students in their pursuit of educational and career goals. Call the supervisor to discuss ideas. A Resource Library is available for student use with a unique collection of texts, brochures and curriculum guides.

For further information, contact the Director at 978-542-6408 or the Preschool at 978-542-6409.



**DINING SERVICE**

Food service on campus is operated by Chartwells Dining Service. There are four points of service on campus. The principal location is the Commons Building which contains the Lower Commons, the primary location for resident dining, and the Upper Commons which entails the Food Court. The Food Court consists of Burger King, Ritazza Coffee, Soup & Salad, Menutainment, and Sandellas Wraps. Other food service locations are the Cafe' at Central Campus, the Harrington Building Kiosk at South Campus, and the Snack Bar at the O'Keefe Center. The Clipper Card is accepted at all locations.

**RESIDENCE HALLS**

A residence hall is available during the Summer Sessions for students taking summer classes. If you would like to reserve a room on campus during the summer months, you must complete a summer housing application. The room rental payment must be made to the Bursar's Office before turning in the application. Off-campus housing listings are also available at the Residence Life office which is located on the ground floor of the Central Campus Residence Hall. If you have any questions please call the Office of Residence Life at 978-542-6416.

**STUDENT LOUNGE AREAS**

**Students may use the following lounge areas when classes are in session:**

Sullivan Building	CALL Center
Campus Center	first floor
Meier Hall	first floor
South Campus	cafeteria
South Campus	CALL Center
South Campus	Academic Building first floor
Central Campus	Building One cafeteria







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## Programs of Study





## MASTER OF ARTS

### ENGLISH

#### PROGRAM OBJECTIVES

If you are a lover of books, the M.A. in English program can enrich your reading experience by providing a structure and historical framework, insights and information shared by professors who are experts in their fields, and the opportunity for stimulating exchange of ideas in the classroom. If you are a writer looking to improve your skills, the M.A. in English program offers the opportunity to share your work with faculty and students, many of whom are published writers. If you are a teacher whose professional advancement depends upon a graduate degree, the M.A. in English program offers an opportunity for advanced study and research in the field of literature. Successful completion of the program leads to fulfillment of the Commonwealth of Massachusetts requirements for professional licensure to teach English at the secondary level. If you are interested in pursuing doctoral studies in language and literature, the M.A. in English program offers solid preparation in the field.

#### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study as needed.

All candidates for the M.A. in English (Options 1, 2 and 3) must:

1. Complete a minimum of thirty-three (33) credit hours of graduate course work, including ENG725, Research and Writing about Literature, and at least one graduate seminar.
2. Demonstrate proficiency either in one foreign language, or in computer science as it intersects with the field of literature, by one of the following options acceptable to the department graduate committee: a) proof of satisfactory completion of six (6) hours of undergraduate credit beyond the elementary level of a foreign language; b) a passing grade in a departmental reading language examination; c) demonstrated proficiency in linking literary studies with computer science through submission of samples of such work for approval by the committee.

#### COURSE REQUIREMENTS

##### OPTION 1 – Literary Studies

1. Twenty-seven credit hours in English, including ENG 725 and at least one seminar
2. Six credits may be taken in a related discipline such as history, theater arts, linguistics, philosophy, or comparative literature, as approved by the program coordinator.



3. One of the three following capstone options:
  - Comprehensive examination covering four areas of study
  - A thesis (register for ENG 875 or 876 for three credits)
  - A portfolio drawn from program coursework (register for ENG 875 or 876 for three credits)

Students choosing the thesis or portfolio options will have both an advisor and a second reader reviewing their work. Students planning to continue on to a doctoral program are strongly advised to choose the thesis option.

#### **OPTION 2 - Literary Studies with a Writing Concentration**

This option is only available after acceptance into the program and upon approval of a writing sample.

1. Twenty-one to twenty-four credit house in graduate English courses including ENG 725 and at least one seminar course
2. Nine to twelve credit hours in writing courses
3. The capstone experience consisting of
  - Comprehensive examination taken in two areas of study  
AND
  - A manuscript in the student's major genre. The manuscript may be a group of poems, short stories, non-fiction articles, one-act plays, a novella, longer play or a novel.

#### **OPTION 3 – Writing with a Concentration in Literary Studies**

1. Eighteen credit hours in writing courses, including ENG 875 and at least two workshop courses in the major genre
2. Fifteen credit hours in graduate English courses including ENG 725 and at least one seminar course
3. The capstone experience, consisting of:
  - Written examination in one area of study  
AND
  - A manuscript in the student's major genre. The manuscript may be a group of poems, short stories, non-fiction articles, one-act plays, a novella, longer play or a novel.

#### **Total Credits for the Degree**

**33**

Additional information on any of the capstone options is available from the program coordinator.

Directed Study: A degree candidate who has completed at least twenty-four credit hours may take up to two directed study courses of three credits each with program coordinator approval and when staffing conditions permit.



## MASTER OF ARTS

### HISTORY

#### PROGRAM OBJECTIVES

The Master of Arts – History program provides graduate candidates with the opportunity to explore a wide range of historical fields and methodologies. For those seeking intellectual enrichment, the program may culminate in a terminal MA degree. It is especially useful for secondary school teachers who wish to earn a degree that will enhance their subject knowledge while refining historical and research skills, or for museum professionals and those who seek a career in museums. For candidates who intend to continue on for advanced studies or even a doctoral degree, the MA in history program provides a firm foundation. All graduate candidates are encouraged to develop concentrations in historical areas of interest as a part of their course of study.

#### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative *Plan of Study* in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study as needed.

#### COURSE REQUIREMENTS

1. A minimum of thirty-three hours of course work, including Historiography (HIS700) and Research Seminar (HIS990) is required. Graduate candidates may take the Research Seminar only after completing eighteen credit hours in the program. They must also take at least one distribution course in each of the following four areas.
  - African, Asian or Latin American History
  - American History
  - European History
  - Public History
2. Degree candidates are offered three capstone options. They may choose: 1) a six credit thesis (3.5 cumulative GPA required); 2) comprehensive examinations; or 3) a portfolio drawn from their course work in the program (see page 25). Comprehensive examinations must be passed satisfactorily in two areas of historical study. Candidates who intend to continue on to the Ph.D. are strongly urged to write a thesis. A fourth, 39 credit option which has no capstone event but instead, consists of taking an additional six credits (2 courses of History elective coursework) is also available.

For additional details, see the Department of History's Graduate Student Handbook.



## AMERICAN STUDIES CERTIFICATE PROGRAM

### PURPOSE

The American Studies Certificate Program allows students the opportunity to explore the various cultures of the United States. Students learn interdisciplinary approaches while taking courses in a variety of disciplines. The program is designed for those motivated by intellectual curiosity to enter advanced studies in the liberal arts and allows students to pursue personal enrichment as well as to sample graduate course work before making the commitment to a specific discipline and advanced degree. Indeed, credit for many of the courses offered can be transferred to graduate programs such as the Master of Arts in English or History.

### PROGRAM REQUIREMENTS

This eighteen (18) credit program includes two required courses. Early in their program, students take American Identities to gain an overview of the field of American Studies. The required capstone course, Research Seminar in American Studies, provides an intensive interdisciplinary examination of a topic significant to the formation of American culture. To fulfill the remaining requirements, students choose four electives from the list below. The program requirements can be fulfilled in different ways, depending on the student's interests. A student may choose to focus on a historical period, a specific topic, or a broad overview.

#### Required Courses

	<b>Credits</b>
IDS761 American Identities	3
IDSXXX Research Seminar in American Studies	3
Elective courses	12
<b>Total Credits</b>	<b>18</b>

#### Elective Courses – Choose 4

EDU707	The American School: A Study in Depth
EDU808	The American High School
ENG700	Early American Literature
ENG701	American Romantic Movement
ENG702	Realistic Literature in America
ENG703	Naturalistic Literature of America
ENG704	Contemporary American Fiction
ENG705	Modern American Poetry
ENG706	Modern American Drama
ENG707	Nineteenth Century American Novel
ENG708	Study of American Indian Literature
ENG709	Literature of the American Dream
ENG716	Nature in American Literature
ENG717	African American Fiction
ENG718	American Literature of the Sea
ENG719	Contemporary American Autobiography
ENG720	Contemporary American Poetry
ENG721	African American Drama
ENG733	Nineteenth-Century American Poetry



ENG798	Jack Kerouac and the Beat Writers
ENG800	Thoreau and Emerson
ENG801	Faulkner and Hemingway
ENG831AN	Seminar on Topics in American Literature and Criticism
ENG900	Seminar in Frost
ENG901	Seminar in Hawthorne and Melville
ENG903	Seminar in Whitman and Dickinson
ENG905	Seminar in Saul Bellow
ENG909	Seminar in Moby Dick
ENG910	Seminar in Henry James, Edith Wharton, and Willa Cather
ENG953	Seminar in Faulkner
ENG955	Seminar in O'Neill and Williams
ENG980	Seminar in Hawthorne
GGR703	Geography of New England
GGR990	Salem's Trading Partners
GLS740	Geology of Eastern United States
GLS820	Regional Geology of New England
HIS709	Institute for the Study of Local History
HIS710	The American Colonies to 1763
HIS711	The American Revolution, Critical Period and Federalist Era
HIS712	The United States in the Early 19th Century, 1800-1848
HIS713	The Civil War
HIS714	The Age of Change: The United States, Late 19th and Early 20th Centuries
HIS721	United States Constitutional History
HIS722	Topics in U.S. Legal History
HIS724	American Maritime History
HIS725	Latinos in the United States
HIS726	The African in American History
HIS727	United States Economic History
HIS728	Contemporary History of the United States I
HIS729	Contemporary History of the United States II
HIS732	American Diplomatic History in the Twentieth Century
HIS788N	Museum Studies
HIS789N	Historic Archaeology
HIS790	Material Culture of Early America
HIS791	Architecture and Landscape of Early America
HIS793	Archives and Records Management
HIS808	China: Research in Trade and Travel
HIS812	American Women: A Study in Comparisons
HIS912	Seminar in Early American History
HIS913	Seminar: United States in the 20th Century
HIS914	Seminar: United States in the Late 19th and Early 20th Centuries
IDS761	American Identities



# MASTER OF ARTS IN TEACHING ART

**PROGRAM OBJECTIVES**

The Master of Arts in Teaching Art program focuses on academic and studio needs of teachers and visual artists who want to become professionally licensed to teach in Massachusetts. The program provides the skills and competencies needed by visual arts teachers and includes a strong studio component in addition to curriculum development and teaching methods.

**ADDITIONAL ADMISSIONS REQUIREMENTS**

A comprehensive portfolio of artwork (10-15 pieces), slides only.

A copy of your Massachusetts Educator License

**PROGRAM REQUIREMENTS**

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed. The program coordinator will assess the potential acceptance of transfer credits.

**COURSE REQUIREMENTS:**

**Educational Foundations**

	<b>Credits</b>
EDU717      Advanced Foundations of Education	3
OR	
EDU736      Psychology of Learning	
OR	
EDU737      Theories of Thinking and Learning	

**Research Core**

ART708      Research Methods in Contemporary Art Education	3
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**Advanced Art History**

ART732      Topics in Contemporary Art	3
OR	
ART736      The Arts in America from 1492 to 1900	

**Art Education Core (choose three)**

ART709      Curriculum Frameworks and State Standards in Art Education Programs	3
ART710      Advanced Curriculum Development in Art Education	3
ART750      Cultural Diversity in Artistic Education	3
EDU788N    Technology in 21st Century Classrooms	3

**Advanced Studio Courses (choose five)**

ART701      Advanced Color and Design	3
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ART702	Crafts Workshop	3
ART703	Teaching Photography in The Middle and High School	3
ART704	Printmaking-Screenprinting	3
ART705	Printmaking-Lithography	3
ART706	Printmaking-Monoprinting	3
ART711	Graduate Photography Portfolio	3
ART712	Advanced Color Photography	3
ART716	Illustration	3
ART717	Painting	3
ART718	Intaglio-Printmaking Workshop	3
ART719	Relief-Printmaking Workshop	3
ART721	Drawing	3
ART723	Watercolor Painting	3
ART725	Glassblowing Workshop	3
ART730	Workshop in Ceramics	3
ART746	Advanced Portrait Photography	3
ART749	Advanced Digital Photography	3

**Capstone – Track 1**

EDU965	Clinical Experience	6
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Candidates without three years of teaching experience must complete a 400 hour clinical experience.

**Capstone – Track 2**

ART850	Art Education Thesis	6
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Candidates already holding an initial license and having three years of full-time teaching experience in the grade level of the degree sought can replace the clinical experience with a six credit capstone experience planned with the program coordinator.

**Total Credits 39**

The successful completion of a comprehensive examination is required for completion of degree requirements.

**Additional Licensing Option**

For visual arts teachers already holding a PK-8 visual arts license who want to apply for an additional license at the age level 5-12.

ART713	License Seminar in Art Education	3
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# MASTER OF ARTS IN TEACHING

## BIOLOGY

### PROGRAM OBJECTIVES

The Master of Arts in Teaching - Biology, a thirty-six to thirty-eight (36-38) credit hour program which is to be completed within a six (6) year period, is available for either Liberal Arts graduates who wish to begin preparation for teaching Biology at the secondary level or practicing teachers who desire to expand their understanding of the educational process while increasing their formal education in Biology.

### ADDITIONAL ADMISSIONS REQUIREMENTS

Preliminary licensure as a teacher of Biology (including a passing score on the Massachusetts Test for Educator Licensure (MTEL), both the communications/ literacy portion and the subject area portion appropriate for this program) in addition to other requirements. Students with no teacher preparation coursework or who do not possess a bachelor’s degree in the major should consult with the program coordinator.

Coursework in adolescent psychology

### PROGRAM REQUIREMENTS

The Graduate School is currently revising this program to bring it into alignment with the new Massachusetts licensure regulations. The following information in will serve only as general guidelines. Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study as needed.

### COURSE REQUIREMENTS

<b>Education Core</b>	<b>Credits</b>
EDU808      The American High School	3
EDU876      Global Perspectives in Cultural Diversity	3
EDU990E    Developing Effective Programs for Special Needs Students in the Mainstream (Pre-practicum Option)	3
 <b>Biology Core</b>	
Biology electives selected in consultation with the program coordinator	15-16
 <b>Research, Biology OR Education Discipline</b>	
BIO700      Research Methods in Teaching Science	3
BIO711      Computer Applications for the Science Teacher	4
OR	
EDU737      Theories of Thinking and Learning	3
EDU738      Educational Research Across the Curriculum	3
 <b>Clinical Experience*</b>	
EDU965      Clinical Experience	6
 <b>Total Credits</b>	 <b>36-38</b>

\*Candidates with professional licensure (or not seeking it) replace the Clinical Experience requirement with a six (6) credit capstone experience planned with the program coordinator and approved by the Graduate Dean.



## MASTER OF ARTS IN TEACHING

### CHEMISTRY

#### PROGRAM OBJECTIVES

The Master of Arts in Teaching - Chemistry, a thirty-seven to thirty-eight (37-38) credit hour program which is to be completed within a six (6) year period, prepares candidates for an initial license as a teacher of chemistry at the secondary level with courses, fieldwork and research in chemistry and the pedagogy required for teaching roles.

#### ADDITIONAL ADMISSIONS REQUIREMENTS

A complete, official transcript documenting the award of a bachelor's degree with a major in chemistry or a related field.

Students must consult with the program coordinator for review of their content background. Additional content courses may be required to meet licensure standards.

Preliminary license (including a passing score on the Massachusetts Test for Educator Licensure (MTEL), both the communications/literacy portion and the subject area portion appropriate for this program) in addition to other requirements.

Coursework in adolescent psychology

#### PROGRAM REQUIREMENTS

The Graduate School is currently revising this program to bring it into alignment with the new Massachusetts licensure regulations. The following information will serve only as general guidelines.

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study as needed. The program coordinator will assess the potential acceptance of transfer credits.

#### COURSE REQUIREMENTS

##### Education Core

		Credits
EDU808	The American High School	3
EDG705	Responding to Diversity in the Classroom	3
EDU709	Instruction and Assessment in the Secondary Classroom	3
EDU814	Reading in the Content Areas	3

##### Content-Based Methods Course

BIO700	Research Methods in Teaching Science	3
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**Chemistry Core**

CHE715	Chemistry of the Elements	3
CHE731	Advanced Physical Chemistry	3
CHE740	Topics in Organic Chemistry	3
CHE900	Seminar	1

**Select one elective from the following list:**

CHE710	Advanced Topics in Inorganic Chemistry	3
CHE720	Topics in Biochemistry	3
CHE750	Instrument Methods of Chemical Analysis	4

**Chemistry Research Component**

CHE910	Research	3
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**Practicum Experience\***

EDU925C	Practicum in Chemistry	6
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**Total Credits** **37-38**

\*Candidates with standard certification or professional licensure (or not seeking it) replace the Practicum Experience requirement with a six (6) credit capstone experience planned with the program coordinator and approved by the Graduate Dean.

Note: Admission to all Chemistry courses requires the signature of the Program Coordinator.



## MASTER OF ARTS IN TEACHING ENGLISH

### PROGRAM OBJECTIVES

The Master of Arts in Teaching English is a thirty-nine (39) hour degree program offering candidates opportunities for reflection and research in principles and practices for instruction of English language and literature, with particular emphasis on contemporary methodology. Successful completion of the program leads to fulfillment of Commonwealth of Massachusetts requirements for initial licensure to teach English at the secondary level.

### ADDITIONAL ADMISSIONS REQUIREMENT

Preliminary licensure includes a passing score on the Massachusetts Tests for Educator Licensure (MTEL), the communication and literacy portion and the content test for English, in addition to other requirements.

Students who have no teacher preparation coursework or who do not possess a bachelor's degree in the major should consult with the program coordinator.

### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study as needed.

Each candidate will be required to develop an electronic portfolio of work completed throughout his or her time in the MAT in English program at Salem State College. Candidates will be required to post work and self-evaluations, and visit and comment on the work of others in the program.

### COURSE REQUIREMENTS

<b>Research Core (9 Credits)</b>		<b>Credits</b>
ENG817	Contemporary Approaches to the Teaching of Composition	3
ENG821	Contemporary Approaches to Teaching Literature	3
ENG829	Research in the Teaching of English	3
<b>Education Core (9 Credits)</b>		
EDG705	Responding to Diversity in the Classroom	3
EDU709	Instruction and Assessment in the Secondary Classroom	3
EDU808	The American High School	3
<b>Content Core (15-18 Credits)</b>		
*ENG748	Literature for Young Adults	3



<b>*Choose one of the following (3 Credits)</b>		<b>3</b>
ENG771	Sociolinguistics	
ENG776	Foundations of Linguistics	
ENG782	Origin and Development of the English Language	
ENG823	Studies in Grammar and Style	

**Electives (6-9 Credits)**

6-9 Credits in elective content area coursework selected in consultation with the program coordinator (following review of undergraduate transcript). Students with previous documented teaching experience who enroll in EDU925A for three credits will select an additional 3 credit elective in English.

**\*\*Required Capstone Experiences**

ENG925	Eportfolio Capstone	3
AND		
EDU925A	Practicum in Secondary Education	3
OR		
EDU925X	Practicum in Secondary Education	6
OR		
ENG965	MAT Capstone Experience, Part One: Theory and Research	3
AND		
ENG966	MAT Capstone Experience, Part Two: Theory into Practice	3

**Total Credits** **39**

\*Students who have already completed one or more of these courses as undergraduates with a B or above may request substitution of an English elective.

\*\*Students will enroll in ENG925 to polish their eportfolio prior to approval of their supervised teaching experience. Students will enroll in EDU925A or EDU925X, depending on their amount of documented teaching experience. Candidates not seeking licensure may replace the supervised teaching experience with an alternate capstone experience (ENG965, ENG966) planned with the program coordinator and approved by the Graduate Dean.



## **COMBINED MASTER OF ARTS/ MASTER OF ARTS IN TEACHING ENGLISH**

### **PROGRAM OBJECTIVES**

The Master of Arts/Master of Arts in Teaching English offers students a balanced program of reflection and research in principles and practices for instruction of English language and literature with particular emphasis upon contemporary methodology. It builds additional competence in the subject area of English. Successful completion of the program leads to the Commonwealth of Massachusetts academic requirements for professional licensure to teach English at the secondary level. It also prepares students for advanced studies in literature at the doctoral level.

This MA/MAT degree offers students a clear route to attain full professional licensure. The MAT in English program meets the current state requirements for the initial licensure package. The MA program in English provides students with an appropriate means of obtaining professional licensure if they already have initial licensure. Students who have completed Salem State's undergraduate Education and English program, which provides them with initial licensure, can enroll in the MA in English program to fulfill the academic requirements for professional licensure.

### **ADDITIONAL ADMISSIONS REQUIREMENTS**

Before applying to the program, students must have obtained Preliminary Licensure (a passing score on the Massachusetts Tests for Educator Licensure), both in the communications and literacy portion and the subject area portion appropriate for this program, in addition to other requirements.

### **LANGUAGE PROFICIENCY**

Degree candidates must demonstrate proficiency either in one foreign language or in computer science as it intersects with the field of literature, by one of the following options acceptable to the department graduate committee:

Proof of satisfactory completion of six (6) hours of undergraduate credit beyond the elementary level of a foreign language.

A passing grade in a departmental reading language examination.

Students may demonstrate proficiency in linking literary studies and computer science by submitting samples of such work for approval by the committee.

### **PROGRAM REQUIREMENTS**

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THE PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

All candidates for this degree must complete a minimum of 57 credit hours of graduate course work, as described below.

Students must also pass comprehensive examinations in an area of American and British literature. For information about the writing concentration and alternate capstone, see program coordinator.



**REQUIRED COURSES**

**Credits**

**Education**

EDG705	Responding to Diversity in the Classroom	3
EDU709	Instruction and Assessment in the Secondary Classroom	3
EDU808	The American High School	3

**Research Component, Discipline**

ENG817	Contemporary Approaches to Teaching Composition	3
ENG821	Contemporary Approaches to Teaching Literature	3
ENG829	Research in the Teaching of English	3

**Literature/Language Component**

ENG725	Research and Writing about Literature	3
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**Content Core**

*ENG748	Literature for Young Adults	3
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**\*Choose one of the following (3 Credits)**

**3**

ENG771	Sociolinguistics
ENG776	Foundations of Linguistics
ENG782	Origin and Development of the English Language
ENG823	Studies in Grammar and Style

**Proposed Elective Courses**

**18-21**

Six or Seven English electives, including at least one seminar, selected in consultation with the program coordinator. If students need a 6-credit practicum experience, they will take six electives, including a seminar. If students need a 3-credit practicum, they will take seven electives, including a seminar.

**\*\*Required Capstone Experiences**

ENG925	Eportfolio Capstone	3
AND		
EDU925A	Practicum in Secondary Education	3
OR		
EDU925X	Practicum in Secondary Education	6
OR		
EDU965	Clinical Experience in Secondary Education	6
OR		
ENG965	MAT Capstone Experience, Part One: Theory and Research	3
AND		
ENG966	MAT Capstone Experience, Part Two: Theory into Practice	3

Candidates with professional licensure, or not seeking it, replace the Clinical Experience with a six credit capstone experience planned with the program coordinator and approved by the Graduate Dean as described in the MA English program.

**Total credits**

**57**

\*Students who have already completed one or more of these courses as undergraduates with a B or above may request substitution of an English elective.

\*\*Students will enroll in ENG925 to polish their eportfolio prior to approval of their supervised teaching experience. Students will enroll in EDU925A or EDU925X, depending on their amount of documented teaching experience. Candidates with professional licensure (or not seeking it) may replace the supervised teaching experience with an alternate capstone experience (ENG965, ENG966) planned with the program coordinator and approved by the Graduate Dean.





## MASTER OF ARTS IN TEACHING ENGLISH AS A SECOND LANGUAGE

### PROGRAM OBJECTIVES

The Master of Arts in Teaching (MAT) English as a Second Language is a dynamic interdisciplinary program jointly administered by the English and Education Departments. This program prepares teachers of English as a Second Language to apply to the Commonwealth of Massachusetts for licensure if they choose. A non-licensure strand is offered for those who wish to pursue other career options available in ESL including those in colleges, community organizations, adult education, or overseas. The core curriculum emphasizes linguistics and language acquisition and also principles, methods, practice, and research. Electives allow students to specialize in a particular area or to broaden their perspectives via relevant courses. The MAT ESL also prepares students to pursue doctoral studies in the field.

### PROGRAM REQUIREMENTS

Upon acceptance, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. Please note that no more than three courses taken before admission to the program can be counted towards the degree. You should meet regularly with the coordinator to discuss your progress and revise your plan of study, as needed.

All MAT ESL candidates must have proficiency in a foreign language before completing the program, and must complete 1) a minimum of 36-45 credit hours of graduate course work, as described below, and 2) a comprehensive exam. This exam should be taken after most course work has been completed.

### LICENSURE TRACK

#### Core Requirements (30-33 Credits)

ENG776	Foundations of Linguistic Theory	3
ENG771	Sociolinguistics	3
EDU793	Second Language Acquisition	3
EDU791N/ ENG770N	Theories and Principles in Teaching ESL	3
EDU794N/ ENG778N	Assessment of Second Language Learners	3
EDU/ ENG839	Research in Teaching ESL	3
EDU876	Global Perspectives in Cultural Diversity	3
EDU992D	The Bilingual Student with Special Needs	3

#### Choose Either

EDU796N	The Graduate Practicum in Teaching ESL	3
OR		
EDU797N	The Clinical Experience in Teaching ESL	3
AND		
EDU779	Seminar in Teaching ESL	3



**Choose One**

EDU792	Teaching ESL: Methods and Classroom Practice (PreK-9)	
OR		3
EDU772	Methods and Approaches in ESL (5-12)	
OR		
EDU/ENG722	Methods of Teaching Adult ESL	

**Electives – Choose Three (9 Credits)**

**Linguistics**

ENG780	Psycholinguistics	3
ENG774	Spanish Linguistics	3
SPN750	Introduction to Spanish Linguistics and Sociolinguistics	3
ENG782	Origin & Development of the English Language	3

**Literacy, Language and Culture**

ENG777	Literacy Theories & Research Methodology in ESL (5-12)	3
EDU799	Literacy Development and the Bilingual Students	3
EDU795	Discourse, Culture and Literacy	3

**Bilingual Education**

EDU990X	Introduction to Bilingual Education	3
EDU775	Bilingual Education: Methods and Materials	3

**Special Topics**

ENG779	Learner Differences in ESL	3
ENG817	Contemporary Approaches to the Teaching of Composition	3

**Total Credits for Licensure** **39-42**

Candidates for educational licensure must also pass the Massachusetts Tests for Educator Licensure.

**NON-LICENSURE TRACK**

**Core Requirements (21 Credits)**

ENG776	Foundations of Linguistic Theory	3
ENG771	Sociolinguistics	3
EDU793	Second Language Acquisition	3
EDU791N/		
ENG770N	Theories and Principles in Teaching ESL	3
EDU794N/		
ENG778N	Assessment of Second Language Learners	3
EDU/ENG839	Research in Teaching ESL	3

**Choose One**

EDU792	Teaching ESL: Methods and Classroom Practice (PreK-9)	3
OR		
EDU772	Methods and Approaches in ESL (5-12)	
OR		
EDU/ENG722	Methods of Teaching Adult ESL	



**ELECTIVES – Choose Five (15 Credits)**

**Linguistics**

ENG780	Psycholinguistics	3
ENG774	Spanish Linguistics	3
SPN750	Introduction to Spanish Linguistics and Sociolinguistics	3
ENG782	Origin & Development of the English Language	3

**Literacy, Language and Culture**

ENG777	Literacy Theories & Research Methodology in ESL (5-12)	3
EDU799	Literacy Development and the Bilingual Students	3
EDU795	Discourse, Culture and Literacy	3
EDU876	Global Perspectives in Cultural Diversity	3

**Bilingual Education**

EDU990X	Introduction to Bilingual Education	3
EDU775	Bilingual Education: Methods and Materials	3
EDU992D	The Bilingual Student with Special Needs	3

**Special Topics**

ENG779	Learner Differences in ESL	3
ENG817	Contemporary Approaches to the Teaching of Composition	3

**Total Credits for Non-Licensure** **36**



# CERTIFICATE PROGRAM

## TEACHING ENGLISH AS A SECOND LANGUAGE

**Purpose**

The Certificate Program in Teaching English as a Second Language is jointly administered by the English and Education departments and provides students with a strong introduction to ESL teaching. This program will prepare interested students to teach ESL in a variety of community, adult, and overseas programs. While the Certificate Program in Teaching ESL does not lead to licensure in teaching ESL in Massachusetts, those students who would like to obtain licensure may apply coursework toward the Master of Arts in Teaching ESL.

**ADDITIONAL ADMISSIONS REQUIREMENTS**

A 500-1,000 word type-written, double-spaced statement of purpose addressing your interest and background in teaching ESL.

Students who wish to pursue the Master of Arts in Teaching ESL during or upon completion of the Certificate Program in Teaching ESL must meet all of the admissions requirements of the MAT program and submit a separate application. Courses successfully completed as part of the Certificate program (18 credits) can be applied to the MAT program (36 credits)

**REQUIREMENTS**

**The 18 credit program includes four required courses and two electives.**

**Required courses are:**

	<b>Credits</b>
EDU793                      Second Language Acquisition*	3
EDU791N/ENG770N      Theories and Principles of Teaching ESL*	3
EDU792/ENG772        Methods of Teaching ESL	3
OR	3
EDU/ENG722            Methods of Teaching Adult ESL	3
EDU794/ENG778        Assessment of Second Language Learners*	3

\*These courses each have a 25 hour pre-practicum requirement for students in the MAT program. For students in the Certificate Program, these 75 hours will serve as a pre-service internship in an adult, community, or college program, depending on the student’s area of interest.

**Two electives will be chosen from the following courses to best meet student interest:**

ENG776                      Foundations of Linguistic Theory	3
ENG771                      Sociolinguistics	3
EDU779                      Literacy Development and the Bilingual Student	3
ENG/EDU839            Research in Teaching ESL	3
ENG/EDU859            Grammar for Teachers of English as a Second Language	3
ENG779                      Learner Differences in Teaching ESL	3
EDS/ENG860            Teaching ELL’s in the Mainstream	3
<b>Total Credits</b>	<b>18</b>



## MASTER OF ARTS IN TEACHING

### HISTORY

#### PROGRAM OBJECTIVES

The Master of Arts in Teaching - History, a thirty-nine (39) hour program which is to be completed within a six year period, is available for either Liberal Arts graduates who wish to begin preparation for teaching at the secondary level or practicing teachers who desire to expand their understanding of the educational process while increasing their formal education in history. Completion of the MAT-History program fulfills the requirement for initial licensure for teaching history in the Commonwealth of Massachusetts

#### ADDITIONAL ADMISSIONS REQUIREMENTS

Preliminary Licensure includes passing scores on the Massachusetts Tests for Educator Licensure (MTEL), both in the communication/literacy portion and the subject area portion appropriate for this program, in addition to other requirements. Students with no teacher preparation course work should consult with the program coordinator.

A course in adolescent psychology

#### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

All candidates for the MAT-History must complete 1) a minimum of 36 credit hours of graduate course work, as described below, and 2) a comprehensive exam that is taken after most course work has been completed.

#### COURSE REQUIREMENTS

##### Education (9 Credits)

EDU808	The American High School	3
EDU876	Global Perspectives in Cultural Diversity	3
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream (Pre-practicum Option)	3

##### Electives (15 Credits)

Five History electives selected in consultation with the program coordinator	15
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##### Research (9 Credits)

HIS700	Historiography	3
HIS702	Methods, Techniques & Strategies in Teaching History	3
HIS704	History Alive: Using Cultural Resources to Teach History	3

##### Practicum

EDU925	Practicum in Secondary Education	6
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**Total Credits** **39**

*Candidates for educational licensure must also take and pass the Massachusetts Tests for Educator Licensure.*



# MASTER OF ARTS IN TEACHING

## MATHEMATICS

### PROGRAM OBJECTIVES

The Master of Arts in Teaching - Mathematics, a thirty-six (36) credit hour program that is to be completed within a six (6) year period, is available for those wishing to prepare for initial license in secondary mathematics or for practicing mathematics teachers who wish to earn a degree that increases their formal education in mathematics and pedagogy.

### ADDITIONAL ADMISSIONS REQUIREMENTS

Preliminary Licensure includes passing scores on the Massachusetts Tests for Educator Licensure (MTEL), both in the communication/literacy portion and the subject area portion appropriate for this program, in addition to other requirements.

Bachelor of Arts/Science Degree with a major in mathematics\*

A course in adolescent psychology

\*Students with no teacher preparation course work or whose bachelor’s degree does not include a major in mathematics should consult with the program coordinator.

### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

All candidates for the MAT-Mathematics must complete a minimum of 36 credit hours of graduate course work, as described below.

### COURSE REQUIREMENTS

**Credits**

#### Education (9 Credits)

EDU808	The American High School	3
EDG705	Responding to Diversity	3
EDU709	Instruction and Assessment in the Secondary Classroom	3

#### Content-Based Methods Course (3 Credits)

MAT702N	Research on Teaching Methods in Mathematics I	3
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#### Subject Matter Specialty Courses (12 Credits)

Four Mathematics courses of which at least three are chosen from the core courses listed below and the others are chosen either from the remaining core courses or other Mathematics electives approved by your program coordinator.

#### Core Courses

MAT704	Linear Algebra	3
MAT705	Modern Plane Geometry	3
MAT706	Theory of Numbers	3



MAT707	Mathematical Statistics	3
MAT711	Real Analysis I	3
MAT713	Ordinary Differential Equations	3
MAT714	Algebraic Structures	3
MAT723	Numerical Analysis	3
MAT740	Computer Applications in Mathematics I	3

**Research Component Discipline (6 Credits)**

Choose two of the following:

MAT703	Research on Teaching Methods in Mathematics II	3
MAT710	Foundations of Mathematics	3
MAT747	Applied Statistical Inference	3
MAT750	History of Mathematics	3
MAT807	Statistical Inference*	3

**Practicum**

EDU925X	Practicum in Secondary Education**	6
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**Total Credits** **36**

\*Students taking this course for the MAT in Mathematics degree will do a research project involving successful methods of teaching Mathematics.

\*\*Candidates who already have initial license (or are not seeking it) replace the Practicum with two education or mathematics electives approved by the program coordinator.



## MASTER OF ARTS IN TEACHING

### MIDDLE SCHOOL GENERAL SCIENCE

#### Program Objectives

This program is designed for those wishing to prepare for initial licensure in interdisciplinary general science at the middle school level, or seeking to enhance their knowledge of science or science teaching.

#### Additional Admissions Requirements

Completion of the following undergraduate courses, with a grade of C or higher, at an accredited institution of higher education: CHE124 or equivalent, PHS101A or equivalent, adolescent psychology or its equivalent. one Biology course with a laboratory component, and one Geological Sciences course with a laboratory component.

#### Course Requirements

IDS705	Pedagogy of Scientific Methods and Inquiry	3
EDU709	Instruction and Assessment in the Secondary Classroom	3
EDU884	Curriculum Issues in the Middle School	3
BIO714	Topics in Molecular and Cell Biology: The Basis of Biotechnology	3
CHE701	Chemistry and Its Applications for Middle School Teachers	3
GLS760	Geologic Hazards of North America	3
PHS701	Physics and Its Applications for Middle School Teachers	3
EDG705	Responding to Diversity in the Classroom	3
BIO715	Environmental and Conservation Biology	3
GLS761	Field Experiences in Earth Sciences	3
EDU990GS*	Practicum and Seminar in General Science	3
IDS706	Experiential Scientific Research	3

**Total Credits** **36**

\*Depending on circumstances, students may instead elect to take EDU925SCA and EDU925SCB. Each course is worth 1.5 credits.

*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*





## MASTER OF ARTS IN TEACHING MIDDLE SCHOOL MATHEMATICS

### PROGRAM OBJECTIVES

The Master of Arts in Teaching Middle School Mathematics, a 39 credit hour program, will serve middle school teachers who already have an appropriate initial license, and who wish to complete a master's degree program to become eligible to apply for professional licensure.

### ADDITIONAL ADMISSIONS REQUIREMENTS

Provisional certification with advanced standing or initial license. This includes a passing score on the Massachusetts Tests for Educator Licensure (MTEL) both the communications/literacy portion and the subject area portion appropriate for this program, Mathematics or Middle School Mathematics, in addition to other requirements.

### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THE PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

All candidates for this degree must 1) complete a minimum of 39 credit hours of graduate course work, as described below, and 2) achieve a 3.0 grade point average overall.

### Course Requirements:

#### Education (9 Credits)

		Credits
EDG850	Issues in Mathematics Education: Programs and Trends	3
EDG851	Mathematics for all Learners	3
EDG852	Action Research in Mathematics Education	3

#### Content Courses (27 Credits)\*

MSM701	Patterns, Relations and Algebra for Middle School Teachers	3
MSM703	Pre-Calculus for Middle School Teachers	3
MSM705	Geometry and Measurement for Middle School Teachers	3
MSM707	Number Systems for Middle School Teachers	3
MSM709	Data, Statistics and Probability for Middle School Teachers	3
MSM711	Linear Systems for Middle School Teachers	3
MSM713	Calculus for Middle School Teachers	3
MSM715	Discrete Mathematics for Middle School Teachers	3
MSM717	History of Mathematics for Middle School Teachers	3



**Clinical Experience (3 Credits)**

EDG992 Clinical Experience in Middle School Mathematics 3

**Total credits** 39

\*Students whose background in mathematics is strong, may, with the permission of the program coordinator, substitute one or more of the above MSM mathematics courses with one of the listed electives below.

**Electives**

MAT704	Linear Algebra	3
MAT705	Modern Plane Geometry	3
MAT706	Theory of Numbers	3
MAT707	Mathematical Statistics	3
MAT708	Introduction to Cryptography	3
MAT710	Foundations of Mathematics	3
MAT711	Real Analysis I	3
MAT712	Topology	3



# MASTER OF ARTS IN TEACHING

## SPANISH

### PURPOSE

The MAT in Spanish offers initial or professional level licensure in either elementary (P-6) or secondary (5-12) Spanish. Developed in response to the increased need in North Shore Communities for well-trained and licensed Spanish teachers, this program meets the pedagogical and content standard requirements of the Massachusetts Department of Education for licensure.

### PREREQUISITES

A bachelor's degree with grades of merit from an accredited college or university in an arts and sciences major

Satisfactory performance on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), unless a master's degree has been awarded

Students for whom English is not a first language must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL), in addition to their GRE or MAT scores

For those seeking initial licensure, a Preliminary license in Spanish (P-6 or 5-12) is required. Preliminary licensure includes a passing score on the Massachusetts Tests for Educator Licensure (MTEL), both the communication and literacy portion and the Spanish subject area portion, in addition to other requirements

For those seeking professional licensure, an Initial license in Spanish (P-6 or 5-12) is required

Students who have no teacher preparation coursework or who do not possess a bachelor's degree in the major should consult with the program coordinator

Students must show proof of having passed a course in child growth and development for the elementary track and/or a course in adolescent development for the secondary track

### PROGRAM REQUIREMENTS

Credits

#### COURSES IN SPANISH (18 credits)

##### Required for all tracks

SPN705	Seminar in Latin American and US Latino Literatures	3
SPN706	Seminar in Peninsular Spanish Literature	3
SPN710	Seminar in the Cultures of Spain	3
SPN711	Seminar in Latin American and US Latino Cultures	3
SPN750	Introduction to Spanish Linguistics and Sociolinguistics	3
SPN900	MAT Research Monograph	3

#### LICENSURE COURSES (18 credits)

Choose one of the four tracks

##### Initial Level Elementary Spanish (P-6)

EDU725	Introduction to Literacy Practices in Early Childhood and Elementary Education	3
EDU737	Theories of Thinking and Learning	3
EDU789	Workshop in Programs for Multicultural Children	3
EDU990V	Nature and Needs of Students with Learning Problems	3



SPN751	Methods, Techniques and Strategies for Teaching Spanish (P-6)	3
EDU991SPE	Practicum in Teaching Spanish (P-6)	3

**Initial Level Secondary Spanish (5-12)**

EDU808	The American High School	
OR		
EDU884	Curriculum Issues in the Middle School	3
EDG705	Responding to Diversity in the Classroom	3
EDU709	Instruction and Assessment in the Secondary Classroom	3
EDU814	Reading in the Content Areas	3
SPN752	Methods, Techniques and Strategies for Teaching Spanish (5-12)	3
EDU911SPS	Practicum in Teaching Spanish (5-12)	3

**Professional Level Elementary Spanish (P-6)**

EDU990J	Issues and Trends in Cultural Diversity	3
EDU788N	Technology in 21st Century Classrooms	3
EDU897	Critical Reading and Thinking Across the Curriculum	3
EDU787	Theories of Curriculum Design and Evaluation	3
OR		
EDU870E	Development of Strategies for Change in Elementary Education	3
SPN761	Research in Teaching Spanish (P-6)	3
EDG950E	Clinical Action Research in Teaching Elementary Spanish (P-6)	3

**Professional Level Secondary Spanish (5-12)**

EDU990J	Issues and Trends in Cultural Diversity	3
EDU788N	Technology in 21st Century Classrooms	3
EDU897	Critical Reading and Thinking Across the Curriculum	3
EDU787	Theories of Curriculum Design and Evaluation	3
OR		
EDU870MS	Development of Strategies for Change in Middle School Education	3
SPN762	Research in Teaching Spanish (5-12)	3
EDG950S	Clinical Action Research in Teaching Secondary Spanish (5-12)	3

<b>Total Credits</b>		<b>36</b>
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## MASTER OF BUSINESS ADMINISTRATION

### PURPOSE

The MBA program provides students with diverse undergraduate degrees and work experiences the opportunity to attain a graduate business degree. This degree program enables students to expand existing competencies, achieve professional goals, realize intellectual pursuits, and serve their communities. The program focuses on serving working adults from businesses, non-profit organizations and communities in northeastern Massachusetts. The curriculum blends the student's professional experience with core business concepts and skills. Through specialized course selection and a variety of electives, the curriculum permits flexibility and field-specific focus. The pedagogical approach emphasizes learning by combining experience, business concepts, comprehensive analysis, and communication and team skills. This approach is achieved through lectures, experiential exercises, cases and field-based studies. Using cross-functional techniques, the program provides an integrated examination of the implications of an interconnected global economic environment, technological change, ethical and social responsibility, racial and ethnic diversity, and organizational transformation towards managing a business. The MBA Graduate Faculty is committed to teaching and learning as their primary responsibility with secondary emphasis on research, scholarship and instructional development.

### PROGRAM REQUIREMENTS

Pre-competency: Basic skills in written and oral communication, quantitative analysis, and computer usage should be achieved either by prior experience and education or as part of the MBA curriculum. The student should have successfully completed a computer course equivalent to MIS701 Computers in Business Management, and a statistics course equivalent to MIS710 Statistical Methods, at an accredited institution. Courses taken to satisfy the pre-competency requirement do not count in the forty-eight credit MBA total.

<b>Pre-Competency Courses:</b>		<b>Credits</b>
ODS701	Computers in Business Management	3
ODS710	Statistical Methods	3

The completion of forty-eight (48) credit hours of graduate study, distributed as follows:

### **Core Courses (21 credits - required of all students)**

ACC703	Financial and Managerial Accounting	3
ECO703	Macroeconomics, Analysis & Policy	3
FIN710	Applications in Financial Management	3
MGT780	Management Theory and Application	3
MGT800	Behavior in Organization	3
ODS800	Operations Management	3
MKT790N	Marketing Decision Making	3

### **Beyond The Core Courses (15 credits – required of all students)**

BUS802N	Legal and Ethical Environment	3
BUS840	International Business	3
BUS870	Business Policy and Strategy	3
ECO715	Managerial Economics & Policy	3
ODS801	Applied Operations Research I	3



**Elective Courses (12 credits)**

ACC805	Tax Factors in Business: A Decision Making Approach	3
BUS700	Graduate Business Institute	3
BUS850	Ethical Issues in Business	3
BUS853	Research Methods in Business	3
BUS855	Mergers and Acquisitions	3
BUS860	Entrepreneurship	3
BUS874	Scenario Planning	3
BUS875	Directed Study	3
BUS876	Directed Study	3
BUS891	Field Based Business Studies I	3
BUS892	Field Based Business Studies II	3
ECO725	Economics of Health Care	3
ECO730	Environmental Economics and Policy	3
FIN751	Fundamentals of Financial Planning and Insurance	3
FIN753	Retirement Planning	3
FIN757	Income Tax Planning	3
FIN759	Estate Planning	3
FIN760	Cases in Financial Decision Making	3
FIN780	Investment Analysis and Portfolio Management	3
FIN810	Financial Markets and Institutions	3
MGT804	Human Resource Management	3
MGT805	Leadership Studies	3
MGT809	Labor Relations	3
MGT820	Innovation and Megatrends	3
MGT830	Graduate Seminar-Current Issues in Business	3
ODS702	Computers in Public Organizations	3
ODS811	Management Information Systems I	3
ODS812	Service Sector Systems	3
ODS813	Applied Operations Research II	3
ODS825	Manufacturing Systems	3
ODS840	Quality and Reliability Systems	3
ODS850	Management Information Systems II	3
MKT800	Consumer Behavior	3
MKT810	Sales Management	3
MKT830	Promotional Policy	3
MKT840A	Special Topics in Marketing	3
BUS790	Internship in Business	3-12
BUS900	Thesis (Program Option)	6
<b>Total Credits</b>		<b>48</b>

A student not electing to specialize in an area takes any four courses (12 credits) from the above list of electives.



**Specializations:**

**OM/ODS:** A student electing to specialize in OM/ODS takes four elective courses (12 credits); one course from any area, and three courses from the following list: ODS811, ODS812, ODS813, ODS825, ODS840, ODS850, BUS900 (OM/ODS topic), BUS790 (OM/ODS area).

**MARKETING:** A student electing to specialize in Marketing takes four elective courses (12 credits); one course from any area, and three courses from the following list: MKT800, MKT810, MKT820, MKT830, MKT840, BUS900 (Marketing topic), BUS790 (Marketing area).

**FINANCIAL PLANNING:** A student electing to specialize in Financial Planning takes four elective courses (12 credits); at least three courses (9 credits) must be from the Financial Planning electives listed, plus one elective (3 credits) can be from any area. (Financial Planning electives include: FIN751, FIN753, FIN757, FIN759, and FIN780). Please refer to the Graduate Certificate in Financial Planning flow sheet or visit [www.salemstate.edu/graduate/gcfp](http://www.salemstate.edu/graduate/gcfp) for information on our Graduate Certificate in Financial Planning program that prepares students for the CFP certification exam.

**Required Course Credits to be taken in the MBA Program:**

The credits that must be taken in the MBA Program range from a minimum of 30 credit hours to a maximum of 48 credit hours. This range depends on the quantity of advanced standing credits (ASCs) awarded.

Advanced standing applies to course work taken from an accredited college or university. All courses must have been taken prior to acceptance into the MBA program. No course presented for advanced standing may be over 7 years old at the time of the evaluation. A grade of 3.0 (B) or better (on a 4.0 scale) must have been earned in all course work evaluated for advanced standing. A maximum of 18 Advanced Standing Credits may be awarded for Core and Beyond Core courses. A maximum of 6 ASCs may be awarded to satisfy the precompetency requirements.



# CERTIFICATE IN FINANCIAL PLANNING

**PROGRAM OBJECTIVES**

The Graduate Certificate in Financial Planning provides students with the educational component of the CFP-Board’s requirements and prepares them for the CFP-Board certification exam, granting the students both a certificate from Salem State College and starting them on the path to becoming Certified Financial Planners (CFP®)

**ADDITIONAL ADMISSIONS REQUIREMENTS**

Students must demonstrate acquisition of basic skills in writing and oral communication and quantitative study. As an evidence of quantitative skills, students must show proof of having completed a course in college level math. Those who do not fulfill that requirement can do so by taking a college level math course.

**PROGRAM REQUIREMENTS**

All candidates for this certificate must 1) complete 15 credit hours of graduate course work, as described below, and 2) achieve a 3.0 grade point average overall with no more than one C or lower.

<b>Required Courses</b>	<b>Credits</b>
FIN751      Fundamentals of Financial Planning and Insurance	3
FIN753      Accounting and Finance	3
FIN757      Income Tax Planning	3
FIN759      Estate Planning	3
FIN780      Investment Analysis and Portfolio Management	3
<b>Total credits</b>	<b>15</b>





# MASTER OF EDUCATION BILINGUAL EDUCATION

*\*This program is currently under review. Please consult the Graduate School for more information.*

### PURPOSE

This program provides course work in the fields of language, culture, literacy, dual language methodology and other related areas of education to prepare teachers of Bilingual Education. It is possible to combine the degree program with licensure in Special Education or another specialized area.

### PREREQUISITES

A Bachelor of Arts or Bachelor of Science Degree

Initial licensure in some area of non-bilingual education (e.g. elementary, early childhood, middle school, secondary, special education) or course work leading to such licensure as prescribed by the appropriate graduate coordinator and a practicum.

Proficiency in the target language as measured by an assessment instrument recognized by the Department of Education or the language assessment offered at the University of Massachusetts-Boston or alternative evaluation of language proficiency that satisfies the program coordinator.

Proficiency in English (as documented by a degree from an English speaking college or university or a TOEFL score of 550. The program coordinator will have the final responsibility to recommend that the candidate's language proficiency is adequate for graduate study and for teaching.)

### PROGRAM REQUIREMENTS

The completion of 36-42 credit hours of graduate study distributed as follows:

<b>Initial Level</b>	<b>Credits</b>
EDU990X Introduction to Bilingual Education	3
EDU876 Global Perspectives in Cultural Diversity	3
OR	
EDU990J Issues and Trends in Cultural Diversity	
EDU990I Curricular Strategies for the Bilingual/ESL Classroom	3
OR	
EDU775 Bilingual Education: Methods and Materials	3
EDU793 Second Language Acquisition	3
EDU780 Practicum in Bilingual Education*	3
EDU794N Assessment of Second Language Learners	3
EDU799 Literacy Development for Bilingual Students: Foundations for Bilingual Literacy	3

\*If not completed as part of previous advanced provisional certification or initial licensure.



**Choose one of the following:**

HIS725	Latinos in the United States	3
HIS731R	Modern Latin America	
HIS970	Seminar: East and Southeast Asia	
SOC731	Peoples of Asia: India and China	
SOC990	Caribbean Culture Institute	
SPN716	Hispano-American Civilization	

**Professional Level**

EDU992D	The Bilingual Student with Special Needs	3
EDU738	Educational Research Across the Curriculum	3
ENG774	Spanish Linguistics	3
OR		
SPN750	Introduction to Spanish Linguistics and Sociolinguistics	
OR		
ENG775	Chinese and Southeast Asian Linguistics	
ENG771	Sociolinguistics	3
EDU800	The Clinical Experience in Bilingual Education**	6

**Total Credits**

**36-42**

\*\*For candidates who have not previously received Standard Certification or Professional Licensure in another field.

For students who do not wish to obtain educational licensure, the M.Ed. in Bilingual Education may be awarded if the candidate has successfully completed the 36 credit hour course sequence above and the prerequisite second language competency, as well as the half practicum in Bilingual Education.

Additional requirements for the Master's degree include a portfolio, an action research project and the comprehensive examination.

*Candidates for educational licensure must also take and pass the Massachusetts Tests for Educator Licensure.*



## **MASTER OF EDUCATION EARLY CHILDHOOD EDUCATION - INITIAL LICENSE**

### **PURPOSE**

This program is designed for individuals seeking a master's degree and an initial license and/or training in early childhood

### **GENERAL PREREQUISITES**

A Bachelor of Arts of Science degree or at least 24 credits above the introductory level in arts and science courses, with at least 12 credits in one academic area

Satisfactory undergraduate transcripts

Satisfactory performance on the Miller Analogies Test or Graduate Record Examination

### **PROGRAM REQUIREMENTS**

**Credits**

#### **Required Courses (taken prior to the student teaching practicum)**

EDU720	Child Growth and Development (or an elective*)	3
EDU725	Introduction to Literacy Practices	3
EDU820	Workshop in Early Childhood Curriculum	3
EDU823	Science and Math in Early Childhood Education	3
EDU829	Teaching the Exceptional Young Child	3
EDU876	Global Perspectives in Cultural Diversity	3

#### **Practicum\*\***

EDU920X	Practicum in Early Childhood Education	3
EDU920XS	Practicum Seminar in Early Childhood Education	3

#### **Other Required Courses**

EDU767	Literature for Young Children	3
EDU712	Models of Early Education: Past and Present	3
EDU738	Research Across the Curriculum	3
EDU921	Seminar in Early Childhood Education and Child Development	3

#### **Total Credits**

**36**

\*Student may take an elective in place of EDU720 if they have taken a suitable course on child growth and development in the last five years. (Approval of program coordinator required.)

\*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



# MASTER OF EDUCATION

## EARLY CHILDHOOD EDUCATION – PROFESSIONAL LICENSE

**PURPOSE**

This program is designed for individuals who already hold an initial license in Early Childhood Education and are seeking a professional license and a master’s degree, or individuals who are seeking further professional development in the field.

**PROGRAM REQUIREMENTS**

**Credits**

Required Courses

EDU712	Models of Early Education: Past and Present	3
EDU738	Research Across the Curriculum	3
EDU742A	Reading, Writing and Child Development in Early Childhood Education	3
EDU822	Language Arts and Social Studies for Young Children	3
EDU837	Education in a Changing World	3
EDU991K	Leadership for Excellence in Early Childhood Education	3
EDU999TT	Standards-Based Thematic Teaching in the Early Childhood Curriculum	3
EDU889	Partnerships for Families: An Interprofessional Approach	3
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	3
<b>Capstone</b>		
EDU962AR	Clinical Experience and Action Research in Early Childhood Education	3
EDU921	Seminar in Early Childhood Education and Child Development	3
	One elective to be approved by the program coordinator	3

**Total Credits**

**36**

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



## MASTER OF EDUCATION

### EDUCATIONAL LEADERSHIP

#### PROGRAM OBJECTIVES

The purpose of the M.Ed. Educational Leadership program is to improve teaching and learning in schools by developing educators who think clearly and act wisely in crucial leadership roles. The program, which leads to a master's degree from the Graduate School, also prepares students to apply for licensure as principal/assistant principal and/or supervisor/director.

#### ADDITIONAL ADMISSIONS REQUIREMENTS

Copy of a Massachusetts teaching license

Documentation of three years of school-based employment in the role in which candidate holds a license

#### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

All candidates for this degree must complete 1) a minimum of 39 credit hours of graduate course work, as described below, 2) a comprehensive exam that is taken after most of the course work is completed, and 3) a field experience. Students may then choose one of two options. Those who seek licensure in the field from the Commonwealth of Massachusetts may take a "Clinical Experience" course. All other students may replace this course with three elective courses.

#### REQUIRED COURSES

<b>Educational Foundations and Research Courses</b>		<b>Credits</b>
EDU708	Research in Policy, Planning and School Performance	3
EDU718	Issues and Foundations in Educational Leadership	3
EDU728	The School Principalship in Contemporary Society	3
<b>Exceptionality and Diversity Courses</b>		
EDU876	Global Perspectives in Cultural Diversity	3
<b>Professional Core Courses</b>		
EDU770	Education Law, Public Policy and Political Systems	3
EDU782	School Financial and Personnel Management	3
EDU771	The School as a Learning Organization	3
EDU786	Theories and Techniques of Supervision and Evaluation of School Personnel	3
EDU787	Theories of Curriculum Design and Evaluation	3



**Field Experience**

The program requires a practicum which may be taken after the successful completion of the courses listed above and the comprehensive exam. *You must pass the Communication & Literacy Portion of the Massachusetts Tests for Educator Licensure before you can apply for the practicum.*

These are restricted admissions courses which require pre-registration with the program coordinator. The initial course sequence must be completed prior to registration.

EDU949X Educational Leadership Practicum 3

**Options for completion of degree program: A or B**

**Option A**

EDU949A Clinical Experience in Educational Leadership at the Elementary School Level 6

OR

EDU949B Clinical Experience in Educational Leadership at the Middle School Level

OR

EDU949C Clinical Experience in Educational Leadership at the High School Level

AND

One Elective 3

**Option B Non-Licensure Option**

Three Electives 9

**Total Credits 39**

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



## MASTER OF EDUCATION

### ELEMENTARY EDUCATION – INITIAL LICENSE

#### PURPOSE

This program is designed for individuals who already hold an undergraduate degree and who are seeking a master's degree and an initial license and/or training in elementary education.

#### PREREQUISITES

Passing scores on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure.

A Bachelor's degree from an accredited institution with either a major in the arts and sciences or an interdisciplinary arts/sciences major, or at least 24 credits above the introductory level in arts and science courses with at least 12 credits in one academic area

#### Required Courses for Initial Licensure

EDU720	Child Growth and Development	3
EDU737	Theories of Thinking and Learning	3
EDU876	Global Perspectives in Cultural Diversity	3
EDU725	Introduction to Literacy Practices in Early Childhood and Elementary Classrooms	3
EDU829	Teaching the Exceptional Young Child	
OR		3
EDU990V	Nature and Needs of Students with Learning Problems	
EDU999EM	Teaching Elementary and Middle School Math and Science	3
EDU750N	Theory and Practice in Elementary Curriculum	3

#### All of the above leading to:

EDU961P*	Practicum Experience in Elementary Education	3
EDU961PS*	Practicum Seminar in Elementary Education	3

#### ADDITIONAL REQUIRED COURSES:

EDU729	Reading and Writing in the Classroom	
OR		3
EDU767	Literature for Young Children	
EDU738	Educational Research Across the Curriculum	3

#### ELECTIVE

One elective as approved by the Program Coordinator	3
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**Total Credits** **36**

*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



# MASTER OF EDUCATION

## ELEMENTARY EDUCATION – PROFESSIONAL LICENSE

**PURPOSE**

This program is designed for individuals who already hold an initial license in elementary education and who are seeking a professional license and a master’s degree, or individuals who are seeking further professional development in the field.

**Foundations**

EDU717	Advanced Foundations of Education	3
EDU999AN	Creating Brain Compatible Learning	3

**Diversity (choose one)**

EDU795	Discourse, Culture and Literacy	3
EDU837	Education in a Changing World	3
EDU990J	Issues and Trends in Cultural Diversity	3

**Exceptionality (choose one)**

EDU890	Approaches to Mainstreaming	3
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	3
EDU990M	Enhancing Teachers’ Responses to Students’ Needs	3

**Reading and Literacy (choose one)**

EDU758	Using Literature Across the Curriculum	3
EDU814	Reading in the Content Areas	3

**Reading and Writing (choose one)**

EDU729	Reading and Writing in the Classroom	3
EDU767	Literature for Young Children	3

**Elementary Curriculum (choose one)**

EDU787	Theories of Curriculum Design and Evaluation	3
EDU870E	Development of Strategies for Change in Elementary Education	3
EDU897	Critical Reading and Thinking Across the Curriculum	3

**Research**

EDU738	Educational Research Across the Curriculum	3
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**Mentored Clinical Experience**

EDU963AR	Clinical Action Research in Elementary Education	3
EDU960A	Seminar in Elementary Education	3

**Content**

Two content electives chosen in consultation with the program coordinator.	6
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<b>Total Credits</b>	<b>36</b>
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The successful completion of a Comprehensive Examination is required for completion of degree requirements.





# MASTER OF EDUCATION

## HIGHER EDUCATION IN STUDENT AFFAIRS

### PROGRAM OBJECTIVES

This program is designed for people who are interested in pursuing a career in student affairs administration at universities, colleges and community colleges. The program focuses on the development of college students and the skills, competencies, aptitude and motivation necessary to be an effective Student Affairs practitioner. The program places particular emphasis on the importance of working collaboratively within diverse and dynamic organizations in higher education. The program prepares people to work in areas such as residence life, student activities, judicial affairs, admissions, financial aid, academic and personal advisement, international students services and career services. The program will enable graduates to apply student development theories and learning to areas such as policy development, program planning and assessment, and administration in diverse environments.

### ADDITIONAL ADMISSIONS REQUIREMENTS

One course in Introductory Psychology or General Psychology

\*Recommend one course in measurement and evaluation, or equivalent

Satisfactory performance on the Graduate Record Examination, general aptitude section, or Miller Analogies Test within the past five years

### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THIS PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

All candidates for the M.Ed. Higher Education in Student Affairs must complete 1) a minimum of 42 credit hours of course work as described below, 2) successful completion of two practicum of at least 150 hours. The Practicum can be completed at Salem State College or at another institution with permission of the program coordinator, and 3) successful completion of a Comprehensive Exam usually taken after most course work has been completed.

### COURSE REQUIREMENTS

<b>Foundations and Research:</b>		<b>Credits</b>
EDU719	Student Affairs: Theory, Research and Practice	3
AND		
EDU738	Educational Research Across the Curriculum	
OR		
PSY700*	Research Methods in Psychology	3
<b>Diversity and Exceptionality</b>		
EDU876	Global Perspectives in Cultural Diversity	3
PSY731	Counseling Theory and Practice I	3
PSY732	Counseling Theory and Practice II	3



**Professional Courses**

EDU723	The History of Higher Education	3
EDU773	Theories of College Student Development	3
EDU811	Administration and Organization in Higher Education	3
EDS988	Capstone Seminar in Student Affairs	3

**Practicum**

EDU985A	Practicum in Student Affairs I	3
EDU985B	Practicum in Student Affairs II	3

**Electives**

**9**

Students must choose a minimum of nine credits as electives. Electives may be selected from related courses from various disciplines or interdisciplinary areas (list of approved electives is available at the graduate school). Student may also choose to pursue independent study as an elective (EDU875) with permission from the program coordinator. All electives must be approved by the appropriate academic advisor or the program coordinator.

**Total Credits for the Degree**

**42**

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



# MASTER OF EDUCATION

## LIBRARY MEDIA STUDIES

**PURPOSE**

This program allows students to complete a master’s degree while developing the necessary qualifications to meet the Commonwealth of Massachusetts requirements for library media specialist licensure.

**PROGRAM REQUIREMENTS**

**Required Core Courses (9 Credits)**

		<b>Credits</b>
EDU738	Educational Research Across the Curriculum	3
EDU876	Global Perspectives in Cultural Diversity	3
EDU737	Theories of Thinking and Learning	3

**Courses in Library Science (18 Credits)**

LBS710	Reference Material and Research	3
LBS720	Cataloging and Classification: Print and Non-Print Materials	3
LBS724	Electronic Technologies for Information Retrieval	3
LBS730*	Administration of the School Media Center	3
LBS815*	Instructional Resource Selection and Curriculum Development K-12	3
LBS750	Information Literacy and the School Curriculum	3

**Course in Media (3 Credits)**

EDU869	Design and Production of Media Materials	3
OR		
EDU703	Electronic Media and Design	
OR		
EDU863	Media and Telecommunications in Education	
OR		
EDU856	Technology as a Catalyst for Change in Education	

**Course in Children’s Literature (3 Credits)**

EDU841	Reading Institute	3
OR		
EDU842	Reading Workshop on Children’s Books	
OR		
LBS803	Survey of Children’s Literature K-12	
OR		
EDU772	Literature in the Middle Grades	
OR		
EDU748	Literature for Young Adults	

**Practicum (3 credits)**

LBS900N**	Practicum Experience for the Library Teacher	3
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**Total Credits** **36**

\*With pre-practicum field experience

\*\*Candidates for educational licensure must also take and pass the Massachusetts Tests for Educator Licensure prior to the practicum.



# MASTER OF EDUCATION

## MIDDLE SCHOOL EDUCATION

### HUMANITIES - INITIAL LICENSURE

**PURPOSE**

This program is designed for individuals seeking a master’s degree and an initial license as a middle school humanities teacher and/or preparation in middle school education.

**PREREQUISITES**

A Bachelor’s degree with a major either in English or History or related fields with an overall GPA of at least 2.75 with a 3.0 in the major

An undergraduate or graduate course in adolescent psychology

A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure

**PROGRAM REQUIREMENTS**

**Education Courses (12 Credits)**

EDU884	Curriculum Issues in the Middle School	3
EDU709	Instruction and Assessment in Secondary Classrooms	3
EDG705	Responding to Diversity in the Secondary Classroom	3
EDU743	Reading and Study in the Middle School	3
OR		3
EDU814	Reading in the Content Areas	3

**Content Based Methods Courses (9 Credits)**

ENG817	Contemporary Approaches to Teaching Composition	3
ENG821	Contemporary Approaches to Teaching Literature	3
HIS702	Methods, Techniques and Strategies in Teaching History	3

**Content Electives (9 Credits)\***

3 pre-approved content courses in English or History		9
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**Practicum and Seminar (6 Credits)**

EDU990PH** Practicum in Middle School Humanities		3
EDU990SH** Practicum Seminar in Middle School Humanities		3

<b>Total Credits</b>		<b>36</b>
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\*Additional History/English courses may be required to meet standards

The successful completion of a Comprehensive Examination is required for completion of degree requirements.

*\*\*Candidates for educational licensure must also take and pass the Massachusetts Tests for Educator Licensure prior to entering the practicum.*



# MASTER OF EDUCATION

## MIDDLE SCHOOL EDUCATION

### MATH/SCIENCE - INITIAL LICENSE

#### PURPOSE

This program is designed for individuals seeking a master's degree and an initial license as a middle school math/science teacher and/or preparation in middle school education.

#### PREREQUISITES

A Bachelor's degree with a major either in English or History or related fields with an overall GPA of at least 2.75 with a 3.0 in the major

An undergraduate or graduate course in adolescent psychology

A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure

#### PROGRAM REQUIREMENTS

##### Education Courses (12 Credits)

EDU884	Curriculum Issues in the Middle School	3
EDU709	Instruction and Assessment in Secondary Classrooms	3
EDG705	Responding to Diversity in the Secondary Classroom	3
EDU743	Reading and Study in the Middle School	3
OR		3
EDU814	Reading in the Content Areas	

##### Content Based Methods Courses (9 Credits)

MAT702N	Research in Teaching Mathematics I	3
BIO700	Research in Teaching Science	3
EDU999EM	Teaching Elementary and Middle School Math and Science	3

##### Content Electives (9 Credits)\*

3 pre-approved content courses in Math or Science	9
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##### Practicum and Seminar (6 Credits)

EDU990PM**Practicum in Middle School Math and Science	3
EDU990SM**Practicum Seminar in Middle School Math and Science	3

**Total Credits** **36**

\*Additional Math/Science courses may be required to meet standards

The successful completion of a Comprehensive Examination is required for completion of degree requirements.

\*\*Candidates for educational licensure must also take and pass the Massachusetts Tests for Educator Licensure prior to entering the practicum.



# MASTER OF EDUCATION

## MIDDLE SCHOOL EDUCATION – PROFESSIONAL LICENSE

*\*This program is currently under review. Please consult the Graduate School for more information.*

### **PURPOSE**

This program is designed for individuals who already hold an initial license and are seeking a master’s degree and a professional license, or individuals who are seeking further professional development in the field.

### **PREREQUISITES**

A Bachelor of Arts/Science Degree

Satisfactory Undergraduate Transcript

Satisfactory scores on the Graduate Record Examination or Miller Analogies Test

Initial license in middle school education issued by the Commonwealth of Massachusetts

### **PROGRAM REQUIREMENTS**

#### **Required courses taken prior to the student teaching practicum**

EDU717	Advanced Foundations in Education	3
EDU738	Research Across the Curriculum	3
EDU870MS	Development of Strategies for Change in Middle School Education	3
EDU795	Discourse, Culture and Literacy	3
OR		
EDU837	Education in a Changing World	3
EDU990J	Approaches to Mainstreaming	3
OR		
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	3
OR		
EDU990M	Enhancing Teacher Responses to Student Needs	3
EDU911	Current Trends in Middle School Education	3

#### **Content Elective Courses**

18 credits in pre-approved content courses that advance the candidate in content knowledge at the graduate level

**Total Credits** **36**

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



## MASTER OF EDUCATION PHYSICAL EDUCATION PRE K-8

### PURPOSE

The Master of Education in Physical Education Pre K-8 combines a master's degree with eligibility for professional licensure from the Commonwealth of Massachusetts.

### PREREQUISITES

Initial licensure in Physical Education Pre K-8

### PROGRAM REQUIREMENTS

#### Foundations and Research (9 Credits)

EDU717	Advanced Foundations of Education	3
EDU737	Theories of Thinking and Learning	3
EDU738	Educational Research Across the Curriculum	3

#### Diversity and Exceptionality (6 Credits)

SFL815	Physical Education for Students with Disabling Conditions	3
EDU876	Global Perspectives in Cultural Diversity	3

OR

EDU789	Workshop in Programs for Multicultural Children	
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#### Reading in Physical Education (3 Credits)

SFL801	Current Issues in Physical Education	3
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#### Curriculum (3 Credits)

EDU884	Curriculum Issues in the Middle School	3
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OR

EDU870E	Development of Strategies for Change in Elementary Education	
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OR

EDU820	Workshop in Early Childhood Curriculum	
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#### Electives (Choose 9 credits\*):

SFL802	Management of Physical Education	3
SFL803	Trends and Issues in Health	3
SFL804	Legal Issues in Sport, Fitness and Leisure Studies	3
SFL806	Perceptual Development and Motor Learning	3

#### Clinical Experience (6 Credits)

SFL967A	Clinical Experience and Seminar in Physical Education PreK-9	6
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#### Total Credits

**36**

\*Chosen from the candidate's field of specialization in consultation with the program coordinator.

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



# MASTER OF EDUCATION

## PHYSICAL EDUCATION 5-12

**PURPOSE**

The Master of Education in Physical Education 5-12 combines a master’s degree with eligibility for professional licensure from the Commonwealth of Massachusetts.

**PREREQUISITES**

Initial licensure in Physical Education 5-12

**PROGRAM REQUIREMENTS**

**Foundations and Research (9 Credits)**

EDU717	Advanced Foundations of Education	3
EDU737	Theories of Thinking and Learning	3
EDU738	Educational Research Across the Curriculum	3

**Diversity and Exceptionality (6 Credits)**

SFL815	Physical Education for Students with Disabling Conditions	3
EDU876	Global Perspectives in Cultural Diversity	3

**Reading in Physical Education (3 Credits)**

SFL801	Current Issues in Physical Education	3
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**Curriculum (3 Credits)**

EDU808	The American High School	3
OR		
EDU884	Curriculum Issues in the Middle School	

**Electives (Choose 9 credits\*)**

SFL802	Management of Physical Education	3
SFL803	Trends and Issues in Health	3
SFL804	Legal Issues in Sport, Fitness and Leisure Studies	3
SFL806	Perceptual Development and Motor Learning	3

**Clinical Experience (6 Credits)**

SFL967B	Clinical Experience and Seminar in Physical Education 5-12	6
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<b>Total Credits</b>		<b>36</b>
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\*Chosen from the candidate’s field of specialization in consultation with the program coordinator.

The successful completion of a Comprehensive Examination is required for completion of degree requirements.





# MASTER OF EDUCATION

## READING

### PURPOSE

This program is designed for an experienced educator who holds a classroom teaching license and who wants to serve schools as a teacher of reading at the early childhood, elementary, middle, secondary or post-secondary levels. Since reading is an important aspect of classroom instruction, the program is designed also for classroom teachers who want to expand their instruction and expertise in the teaching of reading or language arts. The reading courses are planned to develop an understanding of the reading and writing processes, the enhancement of classroom reading instruction, the assessment of reading difficulties followed by instructional intervention, the use of literature in reading and language arts programs, and teacher leadership roles in reading. One hundred and fifty hours of supervised field work occur, as part of the practicum, in two courses: Instructional Reading Clinic with Children (an intensive 6-week summer course), and Teacher Leadership Roles in Reading at the School Level. The program is designed to meet the January 2003 regulations for initial licensure as a Specialist Teacher of Reading developed by the Massachusetts Department of Education.

**Licensure-only (30 credit hours) and the M.Ed. without licensure (36 credit hours) are also available. For more information about these options, please contact the program coordinator.**

### PREREQUISITES

Minimum of an initial teaching license in the classroom or secondary area and one year of teaching experience in the field of the license

Grades of merit in the undergraduate program or any previous graduate work

Satisfactory performance in the Graduate Record Examination or the Miller Analogies Test

### PROGRAM REQUIREMENTS

<b>Educational Foundations and Research</b>		<b>Credits</b>
EDU717	Advanced Foundations of Education	3
EDU727	Foundations of Reading: Language, Literacy, and Child Development	3
EDU738	Educational Research Across the Curriculum	3

### Courses in Reading

Required reading courses should be taken in the sequence below but electives need to be taken prior to EDU840A

EDU729	Reading and Writing in the Classroom	3
EDU745A	Reading and Language: Theory and Research	3
EDU741B	Assessment of Reading and Language Difficulties	3
EDU840A	Instructional Reading Clinic with Children	6
(Only offered in Summer Session II. All students should have completed the reading electives before registering for the clinic.)		
EDU845	Teacher Leadership Roles in Reading at the School Level	3
EDU999C	Teaching Children to Write (K-8)	3
OR		
EDU940N	Seminar in Reading	3



**Elective Courses in Reading (Select 2 Courses)**

One elective must be a course in children’s or adolescent literature

EDU742A	Reading, Writing and Child Development in Early Childhood	3
EDU743	Reading and Study in the Middle School	3
EDU748	Literature for Young Adults	3
EDU749	Problems in Teaching Reading	3
EDU758	Using Literature Across the Curriculum	3
EDU760	Current Reading Trends	3
EDU767	Literature for Young Children	3
EDU772	Literature in the Middle Grades	3
EDU813	Adult Literacy	3
EDU814	Reading in the Content Areas	3
EDU817B	Literacy Assessment and Instruction	3
EDU833	Reading for Administrators	3
EDU841	Reading Institute	3
EDU842	Reading Workshop on Children’s Books	3
EDU844N	Reading and Writing Processes and Assessment	3
EDU877N	Integrating Technology in the Reading Classroom	3
EDU897	Critical Reading and Thinking Across the Curriculum	3
EDU999C	Teaching Children To Write (K-8)	3
EDU999ST	Introduction to Storytelling (PreK-8)	3
EDU851	Talent Development: Educating the Academically Advanced Child	3

Additional electives related to literacy or English Language Learners may be approved upon request.

**Total Credits** **36**

The successful completion of a Comprehensive Examination is required for completion of degree requirements.

*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure.*



# MASTER OF EDUCATION SCHOOL BUSINESS OFFICER

### PROGRAM OBJECTIVES:

The purpose of the M.Ed.-School Business Officer program is to develop well-trained and licensed school business officers who understand not only financial procedures and practices, but also how these practices connect to the goals of improving student learning and creating conditions that support effective teaching.

### ADDITIONAL REQUIREMENTS:

Documentation of at least three years of employment in the role in which candidate holds a license OR documentation of at least three years of employment in a business management/administrative role in a business, educational or other setting accepted by the Massachusetts Department of Education.

Personal interview with Program Coordinator.

### COURSE REQUIREMENTS:

Credits

#### Educational Foundations and Research Courses:

EDU708	Research in Policy, Planning, and School Performance	3
EDU718	Issues and Foundations in Educational Leadership	3
EDU728	The School Principalship in Educational Leadership	3

#### Exceptionality and Diversity Courses:

EDU876	Global Perspectives in Cultural Diversity	3
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#### Professional Core Courses:

EDU770	Education Law, Public Policy, and Political Systems	3
ACC703	Financial and Managerial Accounting	3
FIN710	Applications in Financial and Personnel Management	3
EDU771	The School as a Learning Organization	3
MGT804	Human Resource Management	3
EDU787	Theories of Curriculum Design and Evaluation	3
MGT806	School Business Officer Administrative Practices	3

**Elective:** One elective course approved by the program coordinator 3

The initial course sequence must be completed prior to registration of the elective course.

#### Field Experience:

EDU949X*	Educational Leadership Practicum	3
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The program requires a practicum, which may be taken after the successful completion of the courses listed above, and the comprehensive exam.

*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*

**Total Credits:** 39

Please be aware that this program is currently in the Commonwealth of Massachusetts Department of Education review process leading to institutional certification to endorse the School Business Administrator initial license. The Department of Education may change licensure requirements. Students are advised to contact the state for specific, current licensure requirements. Students may access that information at [www.doe.mass.edu](http://www.doe.mass.edu).



# MASTER OF EDUCATION

## SCHOOL COUNSELING (PRE K-8), (5-12)

The School Counseling Program is divided into two degree concentrations:

Master of Education / Elementary School Counseling (PreK-8)

Master of Education / Secondary School Counseling (5-12)

### PROGRAM OBJECTIVES

This program is designed to prepare candidates to work as counselors in school settings. The program allows candidates to complete a master’s degree in education while developing the qualifications necessary to meet the Commonwealth of Massachusetts requirements for licensure as either an elementary/middle school counselor (PreK-8) or a middle/secondary counselor (5-12).

### PROGRAM REQUIREMENTS

One course in Educational Psychology or General Psychology

One course in Developmental Psychology relevant to level (i.e., Child Growth for Pre K-8, Adolescent Psychology for 5-12)

One course in Learning or Human Behavior or equivalent

Measurement and Evaluation, or equivalent (e.g., Statistics)

### COURSE REQUIREMENTS

#### Foundations and Research (9 Credits)

		Credits
EDU702	Advanced Educational Psychology	
OR		3
EDU736	Psychology of Learning	
EDU717	Advanced Foundations of Education	
OR		3
PSY735	Philosophical Foundations of Psychology	
EDU738	Educational Research Across the Curriculum	3

#### Counseling and Guidance (39 Credits)

EDU832A	Administration of Guidance and Counseling Services	3
EDU735N	Career Education and Development: Information Planning, and Placement	3
PSY731	Counseling Theory and Practice I	3
PSY732	Counseling Theory and Practice II	3
PSY733	Principles of Psychological Testing	3
PSY741	Group Counseling	
OR		3
PSY878	The Psychology of Small Group Leadership	
PSY757N	Marital/Couples and Family Counseling	3
PSY777N	Legal and Ethical Issues in the Human Services Professions	3
PSY739	Developmental Psychopathology	3
EDU882	Multicultural Issues in Counseling	3



EDU734**	Measurement of Intelligence (Wechsler)	
OR		3
TBD	An Elective Course related to program interest	
<i>Must be approved by program coordinator</i>		

**Practicum (6 Credits)**

EDU968A*	School Counseling Practicum I (Fall)	3
EDU968B*	School Counseling Practicum II (Spring)	3

**Total Credits** **48**

\*The pre-practicum (75 hours) and practicum (450 hours) experiences require that the student be available for 525 hours of field work over two semesters. *Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*

\*\*EDU734 is recommended for students in the PreK-8 school counseling track.

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



## MASTER OF EDUCATION

### SECONDARY EDUCATION – NON LICENSURE TRACK

**PURPOSE:**

This program serves students who are preparing to teach or are teaching in grades 5-12 and those who are interested in the study of educational theory and practice. Depending on their professional goals, candidates may apply for professional licensure on completion of the course work.

**PROGRAM REQUIREMENTS:**

**Credits**

**Educational Foundations and Research (6 Credits)**

EDU737	Theories of Thinking and Learning	3
EDU738	Educational Research Across the Curriculum	3

**Diversity and Exceptionality (6 Credits)**

EDU876	Global Perspectives in Cultural Diversity	3
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	3

**Language and Reading (3 Credits)**

EDU814	Reading in the Content Areas	
	OR	3
EDU743	Reading and Study in the Middle School	

**Secondary Curriculum (3 Credits)**

EDU808	The American High School	3
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**Electives\* (12 Credits)**

12

**Capstone Work (6 Credits)**

EDU965	Clinical Experience	6
	OR	
EDU710	Seminar in Action Research Methodology	
	AND	
EDU710X	Seminar In Action Research Project	
	OR	
EDU925	Practicum in Secondary Education	
	AND	
EDU710	Seminar in Action Research Methodology	

**Total Credits**

**36**

\*Elective choices should be made from the roster of graduate courses offered in the candidate's academic field of specialization or licensure content area.

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



## MASTER OF EDUCATION

### SECONDARY EDUCATION – INITIAL

**PROGRAM OBJECTIVES**

This program is designed for individuals seeking an initial license and/or training in secondary education. Licenses in secondary education are offered in the following subject areas only: art, biology, chemistry, earth science, English, history, and mathematics.

**PREREQUISITES**

Preliminary licensure which includes a passing score on the Massachusetts Tests for Educator Licensure Test in communications and literacy and the subject area portion appropriate for this program, in addition to other requirements. All students must undergo a Content Review by the appropriate academic department to determine whether additional subject area coursework is required to meet licensure standards. Students who do not possess a bachelor’s degree in the major should consult with the program coordinator

An adolescent psychology course or equivalent is required

**PROGRAM REQUIREMENTS**

Credits

**Educational Foundations and Research (6 Credits)**

EDU738	Educational Research Across the Curriculum	3
EDU808	The American High School	3

**Diversity and Exceptionality Course (3 Credits)**

EDG705	Responding to Diversity in the Classroom	3
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**Language and Reading (3 Credits)**

EDU814	Reading in the Content Areas	3
OR		
EDU743	Reading and Study in the Middle School	

**Methods courses (6 Credits)**

EDU709	Instruction and Assessment in the Secondary Classroom	3
_____	Content-Based Methods Course	3

**Elective Content Courses 12**

Approval from your program coordinator for the courses that advance your content knowledge at the graduate level

**Capstone Course**

Students must have completed all licensure-related courses, including Education and Content Area courses, prior to the practicum.

EDU925X*	Practicum in Secondary Education	6
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**Total Credits 36**

The successful completion of a Comprehensive Examination is required for completion of degree requirements.

*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*



# MASTER OF EDUCATION

## SPECIAL EDUCATION – INITIAL

**PURPOSE**

The Masters degree program in Special Education is designed to help teachers who wish to upgrade their knowledge and skills in the field of special education. It also serves those with bachelor’s or advanced degrees who want to gain a more comprehensive knowledge of special education in the school systems. Parents, administrators, and community service workers have benefited from this program. This program qualifies students to apply for initial teacher licensure as a teacher of students with moderate disabilities PK-8 or 5-12 from the Commonwealth of Massachusetts.

**PREREQUISITES**

A bachelor’s degree with grades of merit from an accredited college or university, with an arts and sciences major, or a major appropriate to the teaching license sought (e.g., physical education, computer sciences, or technology)

Students who have not previously taken any education course may need to complete introductory course work that does not count towards the degree requirements

A passing grade on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure

**PROGRAM REQUIREMENTS**

**Foundation Courses**

EDU720	Child Growth and Development	3
EDU725	Introduction to Literacy Practices in Early Childhood and Elementary Education	3
EDU999EM	Teaching Elementary and Middle School Math and Science	3

**Special Education Courses**

EDU990V	Nature and Needs of Students with Learning Problems	3
EDU991E	M/M in Education of Students with Moderate Special Needs	3
EDU990Y	Psycho-Educational Assessment of Exceptional Students	3
EDU801	Classroom Management and Behavior Modification	3
EDU829	Teaching the Exceptional Young Child (PK-8)	
OR		3
EDU990C	Building Bridges to Success for Handicapped Youth in Transition (5-12)	
EDU721	Workshop in Language Development	
OR		3
EDU992D	The Bilingual Student with Special Needs	
EDU737	Theories of Thinking and Learning	3





**Content Electives**

Available if foundations courses taken in undergraduate

**Research Courses**

EDU738 Educational Research Across the Curriculum 3

**Practicum Course**

EDU959X\* Practicum/Internship Moderate Special Needs 3

**Total Credits 36**

The successful completion of a Comprehensive Examination is required for completion of degree requirements.

*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*



# MASTERS OF EDUCATION

## SPECIAL EDUCATION – PROFESSIONAL

**PURPOSE**

The Masters degree program in Special Education is designed to help teachers who wish to upgrade their knowledge and skills in the field of special education. It also serves those with bachelor’s or advanced degrees who want to gain a more comprehensive knowledge of special education in the school systems. Parents, administrators, and community service workers have benefited from this program. This program qualifies students to apply for professional teacher licensure from the Commonwealth of Massachusetts.

**PREREQUISITES**

A bachelor’s degree with grades of merit from an accredited college or university, with an arts and sciences major, or a major appropriate to the teaching license sought (e.g., physical education, computer sciences, or technology)

Initial license in Special Education issued by the Commonwealth of Massachusetts

**PROGRAM REQUIREMENTS**

**Advanced Foundation Courses**

EDU717	Advanced Foundations of Education	3
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**Advanced Special Education Courses**

GNE9807	Special Education Law	3
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EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	3
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EDU734	Measurement of Intelligence	3
OR		3

EDU794N	Assessment of Second Language Learners	3
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EDU999CS	Consulting Services in Special Education	3
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EDU999AN	Creating Brain Compatible Learning	3
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**Content Electives**

9 credits with approval of program coordinator	9
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**Advanced Research Courses**

EDU875	Directed Study	3
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OR		3
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EDU738	Educational Research Across the Curriculum	3
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**Clinical Course**

EDU958	Clinical Experience in Special Education	6
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<b>Total Credits</b>	<b>36</b>
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The successful completion of a Comprehensive Examination is required for completion of degree requirements.



## MASTER OF EDUCATION TECHNOLOGY IN EDUCATION

### PURPOSE

The Master of Education in Technology in Education prepares candidates to be technology coordinators and educational leaders in school systems, educational organizations and the private sector. The program includes coursework, field experience and curriculum development projects related to knowledge and skills in multimedia, communications and instructional technologies integrated across all subject areas. Completion of a clinical experience meets the requirements for Massachusetts Licensure as an Instructional Technology Specialist (PreK-12). The program is designed for individuals with initial licensure in any teaching area at any level. Candidates without such licensure may obtain initial licensure by completing a program of coursework and a student teaching practicum in consultation with the appropriate program coordinator.

### PREREQUISITES

Initial licensure\*

\*Unlicensed candidates must take appropriate coursework after consultation with the appropriate program coordinator.

Prerequisite Courses:

EDU703	Electronic Media and Design or demonstrated competency
EDU711	Fundamentals of Computer Technology or demonstrated competency

### PROGRAM REQUIREMENTS

#### Foundations Core (12 Credits)

	Credits
EDU737 Theories of Thinking and Learning	3
EDU787 Theories of Curriculum Design and Evaluation	3
EDU788N Technology in 21st Century Classrooms	3
EDU876 Global Perspectives in Cultural Diversity	3

#### Technology Core (12 Credits)

EDU856 Technology as a Catalyst for Change in Education	3
EDU863 Media and Telecommunications in Education	3
EDU869A Design and Production of Media Materials for All Learners	3
LBS724 Electronic Technologies for Information Retrieval	3

#### Research (3 Credits)

EDU738 Educational Research Across the Curriculum	3
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#### Educational Applications Electives (Select 6 Credits w/Program Coordinator)

AGS722 Cooperative Learning and Group Process in the Classroom	3
BIO711 Computer Applications for the Science Teacher	3
EDU713 Operating and Authoring Systems in Education	3
EDU714 Introduction to Data Communications and Connectivity	3
EDU877N Integrating Technology in the Reading Classroom	3



EDU990	Integration of the Computer in Early Childhood Education	3
GGR902	Computer Cartography	3
GGR903	Geographic Information Systems	3
MIS811	Management Information Systems I	3
	Other technology elective approved by program coordinator	3
<b>Practicum Experience** (3 Credits)</b>		
EDU	Practicum for Instructional Technology	3
<b>Total Credits for M.Ed.</b>		<b>33</b>
<b>Total Credits for M.Ed. w/Initial Licensure</b>		<b>33-36</b>

\*\*A supervised practicum or practicum equivalent in the field of technology education is optional for the M.Ed. degree, but required for state educational licensure.

A Master's Portfolio is a requirement for the completion of this program.

*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*



## EARLY CHILDHOOD EDUCATION – INITIAL LICENSE ONLY

### PURPOSE

This program is designed for individuals seeking an initial license and/or training in early childhood education, but not a degree.

### GENERAL PREREQUISITES

A Bachelor of Arts or Science degree or at least 24 credits above the introductory level in arts and science courses, with at least 12 credits in one academic area

A passing score on the communication and literacy portion of the Massachusetts Tests for Educator Licensure

A course in child growth and development taken within the last five years or EDU720

### PROGRAM REQUIREMENTS

#### Required Courses (taken prior to the student teaching practicum)

	<b>Credits</b>
EDU725 Introduction to Literacy Practices	3
EDU820 Workshop in Early Childhood Curriculum	3
EDU823 Science and Math in Early Childhood Education	3
EDU829 Teaching the Exceptional Young Child	3
EDU876 Global Perspectives in Cultural Diversity	3

#### Practicum

EDU920X*	Practicum in Early Childhood Education	3
EDU920XS*	Practicum Seminar in Early Childhood Education	3

**Total Credits** **21**

*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*



## EARLY CHILDHOOD EDUCATION – PROFESSIONAL LICENSE ONLY

**PURPOSE**

This program is designed for individuals having both a master’s degree and an initial license who are seeking a professional license in early childhood education.

**PROGRAM REQUIREMENTS**

**Credits**

**Required Courses (taken prior to the student teaching practicum)**

EDU712	Models of Early Education: Past and Present	3
EDU742A	Reading, Writing and Child Development in Early Childhood Education	
	OR	
EDU822	Language Arts and Social Studies for Young Children	3
EDU837	Education in a Changing World	
EDU890	Approaches to Mainstreaming	
	OR	
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	
	OR	
EDU990M	Enhancing Teacher Responses to Student Needs	3

**Capstone**

*This is a restricted admission course which requires pre-registration with the program coordinator*

EDU962AR	Clinical Experience and Action Research in Early Childhood Education	3
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<b>Total Credits</b>		<b>18</b>
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## ELEMENTARY EDUCATION – INITIAL LICENSE ONLY

### PURPOSE

This program is designed for individuals seeking an initial license in elementary education, but not a degree.

### PREREQUISITES

Passing scores on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure.

A Bachelor’s degree from an accredited institution with either a major in the arts and sciences or an interdisciplinary arts/sciences major, or at least 24 credits above the introductory level in arts and science courses with at least 12 credits in one academic area

### Required Courses

EDU720	Child Growth and Development	3
EDU737	Theories of Thinking and Learning	3
EDU876	Global Perspectives in Cultural Diversity	3
EDU725	Introduction to Literacy Practices in Early Childhood and Elementary Classrooms	3
EDU829	Teaching the Exceptional Young Child	
OR		
EDU990V	Nature and Needs of Students with Learning Problems	3
EDU999EM	Teaching Elementary and Middle School Math and Science	3
EDU750N	Theory and Practice in Elementary Curriculum	3

### Practicum

This is a restricted course. Approval of the program coordinator of Elementary Education program is required to register.

EDU961P*	The Practicum in Elementary Education	3
EDU961PS*	Practicum Seminar in Elementary Education	3

**Total Credits** **27**

*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*



## ELEMENTARY EDUCATION – PROFESSIONAL LICENSE ONLY

### PURPOSE

This program is designed for individuals with initial license and a master’s degree seeking a professional license and/or further expertise in elementary education, but not a degree.

### PREREQUISITES

A master’s degree

Initial license in elementary education from the Commonwealth of Massachusetts

### Required Courses

Six courses drawn from the following list and including courses from each category:

#### Foundations (choose one)

EDU717	Advanced Foundations of Education	3
EDU999AN	Creating Brain Compatible Learning	3

#### Diversity (choose one)

EDU795	Discourse, Culture and Literacy	3
EDU837	Education in a Changing World	3
EDU990J	Issues and Trends in Cultural Diversity	3
EDU890	Approaches to Mainstreaming	3
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	3
EDU990M	Enhancing Teachers’ Responses to Students’ Needs	3

#### Reading and Literacy (choose one)

EDU758	Using Literature Across the Curriculum	3
EDU814	Reading in the Content Areas	3
EDU729	Reading and Writing in the Classroom	3
EDU767	Literature for Young Children	3
EDU897	Critical Reading and Thinking Across the Curriculum	3

#### Elementary Curriculum (choose one)

EDU787	Theories of Curriculum Design and Evaluation	3
EDU870E	Development of Strategies for Change in Elementary Education	3

#### Content

Area to be chosen in consultation with elementary education program coordinator	3
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#### Mentored Clinical Experience

EDU963AR Clinical Action Research in Elementary Education	3
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**Total Credits** **18**





## MIDDLE SCHOOL EDUCATION – INITIAL LICENSE ONLY

*\* This program is currently under review. Please consult the Graduate School for more information.*

### **PURPOSE**

This program is designed for individuals seeking an initial license and/or training in middle school education but not a degree.

### **PREREQUISITES**

A Bachelor of Arts/Science Degree

An undergraduate or graduate course in adolescent psychology

A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure

### **PROGRAM REQUIREMENTS**

#### **Required courses taken prior to the student teaching practicum**

EDU876	Global Perspectives in Cultural Diversity	3
EDU990V	Nature and Needs of Students with Learning Problems	3
EDU743	Reading and Study in the Middle School	3
OR		
EDU814	Reading in the Content Area	3
EDU884	Curriculum Issues in the Middle School	3
EDU709	Instruction and Assessment in Secondary Classrooms 3	
EDU999EM	Teaching Elementary and Middle School Math and Science	3

#### **Capstone Course**

EDU990MS**	Practicum in Middle School Education	3
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**Total Credits** **21**

*\*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*



## MIDDLE SCHOOL EDUCATION – PROFESSIONAL LICENSE ONLY

*\* This program is currently under review. Please consult the Graduate School for more information.*

### **PURPOSE**

This program is designed for individuals who have both a master’s degree and an initial license who are seeking a professional license in middle school education.

### **PREREQUISITES**

A Master’s degree or completion of an appropriate advanced graduate degree program

Initial license in middle school education issued by the Commonwealth of Massachusetts

### **PROGRAM REQUIREMENTS**

#### **Advanced Foundations Courses**

Three education courses, nine (9) credits, chosen from below based on previous course work and in consultation with the program coordinator

EDU717	Advanced Foundations in Education	3
EDU738	Research Across the Curriculum	3
EDU795	Discourse, Culture and Literacy	3
EDU837	Education in a Changing World	3
EDU990J	Approaches to Mainstreaming	3
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	3
EDU990M	Enhancing Teacher Responses to Student Needs	3

#### **Content Elective Courses**

Nine (9) credits in pre-approved content courses that advance the candidate in content knowledge at the graduate level

**Total Credits** **18**



## READING INITIAL LICENSE ONLY

### PROGRAM OBJECTIVES

All candidates for the non-degree, licensure-only program must complete 30 credits meeting the regulations for initial licensure as a Specialist Teacher of Reading. Students must complete the 75 pre-practicum hours required in EDU729, EDU745A, and EDU741A and the 150 practicum hours in EDU845 and EDU840A (please note that EDU840A is an intensive, summer reading clinic with children).

<b>Required courses</b>	<b>Credits</b>
EDU727 Foundations of Reading: Language, Literacy, and Child Development	3
<b>The following courses should be taken in sequence.</b>	
EDU729 Reading and Writing in the Classroom	3
EDU745A Reading and Language: Theory and Research	3
EDU741B Assessment of Reading/Language Difficulties	3
EDU840A Instructional Reading (Summer) Clinic With Children	6
EDU845 Teacher Leadership Roles in Reading	3
EDU999C Teaching Children to Write (preK-12)	3
OR	3
EDU940NP Seminar in Reading	
<b>Select two elective courses in children's or adolescent literature from the list below.</b>	
EDU748 Literature for Young Adults	3
EDU758 Using Literature Across the Curriculum	3
EDU767 Literature for Young Children	3
EDU772 Literature in the Middle Grades	3
EDU841 Reading Institute	3
EDU842 Reading Workshop on Children's Books	3
<b>Total Credits</b>	<b>30</b>

*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure.*



## SECONDARY EDUCATION – INITIAL ONLY

**PURPOSE**

This program is designed for individuals seeking an initial license and/or training in secondary education but not a degree. Licenses in secondary education are offered in the following subject areas only: art, biology, chemistry, earth science, English, history, and mathematics.

**PREREQUISITES**

Preliminary licensure which includes a passing score on the Massachusetts Tests for Educator Licensure, both the communications and literacy portion and the subject area portion appropriate for this program, in addition to other requirements. Students with no teacher preparation coursework or who do not possess a bachelor’s degree in the major should consult with the program coordinator. All students must undergo a Content Review by the appropriate academic department to determine whether additional subject area coursework is required to meet licensure standards.

A course in adolescent psychology or equivalent

A bachelor’s degree from an accredited institution with either a major in the arts and sciences or an interdisciplinary arts and sciences major; or at least 24 credits in one academic area that meet the state’s content criteria and is approved by the appropriate SSC content coordinator.

**PROGRAM REQUIREMENTS**

Credits

**Foundation Courses**

EDU808	The American High School	3
EDG705	Responding to Diversity in the Classroom	3

**Methods Courses**

EDU709	Instruction and Assessment in the Secondary Classroom	3
EDU814	Reading in the Content Areas	3
_____	Content Based Methods Course	3

**Practicum\***

These are restricted admissions courses which require pre-registration with the program coordinator. The initial course sequence plan of study should be completed prior to registration.

EDU__	Practicum	3-6
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**Total Credits**

**18-21**

*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*



## SPECIAL EDUCATION – INITIAL ONLY

### PURPOSE:

This program is designed for individuals seeking an initial license in teacher of students with moderate disabilities PK-8 or 5-12 and/or training in special education. It also serves those with bachelor's or advanced degrees who want to gain a more comprehensive knowledge of special education in the school systems. Parents, administrators and community service workers have benefited from this program. This program qualifies students to apply for initial licensure from the Commonwealth of Massachusetts.

### PREREQUISITES

A bachelor's degree with grades of merit from an accredited college or university, with an arts and sciences major, or a major appropriate to the teaching license sought (e.g., physical education, computer sciences, or technology)

A passing grade on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure

### PROGRAM REQUIREMENTS

#### Foundation Courses

EDU720	Child Growth and Development	3
EDU725	Introduction to Literacy Practices in Early Childhood and Elementary Education	3
EDU999EM	Teaching Elementary and Middle School Math and Science	3

#### Special Education Courses

EDU990V	Nature and Needs of Students with Learning Problems	3
EDU991E	M/M in Education of Students with Moderate Special Needs	3
EDU990Y	Psycho-Educational Assessment of Exceptional Students	3
EDU801	Classroom Management and Behavior Modification	3
EDU829	Teaching the Exceptional Young Child (PK-8 license)	
OR		

EDU990C	Building Bridges to Success for Handicapped Youth in Transition (5-12 license)	3
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#### Practicum Courses

EDU959X*	Practicum/Internship in Moderate Special Needs	3
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<b>Total Credits</b>		<b>27</b>
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*\*Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum.*



## SPECIAL EDUCATION - PROFESSIONAL ONLY

### PURPOSE

This program is designed for individuals seeking a professional license and/or training in special education. This program qualifies students to apply for professional teacher licensure from the Commonwealth of Massachusetts.

### PREREQUISITES

A masters degree

Initial license in Special Education issued by the Commonwealth of Massachusetts

Three years of teaching experience

### PROGRAM REQUIREMENTS

#### Advanced Special Education Courses

GNE9807	Special Education Law	3
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	3
EDU734	Measurement of Intelligence	
OR		
EDU794N	Assessment of Second Language Learners	3
EDU999CS	Consulting Services in Special Education	3
EDU999AN	Creating Brain Compatible Learning	3

#### Clinical Practice

This is a restricted admission course which requires pre-registration with the program coordinator. The initial course sequence must be completed prior to registration.

EDU958	Clinical Experience in Special Education	6
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<b>Total Credits</b>		<b>21</b>
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## **FAST TRACK LICENSURE PROGRAM TEACHER OF BIOLOGY 5-8, 8-12 TEACHER OF CHEMISTRY 5-8, 8-12**

### **PROGRAM OBJECTIVES**

The Fast Track Licensure Program is designed for participants either already working as biology or chemistry teachers in middle and high schools without appropriate licenses or that will seek such a position or an internship during the course of the program. Participants will complete the program in one year from acceptance in May of Year I to program completion and the awarding of initial licensure in May of Year II.

### **ADDITIONAL ADMISSIONS REQUIREMENTS**

A preliminary license in the field of Biology or Chemistry. This includes a passing score on the Massachusetts Tests for Educator Licensure (MTEL) both the communications/literacy portion and the subject area portion appropriate for this program, in addition to other requirements.

Current or anticipated position in the role of the license sought.

### **PROGRAM REQUIREMENTS**

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THE PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

All candidates for this degree must complete 1) a minimum of 15 credit hours of graduate course work, as described below, 2) a practicum/internship and 3) a portfolio documenting learning and performance.

### **REQUIRED COURSES**

#### **Prerequisites:**

Adolescent Psychology

Satisfaction of subject matter knowledge requirements in biology or chemistry as determined by the program coordinator

<b>Courses</b>	<b>Credits</b>
EDU884 Curriculum Issues in the Middle Schools	3
OR	
EDU808 The American High School	3
EDU709 Instruction and Assessment in the Secondary Classroom	3
BIO700 Research Methods in Teaching Science	3
EDG705 Responding to Diversity in the Classroom	3
EDU925SCA Practicum/Internship Seminar in Science Ed	1.5
EDU925SCB Practicum/Internship Seminar in Science Ed	1.5
<b>Total Credits</b>	<b>15</b>



## FAST TRACK LICENSURE PROGRAM TEACHER OF MATHEMATICS 5-8, 8-12

### PROGRAM OBJECTIVES

The Fast Track Licensure Program is designed for participants either already working as mathematics teachers in middle and high schools without appropriate licenses or that will seek such a position or an internship during the course of the program. Participants will complete the program in one year from acceptance in May of Year I to program completion and the awarding of initial licensure as a teacher of mathematics 5-8 or 8-12 in May of Year II.

### ADDITIONAL ADMISSIONS REQUIREMENTS

A preliminary license in the field of Mathematics. This includes a passing score on the Massachusetts Tests for Educator Licensure (MTEL) both the communications/literacy portion and the subject area portion appropriate for this program, Mathematics or Middle School Mathematics, in addition to other requirements.

Current or anticipated position in the role of the license sought.

### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOTE THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THE PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

All candidates for this degree must complete 1) a minimum of 15 credit hours of graduate course work, as described below, 2) a practicum/internship and 3) a portfolio documenting learning and performance.

### REQUIRED COURSES

#### Prerequisites:

Adolescent Psychology

Satisfaction of subject matter knowledge requirements in mathematics as determined by the program coordinator

<b>Courses</b>	<b>Credits</b>
EDU884 Curriculum Issues in the Middle Schools	3
OR	
EDU808 The American High School	3
EDU709 Instruction and Assessment in the Secondary Classroom	3
MAT702N Research in Teaching Methods in Mathematics I	3
EDG705 Responding to Diversity in the Classroom	3
EDU925MA Practicum/Internship Seminar in Mathematics Ed	1.5
EDU925MB Practicum/Internship Seminar in Mathematics Ed	1.5
<b>Total Credits</b>	<b>15</b>





## LICENSURE ONLY CERTIFICATE PROGRAM IN SCHOOL COUNSELING

### PROGRAM OBJECTIVES:

This program will give students who already have an academic background in counseling the opportunity to add the courses and fieldwork necessary to qualify for licensure as a School Guidance Counselor in Massachusetts. Depending on candidate's previous coursework and experience and with reference to state licensure standards, students will be advised to take the necessary courses that they need to become license eligible as School Guidance Counselors. The program will be individually tailored and approximately 9-18 credits long.

### PROGRAM REQUIREMENTS:

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. All candidates for this program must complete 9-18 hours of graduate course work, depending on each candidate's particular situation and needs, as described below. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

### COURSE REQUIREMENTS:

#### Foundation Courses:

	<b>Credits</b>
EDU 738 Educational Research Across the Curriculum	3
Select One:	
EDU 702 Advanced Educational Psychology	
OR	3
EDU 736 Psychology of Learning	
Select One:	
EDU 717 Advanced Foundations of Education	
OR	3
PSY 735 Philosophical Foundations of Psychology	

### OTHER REQUIREMENTS:

To be determine, in consultation with the program coordinator. Students will take EDU 968 (A and B): Practicum in School Counseling I and II once they have completed the prerequisite competencies (including 75 hours of Pre-Practicum experience) as determined by the program coordinator.

**Total Credits** **9-18**

*Please be aware that the Commonwealth of Massachusetts may change licensure requirements. Students are advised to contact the state for specific, current licensure requirements. Students may access that information at [www.doe.mass.edu](http://www.doe.mass.edu).*



# SCHOOL ADJUSTMENT COUNSELOR CERTIFICATE PROGRAM

**PURPOSE:**

This program intends to provide qualified graduates who hold a Master’s degree in school counseling, mental health counseling, marriage and family counseling, or a related field from an accredited college or university, with the opportunity to advance and broaden their knowledge of counseling theory and practice, and of the educational setting, in order to provide them with the background, courses, and experiences that will enable them to work in a licensed, professional capacity as a school adjustment counselor in our public schools.

**ADMISSIONS REQUIREMENTS**

A master’s degree, with counseling emphasis, from an accredited college or university, as documented by official transcript of graduate level studies

A GPA within previous graduate program of 3.0 or above

At least two years of professional experience in teaching and/or related human service work

Interview and transcript review by program coordinator

Passing scores on the Massachusetts Test for Educational Licensure: Communication and Literacy

Three (3) letters of recommendation of substantiating scholastic achievement and evaluating professional job performance and competence. Two of these letters must be from, a) the Program Director of the student’s previous graduate program, and b) from a major professor within that program and must attest to and give evidence supporting the candidates’s fitness for working with children in schools.

An educational and professional resume reflecting the applicant’s work experience

A Statement of Purpose (limited to 500 words or less) indicating the applicant’s reasons for undertaking this particular course of study

**PROGRAM REQUIREMENTS**

**Required for Individual with M.Ed. in School Counseling**

PSY740	Differential Diagnosis	3
PSY820	Theory and Treatment of Substance Abuse Disorders	3
PSY930R	Practicum	4
PSY931R	Internship	4 +4

**Select one:**

PSY720	Theories of Personality	3
PSY736	Applied Behavior Analysis	3



**Select one:**

PSY737	Nature of Adolescence	3
PSY738	Child Development & Public Policy	3

**Select one:**

PSY762	Medical Aspects of Disability	3
PSY877	Psychopharmacology	3

**Total Credits** **27**

**Required for Individual with M.S. in Counseling & Psychological Service**

EDU702	Advanced Educational Psychology	3
EDU882	Multicultural Issues in Counseling	3
EDU832	Administration of Guidance and Pupil Personnel Services	3
EDG900A	School Adjustment Counseling Practicum I (Fall)	3
EDG900B	School Adjustment Counseling Practicum II (Spring)	3

**Total Credits** **15**



# CERTIFICATE OF ADVANCED GRADUATE STUDY IN EDUCATION (CAGS)

**PURPOSE:**

The Salem State College/Northeast Consortium Certificate of Advanced Graduate Study (CAGS) in Education is a thirty-nine (39) credit program which offers a balance of courses including foundations, contemporary issues, current learning theories, curriculum and instruction, leadership issues, innovative teaching strategies, and action research. The program is highly relevant to the goals of productive thinking, effective communication, lifelong learning, preparation for work, social responsibility, and the acquiring of essential knowledge set forth in the Massachusetts Common Core of Learning and Curriculum Frameworks.

Candidates may pursue administrative licensure (principal/assistant principal or supervisor/director.)

**PREREQUISITES**

A copy of educator license

Official M.A. or M.Ed. transcript with grade point average of 3.0 or higher

**PROGRAM REQUIREMENTS**

<b>Action Research (6 Credits)</b>	<b>Credits</b>
AGS700A/B/C/D Action Research Seminar	6
<b>Foundations (9 Credits)</b>	
AGS705 Diversity of Needs in Contemporary Classrooms	3
AGS710 Contemporary Thinking and Learning Theories	3
AGS715 Historical/Sociological Perspectives on Education	3
<b>Leadership Courses (15 credits)</b>	
AGS730 Meeting the Challenge of School Restructuring	3
AGS732 Organizational Issues of Comprehensive School Management	3
AGS734 Professional Development in an Age of School Reform	3
AGS736 Advanced Curriculum Design and Development	3
AGS738 Technology and Leadership in School Settings	3
<b>Electives (9 Credits)</b>	
*EDU770 Education Law, Public Policy and Political Systems	3
*EDU786 Theories and Techniques of Supervision and Evaluation of School Personnel	3
*EDU949X Educational Leadership Practicum	3

\*Required for administrative license. Candidates for initial licensure must take and pass all required sections of the Massachusetts Tests for Educator Licensure prior to entering the practicum. Candidates not seeking licensure may choose three electives, with approval of the program coordinator, which fulfill both the program's and their own professional goals.

**Total Credits** **39**



# MASTER OF SCIENCE

## COUNSELING AND PSYCHOLOGICAL SERVICES

### PURPOSE:

The Counseling program is intended to prepare students for licensing by the Commonwealth of Massachusetts to work in a wide range of community programs. Such programs include mental health hospital units, psychological/social service agencies, career development centers, marriage and family counseling services programs (including children, adolescents, adults and the elderly populations), law enforcement and legal agencies, business and industry, rehabilitation counseling, college counseling centers, and any other non-school settings in which counseling skills are needed. Students may select one of four concentrations: Industrial/Organizational Counseling; Marriage and Family Counseling; Mental Health Counseling; and Rehabilitation Counseling.

### PREREQUISITES

Applicants to the Counseling and Psychological Services program must have completed 18 hours of study in the field of psychology and/or the behavioral sciences, a course in General Psychology, or the equivalent; a course in Statistics and Experimentation, or the equivalent and satisfactory performance in the Graduate Record Examination or the Miller Analogies Test.

### PROGRAM REQUIREMENTS

Mental Health, Rehabilitation, and Industrial/ Organizational Counseling Programs require the completion of sixty (60) credit hours of course work. Marriage and Family Counseling Program requires the completion of sixty-three (63) credit hours of course work.

#### Core Requirements (42 Credits)

	<b>Credits</b>
PSY700	3
PSY731	3
PSY732	3
PSY734N	3
PSY740	3
PSY741	3
PSY777R	3
PSY930N	4
PSY931R	4 + 4
EDU735N	3

#### Select One

PSY702	3
PSY737	3
PSY738	3

#### Select One

PSY730N	3
PSY739	3

#### Specialization Specific Requirements

##### Mental Health Counseling (18 Credits)



This concentration of graduate study leads toward licensing by the Commonwealth of Massachusetts as a Mental Health Counselor.

PSY720	Theories of Personality	3
PSY733	Principles of Psychological Testing	3
PSY735	Philosophical Foundations of Psychology	
OR		3
PSY820	Theory & Treatment of Substance Abuse	
PSY736N	Behavioral and Cognitive Behavioral Therapies	3
PSY877	Psychopharmacology	3
Elective:	One three credit course to be selected from list of electives	3

**Marriage and Family Counseling (21 Credits)**

This concentration of graduate study leads toward licensing by the Commonwealth of Massachusetts in Marriage and Family Counseling.

PSY757N	Marital/Couples and Family Counseling	3
PSY758B	Marital/Couples and Family Psychotherapy	3
SOC715	Sociology of the American Family	3
PSY743	The Contemporary Family	3
PSY744	Interpersonal Relationships	3

**Select an Additional Two Courses**

PSY701	Adulthood and Old Age	3
PSY702	Gerontology , Social Adjustment	3
PSY737	Nature of Adolescence	3
PSY738	Child Development & Public Policy	3

**Rehabilitation Counseling (18 Credits)**

This concentration of graduate study leads towards licensing by the Commonwealth of Massachusetts as a Rehabilitation Counselor.

PSY760	Psychology of Disability and Rehabilitation	3
PSY761	Rehabilitation Counseling Strategies	3
PSY762	Medical Aspects of Disability	3
PSY763	Principles of Rehabilitation Assessment	3
PSY781	Personnel Selection & Placement	3
Elective:	One three credit course to be selected from list of electives	3

**Industrial/Organizational Counseling (18 Credits)**

This concentration of graduate study, combined with an optional plan of study, leads toward licensing by the Commonwealth of Massachusetts as an Industrial/ Organizational Counselor.

PSY780N	Industrial/Organizational Psychology	3
PSY781	Personnel Selection & Placement	3
PSY782	Work Motivation, Job Satisfaction & Task Design	3
PSY783	Training and Development in Organization	3
PSY784	Measurement & Appraisal of Work Behavior	3
Elective:	One three credit course to be selected from list of electives	3

The successful completion of a Comprehensive Examination is required for completion of degree requirements.



## **CERTIFICATE OF ADVANCED PROFESSIONAL STUDIES IN COUNSELING**

### **PURPOSE**

In order to assist students to qualify for licensure as Mental Health Counselors in the Commonwealth of Massachusetts, the Advanced Professional Certificate Program in Counseling will allow students who have an MA or MS in Counseling to complete a minimum of 9 and a maximum of 27 credits in the counseling program.

### **PREREQUISITES**

A Master's degree in Counseling from an accredited institution

### **PROGRAM REQUIREMENTS**

The completion of a minimum of 9 credits, and a maximum of 27 credits, of graduate study. Such study will be planned with the program coordinator and approved by the Graduate Dean.



# MASTER OF SCIENCE

## CRIMINAL JUSTICE

### PURPOSE

The Master of Science in Criminal Justice Program is intended to prepare students for research and administrative careers in criminal justice as well as doctoral study. The program combines an advanced framework in research methods, criminological theory and criminal justice administration with a set of electives that build on the core curriculum and satisfy concentration requirements. The Geo-Information Science concentration will provide students with the technical and methodological skills to conduct sophisticated crime analysis utilizing software applications such as MapInfo and ArcView.

The Master of Science in Criminal Justice is designed to serve several constituencies: professionals presently working in the criminal justice system who desire to advance their careers, college graduates who want to enter the criminal justice field and students who wish to continue study toward a doctorate. The program is part-time and students will be able to complete their degree in two years carrying a course load of two classes per semester, including two summer terms.

### PREREQUISITES

A Bachelor of Science Degree in Criminal Justice or a related field  
 Successful completion of a course in Basic Statistics

### PROGRAM REQUIREMENTS

The program is a 36 credit hour degree available under two plans (thesis and non-thesis). All students complete the core requirements and one of the following concentrations: Criminology, Administration of Criminal Justice, and Geo-Information Science. To complete a concentration, students must take twelve credits in related coursework as part of their electives.

#### Non-Thesis Option

The general plan of study for the non-thesis option is as follows: 1) five required core courses that must be passed with a grade of B or better; 2) seven elective courses, four within a concentration; and 3) satisfactory completion of comprehensive examinations.

#### Thesis Option

The general plan of study for the thesis option is as follows: 1) five required core courses that must be passed with a grade of B or better; 2) six hours of thesis credit; 3) five elective courses, four within a concentration; and 4) satisfactory completion of comprehensive examinations.

#### Core Courses

	<b>Credits</b>
CRJ800A Theories of Crime	3
CRJ801 The Criminal Justice Process and Administration	3
CRJ802 Criminal Law and the Judicial System	3
CRJ810 Advanced Research Methods in Criminal Justice	3
CRJ812 Criminal Justice Statistical Analysis	3





**Criminology Concentration**

CRJ703	Race, Class, Ethnicity & Criminal Justice	3
CRJ704	Juvenile Justice & Delinquency	3
CRJ705	Women and Criminal Justice	3
CRJ706	White Collar Crime	3
CRJ707	Intimate Violence	3
CRJ708	Victimology	3

**Administration Concentration**

CRJ704	Juvenile Justice & Delinquency	3
CRJ706	White Collar Crime	3
CRJ709	Prisons and Jails	3
CRJ710	Community Corrections	3
CRJ711	Policy Policy and Practice	3

**GIS Concentration**

GGR903	Geographic Information Systems	3
GGR907	Air Photo Interpretation	3
GGR910	Digital Analysis of Remotely Sensed Imagery	3
GGR945	Advanced Geo-Information Systems	3
GGR952	Spatial Database Analysis	3

**Thesis Option**

CRJ813A	Directed Study: Criminal Justice Thesis Preparation I	3
CRJ813A	Directed Study: Criminal Justice Thesis Preparation II	3

**Total Credits** **36**

**Full approval of this program is pending review by the Board of Higher Education**



# MASTER OF SCIENCE

## GEO-INFORMATION SCIENCE

**PURPOSE**

The Master of Science – Geo-Information Science is a multidisciplinary program of advanced study in geospatial geography, geology, and mathematics. The purpose of the program is to develop geo-scientists who are proficient in the acquisition, analysis, and use of spatial information. A highly integrated and applied curriculum provides innovation in utilizing spatial information for problem solving within the geo-sciences and allied fields. Strong emphasis is placed upon developing meaningful spatial information by employing proper data capture, analysis, and cartographic methods. Such knowledge is crucial to those professions using Geographic Information Systems (GIS) and associated technologies.

Students matriculate through a 32-34 hour program that has a thesis or a non-thesis option. Throughout their coursework students are exposed to applied spatial problems generated from ongoing research initiatives centered at the College’s Digital Geography Laboratory (DGL).

**PREREQUISITES**

Bachelor of Science degree in Geography or related field

**PROGRAM REQUIREMENTS**

The completion of 32-34 credit hours of graduate study, distributed as follows:

<b>Required Courses:</b>		<b>Credits</b>
GGR903	Geographic Information Systems	3
GGR909	Interpretation/Analysis of Remote Sensing Imagery	3
GGR902	Computer Cartography	3
GGR945	Advanced Geographic Information Systems	3
GGR942	Advanced Geographic Quantitative Methods	4
GGR952	Spatial Database Analysis and Development	3
GLS750	Advanced Survey	3
GGR876*	Directed Study (Masters Thesis)	4
OR		4
GLS876*	Directed Study (Masters Thesis)	4
OR		4
GGR965	Seminar in Geographic Information Systems	4
<b>Elective Courses (must choose two)</b>		
GLS780	Applied Environmental Geophysics	4
GGR907	Air Photo Interpretation	3
GGR910	Digital Analysis of Remotely Sensed Imagery	3
GGR911	Photogrammetry	4
GGR946	Computer Assisted Cartographic Modeling	3
GGR955	GIS Practicum	4
MAT704	Linear Algebra	3
MAT725	Fractal Geometry	3
Other electives, if approved by the program coordinator		
<b>Total Credits</b>		<b>32-34</b>



## CERTIFICATE IN GEO-INFORMATION SCIENCE PROGRAM

**PROGRAM OBJECTIVES:**

The Certificate in Geo-Information Science program is a well-rounded program of five courses that provide a core understanding of Geo-Spatial technologies, hands-on use of the GIS software, and a general introduction to GIS problem-solving applications. The courses are conducted on a graduate level, with the students obtaining not only an in-depth knowledge of GIS concepts but also being exposed to real-world GIS problems and solutions. Courses often include group projects and presentations to improve group dynamics skills and improve communication abilities.

**Prerequisite Requirement**

Students must demonstrate acquisition of skills in written and oral communication and quantitative study.

**COURSE REQUIREMENTS:**

	<b>Credits</b>
GGR903 Geographic Information Systems	3
GGR945 Advanced Geographic Information Systems	3
GGR909 Interpretation/Analysis of Remote Sensing Imagery	3
GGR952 Spatial Database Analysis and Development	3

**ELECTIVES:**

\_\_\_\_\_ One Elective that has to be pre-approved by the Program Coordinator 3

**Total Credits:** 15

**Program Exit Requirements**

All students must complete this program with a minimum GPA of 3.0 and no more than one C or lower. If a student receives a grade of C or less in more than one course, he/she must repeat the course(s) until this condition is satisfied.



# MASTER OF SCIENCE

## MATHEMATICS

**PURPOSE**

The Master of Science - Mathematics is intended to provide a sound foundation for further graduate study at the doctoral level, for teaching at the secondary, junior college or college level, and for careers in industry, research and commerce.

**PROGRAM REQUIREMENTS**

The Master of Science degree candidate must complete ten Mathematics courses; at least three must be from Level II courses.

**Course Offerings**

**Credits**

**Level I**

MAT701	Vector and Tensor Analysis	3
MAT704	Linear Algebra	3
MAT705	Modern Plane Geometry	3
MAT706	Theory of Numbers	3
MAT707	Mathematical Statistics	3
MAT708	Introduction to Cryptography	3
MAT709	Complex Variables	3
MAT710	Foundations of Mathematics	3
MAT711	Real Analysis I	3
MAT713	Ordinary Differential Equations	3
MAT714	Algebraic Structures	3
MAT737	Operations Research	3
MAT740	Computer Applications in Mathematics I	3
MAT750	History of Mathematics	3

**Level II**

MAT712	Topology I	3
MAT715	Topics in Modern Geometry	3
MAT716	Analytic Number Theory	3
MAT721	Real Analysis II	3
MAT723	Numerical Analysis	3
MAT724	Abstract Algebra	3
MAT725	Fractal Geometry	3
MAT731	Measure and Integration	3
MAT734	Linear and Multilinear Algebra	3
MAT741	Computer Applications in Mathematics II	3
MAT747	Applied Statistical Inference	3
MAT801	Differential Geometry	3
MAT804	Advanced Topics in Algebra	3
MAT807	Statistical Inference	3
MAT809	Theory of Functions of a Complex Variable	3



MAT812	Topology II	3
MAT813	Partial Differential Equations and Fourier Series	3
MAT816	Algebraic Number Theory	3
MAT821	Functional Analysis	3
MAT822	Introduction to Algebraic Topology	3
MAT831	Manifolds and Differential Forms	3
MAT930	Seminar: Independent Study	3
<b>Total Credits</b>		<b>30</b>



# DIRECT ENTRY/MASTER OF SCIENCE IN NURSING

**PROGRAM OBJECTIVES:**

The Direct Entry-MSN program is designed for college graduates who hold a bachelor’s degree in a field other than nursing and desire to pursue nursing as a second career. The accelerated track acknowledges the education, career, and life experiences of the individual. Students must meet the criteria for admission to the Graduate Program in Nursing. Students completing 56 nursing credits (including the 4 credit pre-requisite, Pathophysiology course) in the accelerated program will have earned the equivalent of a bachelor’s degree in nursing and will be eligible to sit for the NCLEX-RN licensing examination. After achieving registered nurse licensure, students will focus their efforts on completing graduate nursing coursework. The Graduate portion of the program is offered on a part time or full time basis and can be completed in 2 years.

**ADDITIONAL REQUIREMENTS FOR THE DIRECT ENTRY/MSN PROGRAM:**

**Prerequisite courses:**

- Anatomy and Physiology I and II
- Microbiology
- Pathophysiology
- Basic Statistics

**COURSE REQUIREMENTS:**

**Credits**

**Prerequisite Nursing:**

NUR 440A Pathophysiology 4

**Semester I:**

NUR360A Explorations of the Professional Nursing Role 3  
 NUR361A Health Assessment Across the Life Span 3  
 NUR304 Introduction to Nursing Practice and Skills 4  
 NUR307 Health Care System and Public Health 6

**Semester II:**

NUR308 Health Care of Childbearing/Childrearing Family 6  
 NUR309 Biopsychosocial Health Care Across the Life Span 6  
 NUR752N Nursing Research I 3

**Semester III:**

NUR416 Complex Health Care for the Adult and Aging Population 12  
 NUR740A Health Policy and Leadership for Advanced Practice Nursing 3

**Semester IV:**

NUR417 Nursing Internship 5  
 NUR418 Seminar in Nursing Practice 1

**Total Credits: 56**



## MASTER OF SCIENCE IN NURSING

### PURPOSE

This course of study provides a flexible program of higher education through which students may earn, on a part-time basis, a Master of Science Degree with a major in nursing. Courses are offered primarily in the evening hours and are planned so that the part-time student can complete the program in three to three and one-half years.

### PREREQUISITES

Baccalaureate degree with a major in nursing from an NLN accredited program or a Baccalaureate degree in another field from an accredited college or university and satisfactory performance on NLN Comprehensive Baccalaureate Achievement Test. Current license to practice nursing in Massachusetts. Satisfactory performance on the Graduate Record Examination or Miller Analogies Test. Successful completion of a course in Basic Statistics. Two years of professional nursing experience preferred.

### PROGRAM REQUIREMENTS

The completion of thirty-nine (39) credit hours of study, distributed as follows:

	<b>Credits</b>
<b>Required Core Courses (15 Credits)</b>	
NUR740A Health Policy and Leadership for Advanced Practice Nursing	3
NUR742N Foundations of Nursing Science	3
NUR752N Nursing Research I	3
NUR753N Nursing Research II	3
NUR754N Nursing Research III	3
<b>Clinical Specialization (9 Credits)</b>	
NUR775 Dimensions of Nursing Practice	3
NUR907 Field Experience in Advanced Practice Nursing	4
NUR908 Seminar in Advanced Practice Nursing	2
<b>Functional Role Preparation (12 Credits)</b>	
<b>Administration of Nursing Services</b>	
MGT800 Behavior in Organization	3
NUR851N Dimensions of Nursing Administration	3
NUR900N Field Experience in Nursing Administration	4
NUR901N Seminar in Nursing Administration	2
OR	
<b>Nursing Education (12 credits)</b>	
NUR870N Dimensions of Nursing Education	3
NUR911N Seminar in Nursing Education	2
NUR910N Field Experience in Nursing Education	4
NUR860 Curriculum Development	3
<b>Elective (3 Credits)</b>	<b>3</b>
<b>Total Credits</b>	<b>39</b>



# MASTER OF SCIENCE IN NURSING

## ADVANCED PRACTICE IN REHABILITATION

### PURPOSE

The Advanced Practice in Rehabilitation Nursing curriculum is designed to prepare clinical nurse specialists with an in-depth knowledge base and clinical skills necessary to provide holistic care to individuals whose chronic illnesses or disabilities have resulted in alterations in functional ability or lifestyle. The advanced practice nurse in rehabilitation will devise plans of care that optimize health, promote wellness, manage illness, prevent complications and secondary disabilities, maximize function and minimize handicap.

### PREREQUISITES

Equivalent to those of the MSN program.

### PROGRAM REQUIREMENTS

The completion of forty-six (46) credit hours of study, distributed as follows:

#### Theoretical Core (15 Credits)

NUR742N	Foundations of Nursing Science	3
NUR752N	Nursing Research I	3
NUR753N	Nursing Research II	3
NUR754N	Nursing Research III	3
NUR740A	Health Policy and Leadership for Advanced Practice Nursing	3

#### Advanced Practice Core (9 Credits)

NUR761	Pathophysiology for Nurses in the Advanced Practice Role	3
NUR762	Health Assessment and Advanced Practice Nursing	3
NUR763	Pharmacotherapeutics and Advanced Practice Nursing	3

#### Specialty Courses (19 Credits)

NUR806	Principles of Advanced Practice in Rehabilitation Nursing	3
NUR807	Advanced Rehabilitation Theory	3
NUR808	Seminar in Leadership and Role Development for Rehabilitation Advanced Practice Nursing	2
NUR905	Advanced Clinical Practice I	3
NUR906	Advanced Clinical Practice II	4
NUR909	Advanced Clinical Practice III	4

<b>Elective (3 Credits)</b>		<b>3</b>
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<b>Total Credits</b>		<b>46</b>
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## RN/MSN PROGRAM

### PURPOSE

This course of study provides a flexible program of study for the registered nurse who does not have a baccalaureate degree in nursing or other field of study. The student is admitted directly into the RN/MSN program and allows for achievement of the MSN in a minimum of 4 1/2 years of part time study.

### PREREQUISITES

Equivalent to those of the MSN program, except that the baccalaureate degree is not required.

### PROGRAM REQUIREMENTS

The RN/MSN degree candidate must complete 62 general education credits, 39 bridge credits and 39 graduate credits for a total of 140 credits.

<b>General Education Courses</b>	<b>Credits</b>
English Composition	6
Literature	6
History	6
Speech	3
Sociology	3
Anatomy and Physiology	8
Microbiology	4
Chemistry	8
Psychology	3
Adulthood & Old Age	3
Statistics	3
Anthropology	3
Ethics	3
Childhood and Adolescence	3
<b>Total Credits</b>	<b>62</b>
<b>Nursing Bridge Courses</b>	
NUR440 Perspectives Human Environment Interaction IV	4
NUR361 Advanced Health Assessment	3
NUR360 Transition Course for Licensed Nurses	3
NUR700 Nursing Dimensions in Health Care	8
ACT-PEP Exams	21
<b>Total Credits</b>	<b>39</b>
<b>Graduate Nursing Courses</b>	
NUR740A Health Policy and Leadership for Advanced Practice Nursing	3
NUR742N Foundations of Nursing Science	3
NUR752N Nursing Research I	3
NUR753N Nursing Research II	3
NUR 754N Nursing Research III	3



NUR775	Dimensions of Nursing Practice	3
NUR907	Field Experience in Advanced Practice Nursing	4
NUR908	Seminar in Advanced Practice Nursing	2
<b>Administration of Nursing Practice</b>		
MGT800	Behavior in Organization	3
NUR851N	Dimensions of Nursing Administration	3
NUR900N	Field Experience in Nursing Administration	4
NUR901N	Seminar in Nursing Administration	2
OR		
<b>Nursing Education</b>		
NUR870N	Dimensions of Nursing Education	3
NUR910N	Field Experience in Nursing Education	4
NUR911N	Seminar in Nursing Education	2
NUR860	Curriculum Development	3
<b>Electives</b>		3
<b>Total Credits</b>		<b>140</b>



## MASTER OF SCIENCE IN NURSING/ MASTER OF BUSINESS ADMINISTRATION

### PURPOSE

An option in the graduate nursing program, overall purpose of the MSN/MBA combined degree program is to provide nurse managers with advanced preparation in nursing and well-developed business skills for leadership in today's complex health care system. A practicum experience in nursing administration provides students with a highly individualized opportunity to focus on role development and administrative skills.

### PREREQUISITE

Similar to MSN and MBA requirements.

### PROGRAM REQUIREMENTS

The entire MSN/MBA program will be 60 credits, with a total of 20 courses. At two (three during the practicum semester) courses per semester, the program will take five years to complete on a part-time basis. Students choosing a full time evening study option could complete the program in 3 1/2 years.

#### Nursing Requirements (27 Credits)

Credits

##### Core Courses (15 Credits)

NUR740A	Health Policy and Leadership for Advanced Practice Nursing	3
NUR742N	Foundations of Nursing Science	3
NUR752N	Nursing Research I	3
NUR753N	Nursing Research II	3
NUR 754N	Nursing Research III	3

##### Clinical specialization (3 Credits)

NUR775	Dimensions of Nursing Practice	3
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##### Role Preparation: Nursing Administration (9 Credits)

NUR851N	Dimensions of Nursing Administration	3
NUR900N	Field Experience in Nursing Administration	4
NUR901N	Seminar in Nursing Administration	2

##### Business Requirements: (33 Credits\*)

Pre-competency: Basic Skills in written and oral communications, quantitative analysis, and computer usage should be achieved either by prior experience and education or as part of the MBA curriculum. The student should have successfully completed a computer course equivalent to MIS701, Computers in Business Management at an accredited institution. Courses taken to satisfy the pre-competency requirement do not count in the 60 credit MSN/MBA total.

##### Pre-Competency

MIS 701	Computers in Business Management	3
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##### Core courses (15 Credits\*\*)



ACC703	Financial and Managerial Accounting	3
FIN710	Introduction to Financial Management	3
EC0703	Macroeconomics, Analysis & Policy	3
MKT790N	Marketing Decision Making	3
MIS800	Operations Management	3
<b>Credits Beyond the Core (15 Credits***)</b>		
BUS 802N	Legal and Ethical Behavior	3
BUS 870	Business Policy and Strategy	3
EC0715	Managerial Economics and Policy	3
MIS801	Applied Operations Research I	3
BUS840	International Business	3
<b>MBA ELECTIVE (3 Credits)</b>		
Any elective in the MBA list of electives OR		3
ECO725	Economics of Health Care	
<b>Total Credits</b>		<b>60</b>

\*The MBA requirements of 54 credit hours is achieved by the overlap of courses that meet the requirements of both programs. \*\*9 Core Credits, \*\*\* 3 additional Beyond the Core Credits and 9 credits for the area of specialization are satisfied concurrently by Nursing courses required for this program.



## CERTIFICATE IN NURSING EDUCATION

### PROGRAM OBJECTIVES

This program is offered for academic credit. A certificate in nursing education is awarded at the completion of all four courses. If the student desires to pursue the MSN, upon admissions to the Graduate Nursing program, these credits may be applied toward the MSN.

#### Additional Admissions Requirements

A minimum of a bachelor's degree in nursing.

A commitment to the teaching role

### PROGRAM REQUIREMENTS

Upon acceptance into the program, you will complete a tentative Plan of Study in consultation with the program coordinator. You must request that any transfer credits be considered at this time. PLEASE NOT THAT NO MORE THAN THREE COURSES TAKEN AT SALEM STATE COLLEGE BEFORE ADMISSION CAN BE COUNTED TOWARDS THE PROGRAM. You should meet regularly with the program coordinator to discuss your progress and revise your plan of study, as needed.

All candidates for this program must complete a minimum of 12 credit hours of graduate course work, as described below.

#### Required Courses Credits

NUR860	Curriculum Development	3
NUR870N	Dimensions of Nursing Education	3
NUR910N	Field Experience in Nursing Education	3
NUR911N	Seminar in Nursing Education	3

**Total credits** **12**



# OCCUPATIONAL THERAPY

## COMBINED BS/MS DEGREE IN OCCUPATIONAL THERAPY

### Program Objectives

The occupational therapy program prepares those who have achieved Occupational Therapy Assistant (OTA) status the opportunity to become a master’s entry-level practitioner through a flexible, part-time evening program. This program meets the standards, skills, values and ethics requirements set forth by the Accreditation Council of Occupational Therapy Education (ACOTE). ACOTE is located at 4720 Montgomery Lane, P.O. Box 331220, Bethesda, MD 202-824-1220. The telephone number is 301-652-2682.

### Prerequisites

An associate’s degree from an accredited college or university in Occupational Therapy with a minimum of 1 year of clinical experience, and a Bachelor of Science in Occupational Health Studies from Salem State College with a minimum of a 3.0 grade point average. Students with a grade point average of less than 3.0 may petition the SSC Occupational Therapy Committee for consideration of admissions. Graduates from the master’s program meeting all requirements will be eligible to sit for the Occupational Therapy Certification Examination administered by the National Board for Certification in Occupational Therapy (NBCOT) [www.nbcot.org](http://www.nbcot.org).

Any student who has been convicted of a prior felony may be considered ineligible by NBCOT to sit for the NBCOT examination and may be unable to attain an OT license from the State Licensure Board.

### Program Requirements

### Credits

#### Pre-Entry

Foundation Year Core Courses and Support Courses	74
Advanced Placement Credit	21

#### First Year: Bachelor of Science Degree

OCT400	Pathways for Occupational Therapy Practice	3
OCT401	Effective Documentation in OT Practice	2
OCT402	Critical Thinking & Professional Judgment	2
OCT403	Activity, Methods & Media	3
OCT404	Perceptual and Cognitive Disabilities	3
OCT411	Theoretical Principles of Occupation I	2
OCT406	Conditions and Pathologies	3
OCT407N	OT Analysis & Interventions I	4
OCT408	Research, Writing & Learning I	3
OCT412	Theoretical Principles of Occupation II	2
OCT413	OT Analysis & Interventions II	4



<b>Total First Year Credits: Bachelor of Science Awarded</b>	<b>126</b>
<b>Second Year: Master of Science Degree</b>	
OCT711 Assistive Technologies	2
OCT713 Policy & Practice	2
OCT722 Civic Advancement and Administration I	2
OCT712 Theoretical Principles of Occupation III	2
OCT715 OT Analysis and Intervention III	4
OCT800 Research, Writing and Learning II	2
OCT718 Theoretical Principles of Occupation IV	2
OCT720 OT Analysis & Intervention IV	4
OCT802 Research, Writing and Learning III	2
OCT850 Level II Fieldwork & Seminar A	6
<b>Third Year</b>	
OCT900 Civic Advancement & Administration II	2
OCT910 Trends & Innovative Practice Arenas	3
OCT920 Capstone Seminar in Professional Practice	3
OCT960 Level II Fieldwork & Seminar B	6
<b>Electives (Up to 6 Credits)</b>	
*OCT912 Special Topics in Occupational Therapy	3
*OCT915 Thesis Seminar	3
<b>Total Second and Third Year Credits: Master of Science Awarded</b>	<b>42-48</b>

\*Note: Graduate students have the option of taking up to six additional credits of independent study with Department Chair approval.



## MASTER OF SOCIAL WORK

### PURPOSE

To provide high quality professional education for students in advanced generalist social work practice in the public, publicly-funded and community-based services, in keeping with the profession's knowledge base, skills, values and ethics.

### PREREQUISITES

A Baccalaureate degree from an accredited college or university for the General Program. A BSW from a CSWE accredited undergraduate school for the Advanced Standing Program.

### CONCENTRATIONS

The Health/Mental Health Concentration combines theoretical knowledge about clients and service systems with health and mental health practice. Students are prepared to work with a wide range of clients in rehabilitative and therapeutic settings.

The Children and Family Concentration prepares students to work with children and families in child welfare and social service agencies. Emphasis is placed on strategic interventions with children and their families as well as social policies and systems that impact their functioning.

The Older Adult Concentration provides the knowledge and skills students need to work with elders within the context of general social work practices and intergenerational family dynamics. The program emphasizes preventive measures to keep older adults in their homes and gives students the opportunity to work with family members of all ages in the fastest growing area of social work.

### PROGRAM REQUIREMENTS

Two Year General Plan (Four Semesters)

#### Foundation Year Courses

##### First Year

##### Fall Semester (15 Credits) Credits

SWK700	Human Behavior and Social Environment I	3
SWK702	Social Welfare Policy and Services I	3
SWK705	Social Work Practice I	3
SWK721	Social Work Practicum I	3
SWK707N	Research in Social Work	
OR		
SKW815N	Human Diversity and Social Work Practice	3

##### Spring Semester (15 Credits)

SWK703	Social Welfare Policy and Services II	3
SWK706	Social Work Practice II	3
SWK722	Social Work Practicum II	3
SWK707N	Research in Social Work	
OR		
SKW815N	Human Diversity and Social Work Practice	3
SWK	Elective*	3





**Summer Sessions (6 Credits)**

SWK	Elective*	3
SWK	Elective*	3

\*Note: Social Work graduate electives may be taken any time during plan of study provided pre-requisites for the courses are met.

**Concentration Year Courses**

**Fall Semester (13 Credits)**

SWK802	Human Behavior/Theory/Health and Mental Health	
OR		
SWK804	Human Behavior/Theory/Children and Family Services	
OR		
SWK853	Older Adults Policy and Services	3
SWK810	Social Work Practice III	3
SWK855R	Research Laboratory I	3
SWK841	Social Work Practicum III	4

**Spring Semester (13 Credits)**

SWK806	Human Behavior/Theory/Human Aging	
OR		
SWK833	Children and Family Policy and Services	
OR		
SWK845	Mental Health Policy and Services	
OR		
SWK846	Health Policy and Services	3
SWK820	Social Work Practice IV	3
SWK856R	Research Laboratory II	3
SWK842	Social Work Practicum IV	4

<b>Total Credits</b>		<b>62</b>
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**Three Year General Plan  
(3 Academic Years, 2 Summers)**

**Foundation Year Courses**

**First Year**

**Fall Semester (6 Credits)Credits**

SWK700	Human Behavior and the Social Environment I	3
SWK707N	Research in Social Work	
OR		
SWK815N	Human Diversity and Social Work Practice	3

**Spring Semester (6 Credits)**

SWK707N	Research in Social Work	
OR		
SWK815N	Human Diversity and Social Work Practice	3
SWK	Elective*	3

**Second Year**

**Fall Semester (6 Credits)**

SWK702	Social Welfare Policy and Services I	3
SWK705	Social Work Practice I	3

**Spring Semester (6 Credits)**

SWK703	Social Welfare Policy and Services II	3
SWK706	Social Work Practice II	3

**Summer Session (6 Credits)**

SWK721	Social Work Practicum I	3
SWK722	Social Work Practicum II	3
SWK	Elective*	3
SWK	Elective*	3

\*Note: Social Work graduate electives may be taken any time during plan of study provided pre-requisites for the courses are met.

**Concentration Year Courses**

**Fall Semester (9 Credits)**

SWK802	Human Behavior/Theory/Health and Mental Health	
OR		
SWK804	Human Behavior/Theory/Children and Family Services	
OR		
SWK853	Older Adults Policy and Services	3
SWK810	Social Work Practice III	3
SWK855R	Research Laboratory I	3

**Spring Semester (9 Credits)**

SWK806	Human Behavior/Theory/Human Aging	
OR		
SWK833	Children and Family Policy and Services	



OR		
SWK845	Mental Health Policy and Services	
OR		
SWK846	Health Policy and Services	3
SWK820	Social Work Practice IV	3
SWK856R	Research Laboratory II	3
<b>Summer Session (8 Credits)</b>		
SWK841	Social Work Practicum III	4
SWK842	Social Work Practicum IV	4
<b>Total Credits</b>		<b>62</b>

**Four Year General Plan  
(4 Academic Years, 2 Summers)**

**Foundation Year Courses**

**First Year**

**Fall Semester (6 Credits)**

SWK700	Human Behavior and Social Environment I	3
SWK702	Social Welfare Policy and Services I	3

**Spring Semester (6 Credits)**

SWK703	Social Welfare Policy and Services II	3
SWK	Elective*	3

**Summer Session (3 Credits)**

SWK815N	Human Diversity and Social Work Practice	3
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Second Year

**Fall Semester (6 Credits)**

SWK705	Social Work Practice I	3
SWK721	Social Work Practicum I	3

**Spring Semester (6 Credits)**

SWK706	Social Work Practice II	3
SWK722	Social Work Practicum II	3

**Summer Session (3 credits)**

SWK707N	Research in Social Work	3
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SWK	Elective*	3
SWK	Elective*	3

\*Note: Social Work graduate electives may be taken any time during plan of study provided prerequisites for the courses are met.

**Concentration Year Courses  
Third Year**

**Fall Semester (6 Credits)**

SWK802	Human Behavior/Theory/Health and Mental Health	
OR		



SWK804	Human Behavior/Theory/Children and Family Services	
OR		
SWK853	Older Adults Policy and Services	3
SWK855R	Research Laboratory I	3

**Spring Semester (6 Credits)**

SWK806	Human Behavior/Theory/Human Aging	
OR		
SWK833	Children and Family Policy and Services	
OR		
SWK845	Mental Health Policy and Services	
OR		
SWK846	Health Policy and Services	3
SWK856R	Research Laboratory II	3

**Fourth Year**

**Fall Semester (7 Credits)**

SWK810	Social Work Practice III	3
SWK841	Social Work Practicum III	4

**Spring Semester (7 Credits)**

SWK820	Social Work Practice IV	3
SWK842	Social Work Practicum IV	4

**Total Credits** **62**

**Advanced Standing Plan – Full Time  
(1 Summer, 1 Academic Year)**

**Summer Session (12 Credits)**

SWK798	Bridge Social Work Practicum I	3
SWK799	Bridge Social Work Practicum II	3
SWK801	Seminar in Human Behavior and the Social Environment	3
SWK805	Seminar in Social Work Practice	3

**Concentration Year Courses**

**Fall Semester (16 Credits)**

SWK802	Human Behavior/Theory/Health and Mental Health	
OR		
SWK804	Human Behavior/Theory/Children and Family Services	
OR		
SWK853	Older Adults Policy and Services	3
SWK810	Social Work Practice III	3
SWK855R	Research Laboratory I	3
SWK841	Social Work Practicum III	4
SWK	Elective	3

**Spring Semester (16 Credits)**

SWK806	Human Behavior/Theory/Human Aging	
OR		
SWK833	Children and Family Policy and Services	



OR		
SWK845	Mental Health Policy and Services	
OR		
SWK846	Health Policy and Services	3
SWK820	Social Work Practice IV	3
SWK856R	Research Laboratory II	3
SWK842	Social Work Practicum IV	4
SWK	Elective	3
<b>Total Credits</b>		<b>44</b>

**Advanced Standing Plan – Extended Time  
(1 Summer, 2 Academic Years)**

**First Year**

**Summer Session (12 Credits)**

SWK798	Bridge Social Work Practicum I	3
SWK799	Bridge Social Work Practicum II	3
SWK801	Seminar in Human Behavior and the Social Environment	3
SWK805	Seminar in Social Work Practice	3

**Concentration Year Courses**

**Fall Semester (9 Credits)**

SWK802	Human Behavior/Theory/Health and Mental Health	
OR		
SWK804	Human Behavior/Theory/Children and Family Services	
OR		
SWK853	Older Adults Policy and Services	3
SWK855R	Research Laboratory I	3
SWK	Elective	3

**Spring Semester (9 Credits)**

SWK806	Human Behavior/Theory/Human Aging	
OR		
SWK833	Children and Family Policy and Services	
OR		
SWK845	Mental Health Policy and Services	
OR		
SWK846	Health Policy and Services	3
SWK856R	Research Laboratory II	3
SWK	Elective	3

**Second Year**

**Fall Semester (7 Credits)**

SWK810	Social Work Practice III	3
SWK841	Social Work Practicum III	4

**Spring Semester (7 Credits)**

SWK820	Social Work Practice IV	3
SWK842	Social Work Practicum IV	4

<b>Total Credits</b>		<b>44</b>
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**Fall Semester (9 Credits)**

SWK854	Policies and Services for Older Adults & End-of-Life Care	3
SWK810	Social Work Practice III	3
SWK855R	Research Laboratory I	3

**Spring Semester (9 Credits)**

SWK808	Human Behavior Theory: Older Adults and End-of-Life Care	3
SWK820	Social Work Practice IV	3
SWK856R	Research Laboratory II	3

**Summer Sessions (14 Credits)**

SWK841	Social Work Practicum III	4
SWK842	Social Work Practicum IV	4
SWK	Elective*	3
SWK	Elective*	3

**Total Credits** **32**

\*Note: Social Work graduate electives may be taken any time during plan of study provided pre-requisites for the courses are met.





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## Courses of Instruction







## Art

### **ART701 Advanced Color and Design** **3 Credits**

An exploration of line, form, color, and texture using a variety of materials. Emphasis is placed on developing different approaches to visual problem solving and relating these to specific design concepts.

### **ART702 Crafts Workshop** **3 Credits**

A workshop in 3-dimensional crafts. A variety of materials will be explored for their suitability to individual needs. Experiences will include clay, wood, metal and fabrics.

### **ART703 Teaching Photography in the Middle and High School** **3 Credits**

Prerequisites: ART326 or equivalent. Permission of instructor and/or acceptance in MAT Art program.

This graduate studio course introduces students to the methods, practices and materials involved in teaching photography at the Middle and High School levels. Both chemical and digital processes will be demonstrated and explored. Darkroom work will include basic black and white printing processes, alternative processes including pinhole photography and hand coated emulsion; digital work will include the basic use of Adobe Photoshop to manipulate images. The use of both film and digital cameras will be explored. This course is an elective for MAT Art students and for continuing education students with permission of instructor. Four scheduled studio hours, plus five open studio hours per week.

### **ART704 Printmaking-Screenprinting** **3 Credits**

An investigation of the theory, techniques and processes of screenprinting. The medium is explored as a viable means of artistic self expression. Four scheduled studio hours plus five open studio hours per week.

### **ART705 Printmaking-Lithography** **3 Credits**

An investigation of the theory, techniques and processes of lithography including aluminum plate and photo-lithography. The medium is explored as a viable means of artistic self expression. Four scheduled studio hours plus five open studio hours per week.

### **ART706 Art Printmaking-Monoprint** **3 Credits**

An investigation of the theory, techniques and processes of monoprinting including stencil, collage, painted imagery, drypoint, and xerox transfer. The medium is explored as a viable means of artistic self expression. Four scheduled studio hours plus five open studio hours per week.

### **ART708 Research Methods in Contemporary Art Education** **3 Credits**

Prerequisite: Acceptance into Master of Arts in Teaching Art program

This graduate level course is designed to introduce students to the examination and analysis of research in the field of Art Education. Students become familiar with both qualitative and quantitative forms of research paradigms. Through exploring how various methodologies are used to interpret different types of data, students begin to formulate well-designed research projects.



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**ART709 Curriculum Frameworks and State Standards in Art Education Programs****3 Credits**

Prerequisite: Acceptance into the Master of Arts in Teaching Art program

This graduate level course will examine the revised Massachusetts Curriculum Frameworks. Students will strengthen their skills of integration and assessment as they create in depth, innovative art lesson plans. Students will create well-crafted units of study based upon the PreK-12 educational benchmarks set forth by the Massachusetts Curriculum Frameworks and the national Art Education Standards. Issues of review, state evaluations, and accreditation will be explored as students analyze a variety of contemporary curriculum models.

**ART710 Advanced Curriculum Development in Art Education****3 Credits**

Prerequisite: Acceptance into the Master of Arts in Teaching Art program.

This graduate level course focuses upon philosophical issues, historical structures, and content for developing art education curriculum in the secondary school and in a variety of contexts where art is taught.

**ART711 Graduate Photography Portfolio****3 Credits**

Prerequisites: Evidence of both basic and intermediate photographic course work completed, or satisfactory portfolio review

This graduate level course allows students to develop a professional level portfolio. Students may choose to specialize in any pre-approved genre of professional photography. Course content covers all areas, technical and aesthetic, aspects of advanced photographic practice, and allows for constant critiques of student work. Final portfolio reviews will be conducted by visiting professionals in the field. Four scheduled studio hours plus five open studio hours per week.

**ART712 Advanced Color Photography****3 Credits**

Prerequisites: Evidence of both basic and intermediate photographic course work completed, or satisfactory portfolio review

This graduate level course builds upon students' knowledge of the technical and aesthetic aspects of color photography. The theory of color, including color temperature and its effect on film filtration is studied. Students will gain knowledge of both film and digital media. Four scheduled studio hours plus five open studio hours per week .

**ART713 License Seminar in Art Education****3 Credits**

Prerequisites: Acceptance into the Master of Arts in Teaching Art program, teaching experience, and an Initial License in Visual Arts

This graduate level seminar prepares Visual Arts teachers holding a license at one grade level (5-12) to apply for an additional license at a new grade level (PreK-8). This seminar addresses the additional curriculum and developmental characteristics of age group PreK-8.

**ART716 Illustration****3 Credits**

An exploration of the various media and techniques used in graphic illustration. Special problems imposed by mechanical production are considered.



**ART717 Painting** **3 Credits**

A graduate level, studio course that will build upon students' prior technical foundation. Through assignments and in - class projects, students will study the nature of raw artistic impulse while developing a mastery over various painting techniques and processes of critical thinking. This class will incorporate individual and group critiques and discussions. Four scheduled studio hours plus five open studio hours per week.

**ART718 Intaglio-Printmaking Workshop** **3 Credits**

An investigation of the Intaglio process including drypoint, hard and soft ground etching, aquatint, and color.

**ART719 Relief-Printmaking Workshop** **3 Credits**

An investigation of the relief process including wood and linoleum block printing, divided block printing, reduction and multiple block printing.

**ART721 Drawing** **3 Credits**

An opportunity for free creative response to a variety of drawing materials. Class work will stress development of perception, knowledge and self-expression through various approaches.

**ART723 Watercolor Painting** **3 Credits**

An opportunity to work in a variety of transparent water color techniques with the aim of developing an individual's personal and creative expression.

**ART724 Jewelry** **3 Credits**

An opportunity for students to learn techniques in the design and fabrication of handwrought pieces in sterling silver, copper and brass.

**ART725 Glassblowing Workshop** **3 Credits**

Prerequisite: Permission of instructor and /or acceptance into Master of Arts in Teaching Art program. Ideally student will have had some exposure to glassblowing on an undergraduate level. However, it is not necessary and will be determined by meeting with instructor.

This graduate studio course is designed to introduce graduate art students to the basic techniques used to form glass blown vessels. Offhand and mold blown forms will be demonstrated and explored. Projects include beads, bowls, vases, bottles, bells and ornaments. Students are required to create self-developed projects in a teamwork environment. Historical and contemporary glassblowing concepts will be discussed throughout the course. This course is an elective for graduate MAT Art students and for continuing education students with permission of instructor. The course consists of four scheduled studio hours, plus five open studio hours per week.

**ART730 Workshop in Ceramics** **3 Credits**

A workshop using clay as a material to provide learning experience in a three-dimensional medium. Basic exercises will include hand-building, wheel-throwing and sculpture. Students will be provided the opportunity to experiment with a variety of clay bodies and glaze formulations.

**ART732 Topics in Contemporary Art** **3 Credits**

An examination of the major trends in the visual arts and art criticism from 1950 to the present. Media discussed includes painting, sculpture, photography, architecture, and new genres. Art works will be studied in their cultural, social, and political contexts. Course requirements include frequent visits to Boston area galleries and museums at students' expense.

**ART736 The Arts in America From 1492 to 1900****3 Credits**

A study of American visual culture from the colonial period to 1900. Media examined include painting, sculpture, prints, photographs, architecture, and the decorative arts. Emphasis on the historical diversity of artistic practices derived from European, Native American, African American and Asian traditions. Frequent visits to museums and historic houses in Salem and Boston. Museum visits at students' expense.

**ART746 Advanced Portrait Photography****3 Credits**

Prerequisite: Evidence of both basic and intermediate photographic course work completed, or satisfactory portfolio review

This graduate course builds upon students' previous knowledge and approaches to black and white and color photography. The course explores photography of the human form under both natural and artificial lighting, culminating in a thematic portfolio of finished work. Four scheduled studio hours plus five open studio hours per week.

**ART749 Advanced Digital Photography****3 Credits**

Prerequisite: Evidence of both basic and intermediate photographic course work completed, or satisfactory portfolio review.

This graduate course builds upon students' previous knowledge of the technical and aesthetic aspects of digital photography, including both the digital acquisition and manipulation of images, using both camera and computer. Four scheduled studio hours plus five open studio hours per week.

**ART750 Cultural Diversity in Artistic Expression****3 Credits**

The Institute explores different outlooks and forms of communication reflected in art of diverse cultures. It relates the visual arts to music, dance, language and other creative expressions. Ideas presented are applied to educational activities, studio arts and art historical research; students elect projects in one of these areas. Particularly recommended for teachers.

**ART850 Art Education Thesis****6 Credits**

Prerequisite: Successful completion of all required courses within the Master of Arts in Teaching Art program and permission of Program Coordinator. Initial license and previously completed Initial License Practicum clinical experience.

The Art Education Thesis is the final course in the MAT in Art Education. Under the supervision of the MAT in Art Faculty Program Coordinator, students use their knowledge of quantitative and qualitative research methods within the field of Arts Education, to develop and implement well-crafted arts-based research in their art education classrooms. The course culminates in a written thesis, supporting exhibition and documentation.

**ART875, 876 Directed Study****Arranged**

An independent research project supervised by a member of the Art Faculty.



## Biology

### **BIO700 Research Methods in Teaching Science**

**3 Credits**

This course will enable the student to select and implement appropriate methodologies for conducting research in the teaching of science and to report the results of such research. It will also include methods of investigation and techniques for interpreting the appropriate professional literature. Three lecture/discussion hours per week and occasional field trips.

### **BIO702 Teaching Evolution: Online Course for Teachers**

**3 Credits**

Prerequisites: BA or BS in a Natural Science and prior permission of the instructor. Within the context of this course, students must be prepared to use PowerPoint, Web Publishing, MSExcel, MSWord, spreadsheets for record keeping and data analysis, Internet search and retrieval, and abide by copyright laws.

Evolution is one of the most important and most widely misunderstood concepts in science. This is an online course to help teachers and anyone who would like to learn more about evolution deepen their understanding of evolutionary concepts.

### **BIO705N Topics in Aquaculture**

**4 Credits**

Prerequisites: Two upper level undergraduate courses in biology or permission of Department Chairperson

This course provides an overview of aquaculture with emphasis on applications in New England. Participants gain the skills needed to set up and operate a small, recirculating aquaculture system as a living laboratory in their classroom or to grow aquatic organisms for personal consumption or supplemental income. Two lecture hours and two two-hour laboratories per week.

### **BIO706 Estuarine Ecology**

**4 Credits**

Prerequisites: Two upper level undergraduate courses in biology or permission of Department Chairperson

This course provides an overview of estuarine environments, where freshwater meets saltwater. Interactions between the physical, chemical and biological components of an estuarine environment are explored and illustrated by field experiences. Participants gain a hands-on appreciation of the dynamic nature and ecological importance of estuarine environments. Emphasis is on methods for data collection and investigations appropriate for the classroom. This intensive 50-hour course may include field time outside of scheduled hours.

### **BIO708 Entomology**

**4 Credits**

An advanced course investigating the morphology, physiology, ecology, evolution, taxonomy, and systematics of insects. Methods of collecting, preserving, and identifying insects are introduced. Required are preparation of small insect collection and research project; laboratory work and field trips will also be required. Three lecture hours and one three-hour laboratory.

**BIO711 Computer Applications for the Science Teacher****4 Credits**

Prerequisites: BA or BS in a Natural Science. Enrollment limited to matriculated students in the Master of Arts in Teaching Biology program. Others by permission of the Department Chairperson.

This course provides an introduction to selected computer applications that can be utilized by science teachers in teaching and administrative practice. Emphasis will be placed on the use of telecommunications and multimedia applications in the teaching of science. Students will explore other software and hardware technologies to develop a foundation of how to use computer technology in teaching science. Four lecture hours.

**BIO714 Topics in Molecular and Cell Biology: The Basis of Biotechnology****3 Credits**

Prerequisite: College-level Biology course or permission of the Instructor.

Modern technology has greatly extended our ability to explore the biological and physical world. Specifically, the study of Cell and Molecular Biology has experienced unprecedented advances in recent years. Students will explore modern cell biology and examine its various applications through the growing field of Biotechnology, including gene therapy, genetic engineering, environmental remediation, agricultural enhancements and medical initiatives.

**BIO715 Environmental and Conservation Biology****3 Credits**

Prerequisite: College-level Biology course or permission of the Instructor.

Modern Biology often focuses on specific aspects of life, such as the components of the cell; sometimes investigators lose the 'big picture' as to the structure and function of a complete system. Ecology involves the comprehensive study of entire ecosystems, incorporating chemical, physical and geologic parameters as part of biological processes. This course will review the basic principles of ecology as they define the world around us. Students will also study the impacts of humans on nature with special emphasis on current topics in conservation biology.

**BIO716 Parasitology****4 Credits**

Prerequisite: BI0310, or permission of the Department Chairperson

An introduction to the study of the protozoan and helminth parasites. The laboratory will involve identification of prepared slides of parasitic types and also collecting and staining parasites from marine and freshwater hosts.

**BIO730 Advanced Cell Biology****3 Credits**

Prerequisite: BA or BS in Biology or permission of the Department Chairperson

An advanced course to allow students to investigate cellular structure, functions, and interactions. Cytological analysis of cells including advanced microscopy will be emphasized. Biochemical, molecular, and genetic approaches will also be discussed in detail. The students will design and complete a research project. Some lab work will be required.

**BIO740 Neurophysiology****4 Credits**

Prerequisites: One year of Biology and one year of Chemistry, or permission of the Department Chairperson

The study of the vertebrate nervous system with emphasis on physiological mechanisms in man. Topical areas include: generation, propagation, and transmission of bio-electricity; reflex facilitation and inhibition; the ascending and descending pathways; coordination of motion; the autonomic nervous system; special senses; and neuroendocrine mechanisms.



**BIO741 Endocrinology**

**4 Credits**

Prerequisites: One year of Biology and one year of Chemistry, or permission of the Department Chairperson

The study of the endocrine glands and their hormones with particular emphasis on mechanisms of hormone action. Topics include normal and abnormal physiology of the endocrine glands, methods of hormone analysis and endocrine control of such phenomena as growth, water and electrolyte balance, sexual differentiation and cellular metabolism.

**BIO760 Immunology**

**4 Credits**

Prerequisites: Anatomy and Physiology II and Organic Chemistry II, or permission of Department Chairperson

An introduction to the structural and functional organization of the immune system and to the interplay of innate and adaptive factors underlying immunity. The relationship between immune responses and diseases will also be examined.

**BIO800 Field Botany**

**4 Credits**

Prerequisites: BA or BS in Biology with at least one course in Botany. Others by permission of the Department Chairperson

A taxonomic study of the local flora with much laboratory and field work. Identification of plants through the use of keys, understanding of phylogenetic arrangements of flowering plants, and herbarium methods will be emphasized.

**BIO801N Workshop in Field Biology**

**3 Credits**

Prerequisite: One year of College Biology

A study of terrestrial and/or aquatic environments and the organisms inhabiting them at selected locations. The focus may include local habitats, other regions in the United States and selected foreign areas.

**BIO875, BIO876 Directed Study**

**3 Credits**

An independent research project supervised by a member of the Biology Faculty.



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## Business Administration

### **ACC703 Financial and Managerial Accounting**

**3 Credits**

This course presents the basic concepts and principles of external financial reporting, as well as the nature of management accounting. Topics to be covered include generally accepted accounting principles, financial statement preparation and analysis, cost concepts, budgeting and product pricing.

### **ACC805 Tax Factors in Business: A Decision Making Approach**

**3 Credits**

Prerequisites: FIN710 and BUS802N

This course examines the effects of taxes on business decisions, focusing primarily on planning implications for sole proprietorships, partnerships and corporations. It also includes a general overview of tax laws regarding income, exclusions, deductions and credits.

### **BUS700 Graduate Business Institute**

**3 Credits**

Graduate Business Institute will offer lectures, discussions, media presentations and workshops with experts selected from academic, industry and government organizations. One or more business related topics of national and/or international importance will be selected by the instructor in consultation with other faculty, at least a semester prior to the course offering. These topic areas may not be usually found in the conventional classroom course. They will be carefully designed to facilitate the accomplishment of the objectives previously mentioned. It is anticipated that the proximity of the guest speakers and the opportunity for students to interact with their colleagues in a conference type setting will provide a meaningful experience to all. Students may take this course multiple times.

### **BUS790 Internship in Business**

**3-12 Credits**

An academic work program under the auspices of various business and non-profit organizations in areas directly related to the student's interests in business administration. The student is also supervised by a faculty member who will maintain contact with the sponsoring organization and with the student during the internship.

### **BUS802N Legal and Ethical Environment**

**3 Credits**

A study of the legal and ethical framework within which the formal business organization must operate. Topics included are the law of contracts, sales, negotiable instruments, partnerships, corporations, bankruptcy, consumer protection, and agency. Emphasis will be placed on the rights and liabilities of all parties. Case study method will be used extensively.

### **BUS840 International Business**

**3 Credits**

Prerequisites: BUS802N, ECO703, MGT780 and MKT790N

This course intensively scrutinizes the setting and scope of international business and the dimensions of multi-national enterprise. Readings and examples for analysis from assigned cases are the key tools used. The student is expected to become skilled in the identifications of strategies and adaptations of functional activities in marketing, production and supply, finance and control, human resources, and government and public relations to deal with the differences to be encountered in exporting or making direct investments in foreign business environments.





**BUS842 International Business Law**

**3 Credits**

Prerequisites: BUS802N or BUS840

This course examines the impact of law on international business transactions. It prepares business people to identify the legal issues that arise when structuring business transactions. Topics covered include trade, licensing and investment, carriage of goods and liability, sales contracts, the protection of intellectual property, as well as cultural and ethical issues in international business. Students may be assigned to attend outside lectures. The course emphasizes critical analysis and oral argument.

**BUS850 Ethical Issues in Business**

**3 Credits**

This course explores the delicate balance between business profitability and ethical practice, particularly as it relates to governmental regulation, consumer welfare, employee relations and environmental concerns. Text material and selected case studies will be utilized to provide a vehicle for discussing and understanding the social responsibility of business as inseparable from its economic function.

**BUS853 Research Methods in Business**

**3 Credits**

This is a course in real business problem solving. Students are provided with an opportunity to utilize all those skills and techniques acquired over the past few years. The primary responsibility resides in each student. By selecting individual areas of interest, the student can select a specific topic, identify the specific problem, develop and test a strategy designed to contribute significantly to the business world.

**BUS855 Mergers and Acquisitions**

**3 Credits**

Prerequisites: ECO715, ACC703, FIN710, MKT790N, MGT780 or permission of the instructor  
The course is designed to examine corporate strategy development from an interdisciplinary perspective. Specific topics include: history of merger waves in the United States, global trends; types of mergers; strategic and financial motives for mergers; acquisition processes; post merger integration; empirical evidence of merger success; divestment; takeover defense strategies; and ethical and public policy issues. Pedagogical tools include class lectures, selected readings, case discussions, guest speakers and a term project.

**BUS860 Entrepreneurship**

**3 Credits**

Prerequisites: FIN710, MKT790N

This course is designed to examine the entrepreneurial process involved in new venture creation and start-ups. The approach is both conceptual and pragmatic. Students will understand entrepreneurship beyond the functional boundaries as an interdisciplinary, cross-functional activity. The course is ideal for individuals seeking to start their own businesses, and who wish to learn more about the analytic and creative processes involved in developing their ideas into a successful new venture.

**BUS870 Business Policy and Strategy**

**3 Credits**

Prerequisites: MGT780, MKT790N, ECO715, BUS802N and FIN710. Students must have successfully completed 36 credit hours prior to taking this course.

Designed as a capstone course for students in the Program, the course studies the strategies employed by corporations in planning, selecting and implementing objectives. Through analysis of various assigned cases, the student is expected to become skilled in the development and analysis of business strategy and policy, which requires familiarity with functional activities such as marketing, production, finance and human resources management.

**BUS874 Scenario Planning****3 Credits**

Prerequisite: BUS870 or permission of Department Chair

Scenario planning is a strategic planning technique that postulates a range of possible futures for the business environment. Scenario planning provides business leaders with success paths and options that correlate with the evolution of the collective business environments and the business' internal capabilities.

**BUS875, BUS876 Directed Study****3 Credits**

An independent research project supervised by a member of the Graduate Business Administration Faculty.

**BUS891 Field Based Business Studies I****3 Credits**

The Field Based Business Studies course is designed to provide an opportunity for students to participate first hand in an industry/business experience. The business studies program is structured towards students able to observe and study the manufacturing and service sectors of business activities. Site visits will be made to private and government owned enterprises operating in the United States and in foreign countries.

**BUS892 Field Based Business Studies II****3 Credits**

Prerequisite: BUS891

This is a second course which would conduct additional field work and/or advanced course work, and is designed for students who want to undertake in-depth case studies, and where constraints of first course BUS891 (such as time, location, and other circumstances) does not provide the student with the opportunity to conduct extensive observations and/or implement outcomes of the analysis of the case studies. Students will further continue to work on their paper/case studies under the directions provided by the instructor.

**BUS900 Thesis****6 Credits**

Develop a research proposal based upon a critical review of research work performed by others, and identification of areas of knowledge gaps upon which to establish the main purpose of the investigation. Indicate importance and relative contribution that the research will make towards the body of knowledge. Establish research objectives, processes and methodology, information acquisition, techniques of data manipulation, assumptions and limitations, analysis and procedures, results, conclusions, and directions for further studies. Carry out research program, collect data and report on the results in a thesis to be presented orally and in writing.

**BUS905 Global Environmental Economics and Management****3 Credits**

Through readings, lectures and class presentations and discussions, this course will further develop students' knowledge and understanding of global environmental economics and management.

**FIN710 Applications in Financial Management****3 Credits**

Prerequisite: ACC703

A case method course focusing on financial decision making with emphasis on practical application rather than academic examination. Subject areas covered include working capital management, cash flow analysis and management, funds rating, cost of capital, capital budgeting, capital structure, dividend policy, firm valuation, mergers and acquisitions.



**FIN751 Fundamentals of Financial Planning and Insurance** **3 Credits**

This course introduces students to the financial planning process with an overview of risk management and insurance, income tax planning, investment planning, retirement planning, employee benefits, and estate planning. Students will learn about time value of money, legal/ethical aspects of financial planning. The course also covers details of insurance planning.

**FIN753 Retirement and Employee Benefits Planning** **3 Credits**

Prerequisite:FIN751

The course covers the importance of retirement planning and provide students with knowledge of public plans (Social Security, Medicare, Medicaid, etc.) and retirement plans including DB and DC plans and their regulatory provisions. Individual retirement plans like KEOGH, SRA, IRA etc. are also discussed as will other non-qualified DC plans. Other life changing events and their impact on retirement are addressed.

**FIN757 Income Tax Planning** **3 Credits**

This course examines the Federal Income Tax Statutes as they relate to individuals, partnerships, limited liability companies, corporations, estates and trusts. The course examines how individuals can utilize their understanding of these tax statutes so as to minimize tax liabilities.

**FIN759 Estate Planning** **3 Credits**

Prerequisite:FIN751

The course explores the complex legal, tax and financial issues in transfer of property, wills, trust, gifts, etc. The course introduces students to the areas of wills, probate, marital deductions, charitable contributions, charitable trusts and planning for incapacity. Special attention is given to the use of trusts, insurance and taxation issues in estate planning, etc. The course provides the students with the basic tools necessary to advise clients in estate planning matters.

**FIN760 Cases in Financial Decision Making** **3 Credits**

Prerequisite: FIN710

A case method course focusing on financial decision making with emphasis on practical application rather than academic examination. Subject areas covered include working capital management, cash flow analysis and management, funds rating, cost of capital, capital budgeting, capital structure, dividend policy, firm valuation, mergers and acquisitions.

**FIN780 Investment Analysis & Portfolio Management** **3 Credits**

This course examines key concepts and practices of investments. Included are topics in introduction to security markets; types of investment vehicles such as common and preferred stocks, bonds, mutual funds, and derivatives; investment environment; economy review; industry and security analysis; and portfolio concepts.

**FIN810 Financial Markets and Institutions** **3 Credits**

This course involves studying the operation and management of various financial institutions, and the process of value creation in markets such as money markets, capital markets, and derivative markets. The course will also investigate the involvement of various government agencies in the regulation of the financial institutions.

**FIN910 Global Trade and Finance** **3 Credits**

The course analyzes the effects of such factors as exchange rate fluctuations, currency regulations and other trade barriers on global financial planning of multinationals. This course will help students achieve a better understanding of the complex economic and financial interdependence of nations and thereby widen their intellectual horizons.

**MGT780 Management Theory and Application****3 Credits**

This course examines the major concepts and findings of the behavioral sciences which have particular relevance to management. Systematic ways of understanding behavior are developed. Topics include human development and motivation, interpersonal perception and communication, and small group processes.

**MGT800 Behavior In Organization****3 Credits**

Prerequisite: MGT780

As a continuation of the Management Theory and Application course (MGT780), this course focuses on both understanding and coping with the more complex relationships found in larger organizations. An opportunity is provided to apply knowledge about people in organizations to the improvement of organizational systems and to the process of achieving changes in organizations.

**MGT804 Human Resource Management****3 Credits**

Human resource management is approached from the perspective of the general manager. Managers need to know how to administer the personnel who report to them, and managers need to develop an understanding of the human resource policies of the organization as a whole. The course addresses both concerns. Important topics concerning selection, training, compensation, labor relations, and planning are covered.

**MGT805 Leadership Studies****3 Credits**

Leadership is presented from both a theoretical and practical point of view. Since there is no comprehensive theory of leadership, the major theories will be studied: Trait theory, behavioral theory, contingency theory and transformational leadership. Several topics are intertwined with leadership but will be studied as independent topics: power, motivation, and management style. Leadership has many practical aspects. Some of those which will be covered: stress, dealing with corporate culture, and gender and race issues.

**MGT806 School Business Officer Administrative Practices****3 Credits**

This course will explore issues related to the administrative practice of a school financial officer. Broad topics of school business administrator practice such as management of federal and state appropriations for special services, and municipal and school finance laws and regulations will be covered. In addition, technical issues related to purchasing, building management, insurance, payroll and scheduling will receive in depth attention. This course includes a pre-practicum, field based experience.

**MGT809 Labor Relations****3 Credits**

The course concentrates on the institutional context of management/labor relations including the historic development of trade unions, the labor employment law, the collective bargaining and arbitration process and selected public policy issues.

**MGT820 Innovation and Megatrends****3 Credits**

The course includes the study of how innovations are developed and diffused and how significant demographic and psychographic trends can be anticipated and capitalized upon. The course examines how individuals and groups become effective idea generators, what organizational culture attributes help or hinder innovation, the role of leadership in innovation and how each functional area (such as marketing and manufacturing) plays a part in the innovative organization. The impact of innovation in the international marketplace will be examined. In addition to lecture and class discussion, the course will rely heavily on case analysis.



**MGT830 Graduate Seminar-Current Issues in Business**

**3 Credits**

This course is a critical study of current concepts and issues facing corporate America today. Major emphasis is placed on the administrative and managerial implications of the new trends and opportunities in the business world. This course is offered in a seminar format and is designed to update the knowledge of professional executives.

**MKT790N Marketing Decision Making**

**3 Credits**

Prerequisite: FIN710

This course analyzes the marketing activities of an organization and will examine the role marketing plays in society and within the organization, the structure of the marketing system, basic marketing concepts, and of marketing management. Topics include customer/client analysis, market research, product/service policy, pricing policy, distribution policy, communications policy, and the development of strategies. Profit and nonprofit organizations, domestic and international marketing organizations are looked at. The course relies mainly on case-study discussions of actual marketing decisions, supplemented by lectures and readings.

**MKT800 Consumer Behavior**

**3 Credits**

This course is designed to analyze the role of the consumer in the economy drawing upon general and social psychology, sociology, philosophy, anthropology, and economics. Integration of conventional concepts with marketing to better understand consumer choices. The course examines marketing opportunities through a better understanding of the consumer.

**MKT810 Sales Management**

**3 Credits**

Designed to develop decision-making skills necessary to build and maintain effective sales organization. Utilizes cases and readings to examine strategic and operating problems of the sales manager. Major topics are the selling function, sales management at the field level, the sales executive, and sales and marketing management.

**MKT820 Global Marketing Management**

**3 Credits**

This course will present an overview of the unique aspects of marketing in the international business environment and provide the framework upon which multinational marketing management can be based. Emphasis will be placed on the role of the international marketing manager in the development of marketing strategies for a variety of markets in diverse cultural, political and economic situations. Focus will be on the decision making process in the areas of foreign market analysis, target identification, product planning, promotion and channels of distribution.

**MKT830 Promotional Policy**

**3 Credits**

This course examines the various forms of promotion used as components of promotional programs of organizations. Topics include the methods of promotion in advertising, personal selling, sales promotion, public relations and other forms of communication. It emphasizes the managerial aspects of the decisions made in promotional planning, development and appraisal.

**MKT840A Special Topics in Marketing**

**3 Credits**

One or more special topics related to marketing will be selected by the instructor in consultation with other faculty, at least a semester prior to the course offering. The topic area may not be usually found in the conventional classroom course. The course syllabus will be carefully designed to facilitate the accomplishment of the marketing program objectives.

**MKT901 Global Marketing Strategy****3 Credits**

This course provides students with an understanding of the principles and practices of global marketing by examining the several market systems which exist in the world, the institutional structure which exists to serve these market systems, and the marketing administration practices by business enterprises operating within these market systems.

**ODS701 Computers In Business Management****3 Credits**

An analysis data processing functions and systems in business, as well as history, terminology, technology, and economics of data processing hardware and software. The course treats management issues in the design, selection, evaluation, and use of computers and computer services. It also familiarizes the student with elementary programming through the solution of simple business-oriented exercises.

**ODS702 Computers in Public Organizations****3 Credits**

This course provides an understanding of the basic functions of information processing in the public sector. The course focuses on the design, selection, evaluation, and use of computers and computer services in public policy studies. It also familiarizes the student with various computer applications using time shared networks and micro-computer applications.

**ODS710 Statistical Methods****3 Credits**

Prerequisite: ODS701

This course focuses on the process of statistical inference whereby the analyst is able to infer or draw conclusions about the parameters of a large data set on the basis of statistics derived from sampling. Other topics include hypothesis testing, data organization, estimation techniques, analysis of variance, linear regression analysis, variance, linear regression analysis, correlation analysis, and a detailed treatment of probability theory as applied to the decision-making process.

**ODS800 Operations Management****3 Credits**

Prerequisites: ODS701 and ACC703

The course deals with concepts and principles related to the conversion process: the inputs of materials, investment, and labor producing finished goods and services. Taught from a management point of view. Topics include product/process design, capacity planning, plant layout, production scheduling, quality control, demand forecasting, human engineering, job design and inventory management. Relationships to other major business functions are explored

**ODS801 Applied Operations Research I****3 Credits**

Prerequisites: ODS710 and ACC 703

The course deals with the theory and application of management science, to include such topics as simple and complex decision theory, graphical and simplex linear programming, transportation and assignment algorithms, deterministic and stochastic inventory control models, and PERT/CPM network models. Emphasis is placed on problem definition, relevant cost determination, and solution generation, via examination, casework, and computer application.

**ODS811 Management Information Systems I****3 Credits**

Prerequisite: ODS701

This course focuses on the problem of identifying an organization's recurring data requirements which facilitate the decision-making process. The course then covers in detail the methodology used in analyzing and designing an information system from an organizational point of view. In addition, the course covers the vital area of how an information system is effectively implemented and maintained by an existing organization.



**ODS812 Service Sector Systems**

**3 Credits**

Prerequisite: ODS800

This course explores the application of operations management to the design and management of service delivery systems. The case method is employed to identify potential uses of factory derived techniques as well as to identify the key issues in evaluation and implementing alternative equipment and processes. Various frameworks for classifying service systems will also be introduced.

**ODS813 Applied Operations Research II**

**3 Credits**

Prerequisite: ODS801

A continuation of the study of the theory and application of management science to include such topics as time series and causal forecasting methods, utility theory, decision making with marginal analysis, integer, goal, and dynamic-programming and game theory. Emphasis is placed on problem definition, relevant variable identification, and solution generation, via examination, casework and computer application.

**ODS825 Manufacturing Systems**

**3 Credits**

Prerequisites: ODS701, ODS800 and ODS801

This course emphasizes management of the production process in detail, development of an analytical ability, and an understanding of the newer quantitative techniques, systems and technical developments in manufacturing. Topics include MRP I & II, Just-In-Time and Flexible Manufacturing systems, robotics, CAD/CAM, simulation modeling and manufacturing strategies. Conceptual development and applicability are stressed through the use of text, readings and cases.

**ODS840 Quality and Reliability Systems**

**3 Credits**

Prerequisites: ODS710 and ODS800

This course provides a practical overview of quality and reliability systems in the industrial and service sectors. Topics include concepts and history, acceptance sampling techniques, statistical tolerancing, process control charts, quality assurance, life testing, economics of quality, quality design, Asian quality methods, computer-generated simulation techniques, and the integration of quality and reliability programs and strategies.

**ODS850 Management Information Systems II**

**3 Credits**

Prerequisite: ODS811

This course embraces two major topics. The first is an introduction to the database approach for design of integrated information applications. It covers data base design, data structures, data definition and manipulation languages, and data base implementation and evaluation. The second is advanced systems management. It covers personnel career planning and turnover, capacity planning, standards development, software conversion problems and disaster recovery.

**ODS901 Global Operations Management**

**3 Credits**

Using a combination of cases and readings, this course will present a strong conceptual framework for helping students recognize and meet the challenges of international operations management. The course emphasizes innovative projects undertaken to realize the promise of global competitive advantage.

**ODS905 Global Information Systems Management**

**3 Credits**

Through readings, lectures and industry field visits, this course will further develop students' knowledge and understanding of the stochastic dynamic nature of information systems in the operation of global business enterprise. Particular attention will be paid to the design, planning, development and implementation of integrative strategic management information systems.



## Chemistry

### **CHE701 Chemistry and Its Applications for Middle School Teachers** **3 Credits**

Prerequisites: CHE124 or the equivalent and admittance into the MAT in Middle School General Science program or the permission of the Instructor.

This course includes topics that illustrate how chemistry affects our lives and a description of the chemistry important in the topic. The topics may come from environmental science, energy, materials science, medicine and health. Along with participating in the projects, students will prepare lesson plans that they can use in their classrooms. Students will investigate possible topics for the thesis required for the MAT degree.

### **CHE710 Advanced Topics in Inorganic Chemistry** **3 Credits**

Prerequisites: Organic Chemistry and Inorganic Chemistry. Physical Chemistry is recommended but not required.

This course involves a theoretical, chemical, and physical study of the following selected topics; electron configuration of atoms; the qualitative aspect of bonding in inorganic compounds and metal complexes, coordination chemistry, mechanism of inorganic reaction; period table; transition metal chemistry; and acid-base and non-aqueous chemistry.

### **CHE711 Chemical Bonding** **3 Credits**

Prerequisites: Advanced Topics in Inorganic Chemistry and Physical Chemistry II

This course will involve a qualitative and quantitative study of chemical bonding. The following topics will be discussed: electrostatic (ionic) bonding and crystal formation metallic bonding; valence bond and molecular orbital approaches to bonding in inorganic molecules, valence bond, molecular orbital, crystal field and ligand field approaches to bonding in coordination compounds; molecular orbital and ligand field approaches to bonding in organic metallic compounds.

### **CHE715 Chemistry of the Elements** **3 Credits**

Prerequisites: General Chemistry, Organic Chemistry and Physical Chemistry are recommended but not required.

This course involves a detailed study of the physical and chemical properties of selected elements and their compounds. Particular emphasis will be placed upon the study of those inorganic chemicals of commercial, environmental and ecological significance.

### **CHE720 Topics in Biochemistry** **3 Credits**

Prerequisites: Undergraduate courses in inorganic, organic and biochemistry

An in-depth study of select areas of biochemistry which will relate structure to function. The structure of biochemicals, their reactions and the mechanisms of those reactions will be related to reactions of simpler organic compounds. The mechanism of action of toxic and therapeutic organic compounds will be related to biochemical structure and function. The physical, chemical and biochemical methods used to determine mechanisms will be discussed. Review and research articles from the biochemical literature will supplement the lecture material.

### **CHE731 Advanced Physical Chemistry** **3 Credits**

Prerequisites: Physical Chemistry I & II, Calculus and Physics

This course will examine topics from thermodynamics, kinetics, and quantum chemistry. The topics will be selected from the following: the laws of thermodynamics, thermochemistry, chemical equilibrium, kinetic theory, reactions kinetics, quantum theory and spectroscopy.





**CHE735 Electrochemistry**

**3 Credits**

Prerequisites: Physical Chemistry or permission of instructor

A survey of the fundamentals and applications of electrochemistry. Emphasis upon an understanding of the basic physical processes, rather than upon detailed mathematical treatment. Includes: thermodynamics of reversible cells and electrodes; irreversible phenomenal kinetics of electrode processes, polarization and over-potential, electrolytic processes, chronopotentiometry; fuel cells, and electrochemistry in fused salts and organic solvents.

**CHE740 Topics in Organic Chemistry**

**3 Credits**

Prerequisites: CHE442 Physical Organic Chemistry or its equivalent

An in-depth study of a select number of areas of organic chemistry, emphasizing reaction mechanisms. A portion of the course will be devoted to the organic chemistry of polymers. The rest of the course will be comprised of topics that will vary with the instructors. The discussion of the mechanisms will focus on the physical and chemical methods used in determining mechanisms and structural and stereochemical effects. Assignments may be made from textbooks, specialized monographs, review articles and research articles from the chemical literature.

**CHE750 Instrument Methods of Chemical Analysis**

**4 Credits**

Prerequisites: Organic Chemistry, Physics and Quantitative Analysis

Physical Chemistry is recommended but not required.

This course will involve a study of the theoretical aspects of various types of instrumentation and the application of these techniques for the qualitative and quantitative analysis of inorganic and organic compounds. Lecture and laboratory.

**CHE900 Seminar**

**1 Credit**

Prerequisite: Acceptance into the MAT in Chemistry Program

This course will require oral and written reports by the participants on current or recent chemical investigations that are published in the chemical literature. Required for the MAT in Chemistry.

**CHE910 Research**

**3-9 Credits**

A problem of an advanced nature requiring reading and chemical research in one of the following areas of Chemistry: Analytical, Biological, Inorganic, Organic or Physical. The candidate will select the area of interest, but a staff member of the Chemistry Department will supply the specific problem. A paper is required at the completion of the research. Admission to the course is open to students who have completed the chemistry core requirements in the MAT in Chemistry program and requires the approval of the faculty member under whose direction the research is to be done.

**PHS701 Physics and Its Applications for Middle School Teachers**

**3 Credits**

Prerequisites: An Introductory Physics course or the equivalent and admittance into the MAT in Middle School General Science program or the permission of the Instructor.

This course includes topics that show how physics affects our lives. The first few topics use forces. The second set of topics include one type of energy or another and then the final topics are on light and sound. Throughout the course there are several topics that are closely related to engineering. Assignments and in class projects will help the student gain a deeper understanding of physics in our lives. News reports will be discussed in class. The students will prepare lesson plans that they will use in their classrooms. Thesis topics will be investigated.



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## Criminal Justice

### **CRJ701 Criminal Justice Planning**

**3 Credits**

This course is designed for police, court, and other criminal justice agency personnel who are anticipating administrative careers in their agency and/or union. The course includes various techniques and technology currently available to support the criminal justice administrator in designing and executing criminal justice plans.

### **CRJ702 Criminal Justice System: Alternatives**

**3 Credits**

This course will enable students to analyze the use of alternative programs as utilized by Police Departments, District Attorney Offices, Courts, and Correctional Departments. The following programs will be evaluated: Police Diversion, District Attorney Diversion, Victim Witness and Pre-Trial Diversion. Each student will analyze one specific program based upon his/her professional choice.

### **CRJ703 Race, Class and Ethnicity and Criminal Justice**

**3 Credits**

This course examines racial, ethnic and socioeconomic factors and explores the possibility that the criminal justice system may be influenced by such factors. The course concentrates on comparative and historical analyses of the relationship between these factors and the criminal justice system and seeks to identify and critically analyze the work of scholars who have developed theories related to this issue.

### **CRJ704 Juvenile Delinquency and Justice**

**3 Credits**

This course will focus attention on the origin, evolution and current administration of the juvenile justice system. The major theories of delinquency will be introduced and assessed. In addition, special attention will be devoted to gang violence, drug dealing in schools, and the increasing problems associated with anti-social offenses committed by youths.

### **CRJ705 Women and Criminal Justice**

**3 Credits**

This course examines the role of women in the criminal justice system, as victims, offenders, inmates and professionals. This course analyzes: (1) variations and patterns in female criminality; (2) the rehabilitation of female offenders; (3) the context and meaning of female victimization; and (4) gender and criminal justice professions. In addition, special attention is devoted to criminal justice theories and their relevance to women.

### **CRJ706 White Collar Crime**

**3 Credits**

This course examines the nature, causes and costs of white collar and corporate crime. A study of corporate crime and criminals is pursued examining the similarities to and differences from other offenders. The major theoretical explanations of white collar and corporate crime are presented. Special attention is given to the impact of social, economic and political forces on the control of white collar and corporate crime.

### **CRJ707 Intimate Violence**

**3 Credits**

This course will examine violence among intimates, including partner abuse, marital rape, child abuse, child neglect and elder abuse. The major foci will be on domestic violence and child abuse. This course will highlight theories of intimate violence, such as intergenerational transmission and social exchange.



**CRJ710 Community Corrections**

**3 Credits**

This course analyzes the movement with corrections to provide offenders with rehabilitative and reintegrative services outside of the traditional institutional settings. The historical, theoretical and philosophical rationale for the community-based approach will be critically examined, as well as a wide variety of functioning programs. Attention will also focus on how this movement has addressed special needs offenders, including juveniles, women, substance abusers and the mentally ill.

**CRJ711 Police Policy and Practice**

**3 Credits**

Initially, this course will review the historical developments of police policy and police practice. It will examine the changes associated with policy and practice over the past several decades and will focus on how well those practices have serviced specific communities across the U.S. This evaluation will include ideological paradigm shifts between stated mandates versus actual experiences of various communities and specific groups.

**CRJ800A Theories of Crime**

**3 Credits**

This course provides students with an understanding of the major theories of crime causation developed over the last three centuries. Special attention is devoted to issues related to the measurement of crime and what can be discerned from the available empirical data about the nature and extent of crime. In addition, explanations of various crime types such as violent and white-collar crime are highlighted and discussed.

**CRJ801 Criminal Justice Process & Administration**

**3 Credits**

This course examines the processes involved in the administration of the criminal justice system, specifically policy, court and correctional agencies. Special attention will be focused on the external and internal factors that currently impact criminal justice administration and policy formulation.

**CRJ802 Criminal Law and the Judicial System**

**3 Credits**

This course will include a discussion of criminal law, its historical development, function and purpose in American society. The essential elements of crime and principles of criminal liability will be studied. Various laws pertaining to offenses against persons, property, public order and the government will be reviewed. The course will also include discussion of the judicial system and its procedures. Judicial processing of criminal violators, and their due process rights, will be examined. Current legal and judicial issues will be selected and analyzed.

**CRJ810 Advanced Research Methods in Criminal Justice**

**3 Credits**

Prerequisite: CRJ800A

This course will examine the logic and validity of research procedures in experimental, quasi-experimental, survey and field research. Students will develop critical abilities in analyzing social science research and will formulate research proposals using the techniques studied.

**CRJ811 Criminal Justice Data Analysis**

**3 Credits**

Prerequisite: CRJ810

This course will provide a brief review of appropriate statistical concepts and procedures for qualitative and quantitative data. The major focus will be application of these statistical procedures through the data management system, SAS. Students will be provided a database with which to learn the SAS system. They will conduct data coding, data management and statistical analysis for crime data. Students will also learn other data management systems, such as SPSS.

**CRJ812 Criminal Justice Statistical Analysis****3 Credits**

This course introduces statistical concepts used for analyzing crime and evaluating crime policies. Students will survey statistical methods for establishing correlations, interpreting trends, conducting time series analysis, and prediction. The underlying concepts integral to these techniques are reviewed including probability and sampling distributions, hypothesis testing, effect size, and statistical power. An undergraduate course in statistics is required.

**CRJ813A Directed Study: Criminal Justice Thesis Preparation I****3 Credits**

This course is required for students pursuing the thesis option. During the directed study, students will work with a faculty advisor to complete their research proposal, data analysis and master's thesis.

**CRJ813B Directed Study: Criminal Justice Thesis Preparation II****3 Credits**

Prerequisite: CRJ813A Directed Study: Criminal Justice Thesis Preparation I

This course is required for students pursuing the thesis option. During the directed study, students will work with a faculty advisor to complete their research proposal, data analysis and master's thesis.

**CRJ820 Field Study in Criminal Justice****3 Credits**

Prerequisites: CRJ800A, CRJ810, CRJ811

This course is the first of a two-part capstone course for the completion of the master's thesis. The field experience will provide students the opportunity to integrate knowledge of criminal justice theory, research methods, statistics and computer mapping. During this fieldwork, students will formulate a research project that utilizes computer mapping and survey procedures as well as collect data for their master's thesis. Students will meet regularly with their advisor and submit a thesis proposal. The thesis proposal will be submitted to the Criminal Justice Coordinator, Geo-Information Science Coordinator and Field Study instructor for approval.

**CRJ821 Applied Research Methods in Criminal Justice****3 Credits**

Prerequisites: CRJ800, CRJ810, CRJ811, CRJ820

This course is the second part of the capstone course for completion of the master's thesis. Utilizing the data obtained during the field experience, the students will continue with their analysis. The student's thesis will include problem formulation and conceptualization, a literature review, research design, data analysis and conclusions with policy implications.

**CRJ875, CRJ876 Directed Study****Arranged**

An independent research project supervised by a faculty member of the department of Criminal Justice.



## Economics

### **ECO703 Macroeconomics, Analysis and Policy**

**3 Credits**

Acquaints students with the general economic environment for business decision making. Topics include national accounts, government control, fiscal and monetary policy, income and employment theory, market structures, and economic systems.

### **ECO715 Managerial Economics and Policy**

**3 Credits**

This course develops skill in the systematic analysis of the microeconomic aspects of business decisions and in the development of quantitative data of the firm. It deals with an in-depth analysis of the market, the theory of consumer behavior, oligopoly, monopoly, perfect competition, optimal production, costs, profit maximization, corporate pricing and technology. The emphasis is on application of these topics to actual business problems in a competitive enterprise economy.

### **ECO725 Economics of Health Care**

**3 Credits**

Prerequisite: ECO715

This course is a survey of the organization of health care, the problems associated with various delivery systems, the utilization and availability of health care personnel, the growth and pressures exerted by third party payers and the study of the effects of government participation in the financing and delivery of health care.

### **ECO730 Environmental Economics and Policy**

**3 Credits**

Prerequisite: ECO715

This course is a survey of the economic aspects of our present environmental problems and the economic policies that can be employed to give both business and citizens and economic incentive to preserve the environment. The problems associated with intertemporal distribution of resources, the cost/benefit approach to pollution control, the pressures exerted by economic growth and development on the environment and the consideration of government intervention in markets for the purpose of environmental preservation and conservation will be discussed.

### **ECO750 Applied Econometrics**

**3 Credits**

Application of econometric analysis to the decisions to be made by public policy.

### **ECO751 Topics in Economics for Teachers**

**3 Credits**

This Institute will use an economic perspective and basic economic theories to study the people and places in the Commonwealth. This course will demonstrate how the study of institutions such as museums and public organizations, literature, and a basic knowledge of economic terms can create continuity in the history/social science curriculum. Technology enhanced teaching methods will be used to foster economic literacy and stimulate interest in the economics strand as assessed on the MTEL for Economics. VES and Blackboard will be used for communication and research. This class can be repeated as the topics and grade level will vary with each offering.



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## Education

### **AGS700 Action Research Seminar**

**6 Credits**

Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program  
This course, required of all CAGS candidates, will meet regularly over a two year period and include formal presentations, group discussions, and individual advising. Purposes include: (1) developing an understanding of the unique characteristics of action research; (2) assisting candidates in the identification of problems and design of action plans to be implemented within their own work settings; (3) monitoring the systematic acquiring, recording, and interpretation of data and evidence related to individual action plans. Information sources will include current educational research as well as relevant case studies from legal, medical and business-oriented professions.

### **AGS705 Diversity of Needs in Contemporary Classrooms**

**3 Credits**

Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program  
This course will focus on issues of diversity and individual needs which affect curriculum and instruction, particularly as regulated by federal and state mandates. Scope of content includes multi-culturalism and exceptionality, and their impact on learning and behavior in school, home, business and community environments. Participants will gain knowledge of the characteristics of culturally diverse and special needs populations, and increase their understanding of causes underlying student's attitudes, thoughts actions, and values. Addressed will be appropriate modifications of instruction, interaction and environment which enhance students' personal, social and educational potential.

### **AGS710 Contemporary Thinking and Learning Theories**

**3 Credits**

Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program  
This course will cover both the theoretical and practical aspects of teaching for thinking and for accommodating different learning styles, so that all students can realize their potential. Current theories of learning, intelligence, information processing, and creativity will be studied, as well as implications and applications of this research in school settings.

### **AGS715 Historical & Sociological Perspectives on Education**

**3 Credits**

Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program  
This course will examine the social purposes of education and the role of the school in society in both historical and contemporary contexts. Topics will include traditional and current curriculum and policy responses to social needs, the school's role in community education, the social responsibility of educators, and the function of schools in the economic order.



**AGS720 Developmental Perspectives on Students and Curriculum**

**3 Credits**

Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program

With a focus on creating environments that meet the needs of diverse groups of children, the student will study research and current educational practices including how children plan and work, and how curriculum and classrooms are organized and designed. Topics to be covered are: developmentally appropriate expectations, stages of child development, room design and organization, curriculum content and format, classroom management, and purpose and implementation of assessment techniques.

**AGS722 Cooperative Learning and Group Process in the Classroom**

**3 Credits**

Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program

This course will examine the interactive dynamics and cooperative skills required for small classroom groups to work effectively while fostering mutual acceptance and full participation among students. Topics of study will include: Using Cooperative Learning with Diverse Populations, Communications Skills, Self Esteem, Questioning, Problem-Solving and Conflict Resolution.

**AGS728 Teacher Empowerment and Leadership**

**3 Credits**

Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program

This course is built around three major themes: (1) adult development; (2) the culture of educational organizations; and (3) teachers as leaders. The class will work through current readings, individual and group experiences, and their own reflection and writing to develop a greater sense of empowerment. Participants will develop the knowledge and skills to be articulate influencers of educational practices at local, state and national levels.

**AGS730 Meeting the Challenge of School Restructuring**

**3 Credits**

This course is designed to introduce the tasks that a school leader will have to accomplish and skills that he/she must possess in order to lead school to prepare students and staff for life in the 21st Century. Emphasis will be placed on the importance of building collaborative relationships necessary for bringing about deep-rooted school change.

**AGS732A Organizational and Fiscal Issues of Comprehensive School Management**

**3 Credits**

This course will focus on those organizational skills which influence the successful administration and management of a comprehensive school system. Particular emphasis will be given to Massachusetts General Law relevant to education, including the Education Reform Act of 1993; management of fiscal responsibilities and collaborative structures. Participants will examine these issues in a manner designed to develop understandings and skills needed to be an effective school administrator during these times of challenge and change.

**AGS734 Professional Development in an Age of School Reform**

**3 Credits**

School reform efforts and legislation place increased importance on professional development in schools. This course is designed to address this issue by considering the following major topics; adult development, evaluation of professional personnel and change as a process. Participants will use current research, simulations and class discussions to understand practical strategies and processes which support effective models of professional development.

**AGS736 Advanced Curriculum Design and Development****3 Credits**

This course examines alternative models of curriculum as expressions of various social and educational goals and provides experience in effective curriculum change. Students look critically at existing curricula and develop projects that respond to contemporary educational needs, new developments in knowledge and information, and new thinking about teaching and learning.

**AGS738 Technology and Leadership in School Settings****3 Credits**

Through a combination of lectures, discussions, networking, laboratory experiences and site visits, participants will explore the significance of the changing role of leadership in education as it relates to all pervasive advances in technology. Through integration of technological advances into their school organizations, participants will develop a vision for the future which will enhance the teaching/learning process.

**AGS739 Reading and Learning Disabilities****3 Credits**

This course explores research, theory, and best practices in the field of reading and learning disabilities. It draws from the fields of speech-language pathology, special education, English language learning, occupational therapy, and literacy. Course content includes historical perspectives on reading and learning disabilities, assessment, diagnosis, and remediation, and the effects of various kinds of learning disabilities on the acquisition of literacy.

**AGS740A Review of Literacy Research****3 Credits**

Prerequisites: Acceptance into Salem State College/Northeast Consortium

CAGS Program. Previous research course as part of the master's degree program.

This course will provide an overview and review of research in the field of literacy, including reading, writing, English language learning, technology, first and second language acquisition, and classroom discourse. Both the content and methodology of the research will be studied. Reading and analyzing classic studies and contemporary research in the field of literacy is the focus of the course.

**AGS741 Reading and Public Policy****3 Credits**

This course considers how political ideology shapes federal, state, and local reading policies. The origins and consequences of reading policies, as well as recent reading policy initiatives will be analyzed. The course includes policies related to literacy instruction, language arts standards, assessment/accountability, and policies affecting English language learners.

**AGS742 Criticism of Classic and Contemporary Literature for Children and Youth****3 Credits**

This course will explore various approaches to literacy criticism and the views of critical theorists in the selection of literature for children and youth. Approaches to teaching literature will be examined as well as an overview of selected educational research studies on literature which inform practice.

**AGS743 Family Literacy****3 Credits**

This course explores recent and landmark research related to family literacy and home-school literacy partnerships. The course includes the influence of family literacy on children's literacy development and academic success, the ways school and teacher practices can influence parent involvement in all children's literacy learning, strategies for assisting families in improving literacy skills, and models of home-school literacy partnerships.





**AGS744 Seminar in Language, Literacy and Reading**

**3 Credits**

Prerequisites: Acceptance into Salem State College/Northeast Consortium CAGS Program. Two previous reading courses.

This course, required for the Language, Literacy and Reading strand, provides a theoretical basis for understanding the reading and writing processes. Major course emphasis will focus on literacy as a social product, the analysis of discourse, and the role of culture and language in shaping literacy. The course will review systems of language, language development, and first and second language acquisition, as it has impact on learning to read.

**EDG705 Responding to Diversity in the Classroom**

**3 Credits**

This course addresses the diversity of learning needs of students in general classrooms. Topics include the relationship between culture and education and culture's impact on language and learning, the range of learning styles present in all classrooms, and the characteristics of students with special learning needs. The course emphasizes strategies for supporting and enhancing content and language learning for all students. Restricted to students in "fast track" licensure programs or by permission of student's program coordinator.

**EDG720 Ethnography and Education**

**3 Credits**

This course instructs students on how to conduct ethnographic field research in educational settings. Topics include theory and techniques of participant observation and interviewing, writing and analysis of field notes, doing writing exercises in class, reading and discussing books on ethnographic method, and analysis and examining articles and books on ethnographic research. Restricted to matriculated graduate students.

**EDG751 Topics in Economics for Teachers**

**3 Credits**

This Institute will use an economic perspective and basic economic theories to study the people and places in the Commonwealth. This course will demonstrate how the study of institutions such as museums and public organizations, literature, and a basic knowledge of economic terms can create continuity in the history/social science curriculum. Technology enhanced teaching methods will be used to foster economic literacy and stimulate interest in the economics strand as assessed on the MTEL for Economics. VES and Blackboard will be used for communication and research. This class can be repeated as the topics and grade level will vary with each offering.

**EDG850 Issues in Mathematics Education: Programs and Trends**

**3 Credits**

Students will analyze historical, mathematical and psychological influences in mathematics curricula. Factors that impact mathematics education, such as learning theories, research projects, professional organizations, and international perspectives will be presented and examined.

**EDG851 Mathematics for all Learners**

**3 Credits**

Mathematics educators will explore appropriate strategies to use in regular classrooms containing a variety of learners. Strategies for effectively instructing students with learning disabilities, second language learners, and gifted and talented populations will be presented.

**EDG852 Action Research in Mathematics Education**

**3 Credits**

This course will examine the quantitative and qualitative techniques needed to design a significant action research project on a current issue in mathematics education. Research design including sampling, design of survey instruments, analyzing data, validity and reliability will be presented. Students will design an action research project to test a hypothesis which will be carried out in their clinical experience.

**EDG854 Project-Based Learning: Integrating Technology into the Curriculum 3 Credits**

This course provides an overview of project-based learning with an emphasis on WebQuests. Participants will collaborate on the design and implementation of a project-based unit while learning the requisite technology skills. Participants will learn strategies to effectively integrate appropriate technology into the curriculum. Restricted Admission: Permission of Program Coordinator

**EDG859 Grammar for Teachers of English as a Second Language 3 Credits**

The course provides an in-depth study of the forms, meanings, and uses of the basic structures of English. Emphasis will be placed on structures which cause problems for English language-learners. Students will become acquainted with varieties and dialects of English. Students will be expected to examine attitudes towards usage and contemporary usage in oral and written discourse.

**EDG900A School Adjustment Counseling Practicum I 3 Credits**

This small group weekly seminar is based on the first half of a 450 hour, year long, supervised placement in an approved school setting. Students will participate in peer supervision, developing their counseling skills through readings, practice, reflection and feedback. Restricted admission. Permission of the School Counseling Program Coordinator required.

**EDG900B School Adjustment Counseling Practicum II 3 Credits**

Prerequisite: EDG900A

This small group weekly seminar is based on the second half of a 450 hour, year long, supervised placement in an approved school setting. Students will participate in peer supervision, developing their counseling skills through readings, practice, reflection and feedback. Restricted admission. Permission of the School Counseling Program Coordinator required.

**EDG950E Clinical Action Research in Teaching Elementary Spanish (P-6) 3 Credits**

A full semester classroom teaching experience in an elementary school setting with College supervision and occasional seminar. Students will conduct an action research project related to a current issue of curriculum and/or assessment. Designed for those students seeking professional licensure and the graduate degree, MAT in Spanish for grades Pre-K through six. Students must have completed the professional level education courses in the program of studies.

**EDG950S Clinical Action Research in Teaching Secondary Spanish (5-12) 3 Credits**

A full semester classroom teaching experience in a middle or secondary setting with College supervision and occasional seminar. Students will conduct an action research project related to a current issue of curriculum and/or assessment. Designed for those students seeking professional licensure and the graduate degree, MAT in Spanish for grades five through twelve. Students must have completed the professional level education courses in the program of studies.

**EDG992 Clinical Experience in MS Mathematics 3 Credits**

Prerequisite: EDG852

This course will provide an opportunity for a college supervisor, the school system representative and the student to work in concert to provide a full semester experience, the hub of which is the action research project EDG852 Action Research in Mathematics Education.



**EDS860 Teaching English Language Learners in the Mainstream Classroom 3 Credits**

Designed to equip mainstream classroom teachers with the knowledge and skills to effectively teach English Language Learners at varying levels of English proficiency. Teachers will develop strategies linking the English Language Proficiency Benchmarks with the Massachusetts Curriculum Frameworks. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Not open to MAT in ESL program students.

**EDS988 Capstone Seminar in Student Affairs 3 Credits**

Prerequisites: EDU719, EDU723, EDU773, and EDU811. Requires permission of Program Coordinator.

This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in HESA and to prepare students for their transition to professional positions within student affairs upon graduation.

**EDU700 Research Methods In Education 3 Credits**

This course will enable the student to select, and to implement appropriate methodologies for conducting salient educational research and to report results of such research. It will also enable the student to interpret empirical research extracted from appropriate educational journals.

**EDU701 Problems in Philosophy of Education 3 Credits**

A study in depth of fundamental educational problems is developed. Topics include: the nature of the learner, the agencies responsible for education, religion and education, educational justice, existentialist thought in educational pragmatism, value theories in education.

**EDU702 Advanced Educational Psychology 3 Credits**

This course is designed to study the application of psychological principles to the development of formal learning situations. Reinforcement, cognition processes, concept formation, language development, emotional growth, motivation, creativity and group interaction will be examined and explored. The course will cover the contemporary work of Bruner, Erikson, Piaget, Rogers, Gilligan, Kohlberg, Skinner and other developmental theorists.

**EDU703 Electronic Media and Design 3 Credits**

An overview of current theory and methods of designing with digital design tools. Students gain experience with digital imaging, layout and multimedia software, and elements of web design. Principles of design for both traditional print media as well as electronic media will be addressed in the context of a variety of learning styles.

**EDU707 The American School: A Study in Depth 3 Credits**

An examination of salient contemporary issues concerning the American School viewed alternately from an historical, philosophical, and social science perspective. Each semester a new issue will be analyzed such as: the education of minorities, school desegregation, the problems of the urban school, the social class structure and the school, educational alternatives, curriculum and instructional innovations, and access to higher education.

**EDU708 Research in Policy, Planning and School Performance 3 Credits**

This is a course in the collection and analysis of qualitative and quantitative data on school and community to inform decisions related to policy and strategic planning. Participants will design programs to assess the effectiveness of a school's curriculum, instructional practices, student services and policies. A pre-practicum, field-based experience is required.

**EDU709 Instruction and Assessment in The Secondary Classroom****3 Credits**

Current and prospective middle and high school teachers will develop an understanding of standards-based instruction, develop unit and lesson plans that address standards and adolescents' learning processes, styles and levels, and create tools for evaluating curriculum and assessing learning. Participants will reflect on the impact of their own learning on their classroom teaching.

**EDU710 Seminar in Action Research Methodology****3 Credits**

Each student will learn the rationale, concepts and strategies used in action research in education. Students will review exemplary models and projects with the goal of defining an action research question that can be pursued in the future.

**EDU710X Seminar in Action Research Project****3 Credits**

Prerequisite: EDU710

Students will review the uses and techniques of action research methods in education. Students will define an action research question that they can execute. Students will design and implement an action research project, analyze the data and present the results.

**EDU711 Fundamentals of Computer Technology****3 Credits**

Provides an overview of the uses and limitations of computer systems as applied to education. Topics include hardware, operating systems, networks, communications and authoring systems, and their impact on materials design, selection of hardware and software, information management and personal productivity. Credit may not be applied to the major or minor in Computer and Information Studies.

**EDU712 Models Of Early Education: Past And Present****3 Credits**

Traces the theoretical and social roots of past and present models of early childhood education (e.g. Froebel, Freud, Montessori, Reggio Emilia, Waldorf, Vygotsky, and the Child Study Movement). The social and political impetus for the development of kindergarten, nursery schools, Head Start, day care and other initiatives will be discussed.

**EDU713 Operating and Authoring Systems in Education****3 Credits**

Prerequisite: EDU711

This course presents the basic concept and functions of computer operating systems as well as current design and implementation case studies. Topics consider the interaction between operating and authoring systems, computer hardware and users. The basic capabilities and extended options available through authoring systems are presented in the context of the design of educational materials. Credit may not be applied to the major or minor in Computer and Information Studies.

**EDU714 Introduction to Data Communications and Connectivity****3 Credits**

This course presents the basic principles of communication technology and architecture. Topics include communications and research tools, including web browsers, networking concepts, standards, hand-on comparisons of several major network platforms, on-site appraisal of remote information access and distance learning. (25 hours prepracticum required)



**EDU715 Issues and Foundations in Education I**

**3 Credits**

This course provides a developmental history of educational leadership drawing a comparative analysis of philosophical approaches to school administration. Emphasis is placed on the application of these principles in developing one's personal philosophical approach to school administration. In addition, the course identifies current sociological/issues impacting on the school by surveying the current literature and prototypes of public school programs which meet major problems affecting education in today's society. (Pre-practicum field experience)

**EDU716 Issues and Foundations in Education II**

**3 Credits**

This course evaluates the role and involvement of the school administrator in human relations and community and treats those topics current in educational psychology that are relevant to school administration. In addition, the course explores the potential for community leadership nurturing the involvement of parents, business and community leaders. Emphasis is placed on the use of human relations strategies available in meeting challenges identified within the community at large.

**EDU717 Advanced Foundations of Education**

**3 Credits**

Addresses the purpose and effects of education and the role of school in historical and contemporary contexts. Includes critical analysis of curriculum, instruction and the school's response to contemporary social issues and social change.

**EDU718 Issues and Foundations in Educational Leadership**

**3 Credits**

This course is designed to provide a comprehensive understanding of the evolving nature of educational leadership in a period of significant change. Leadership theory and implications to the improvement of teaching and learning are examined in the context of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.

**EDU719 Student Affairs: Theory, Research and Practice**

**3 Credits**

This course is designed to provide an overview of student development programs in higher education within the United States. The course is intended to provide a broad description of student affairs organizational structure, historical foundations, possible career choices, and the skills and competencies needed to be effective in the field.

**EDU720 Child Growth and Development**

**3 Credits**

Course focuses on the impact of childhood experiences on lifelong behaviors and attitudes, and on understanding the physical, psychosocial and cognitive aspects of development. Participants will explore both traditional and current theories; draw upon their own personal histories and auto/biographical writings; and apply theories to classroom observation, management and instruction. (Pre-practicum field experience)

**EDU721 Workshop in Language Development**

**3 Credits**

Research on language development in the cognitive-social learning of young children will be examined. Factors of acculturation, stages of intellectual development, and personality building within the family will be viewed in relation to the role of the school in promoting optimal learning.

**EDU722 Methods of Teaching Adult ESL**

**3 Credits**

This course examines methods and strategies used in teaching adult English as a Second Language. Topics will include working with diverse populations, adult literacy, motivation, and acculturation. This course is designed to give students the background necessary to begin work in the field. (25 hours field experience)

**EDU723 The History of Higher Education****3 Credits**

The study of higher education requires a historical context. Higher education in the United States has been characterized as a struggle for mission, purpose and identity. This course will proceed both chronologically and topically in examining key historical issues that led to our unique American system of Higher Education.

**EDU724 Infancy and Toddlerhood****3 Credits**

This course will acquaint students with the current body of knowledge regarding development in the first three years of life. Students will have opportunities to directly observe infants and toddlers, review and critique research on infant and toddler development, as well as examine and compare developmental tests for children under three years of age.

**EDU725 Introduction to Literacy Practices in Early Childhood and Elementary Education****3 Credits**

This course introduces students to theories, practices, and programs for teaching reading and writing in early childhood and elementary classrooms. The course will also focus on lesson planning for reading, writing, literature, and assessment. It is required for students who have no reading course background and who seek initial certification in early childhood or elementary certification. Requires a 25-hour pre-practicum field experience. This course may not be used toward the M.Ed. in Reading.

**EDU727 Foundations of Reading: Language, Literacy, and Child Development****3 Credits**

This course focuses on major contributions to our understanding of reading processes from the fields of psychology, linguistics, and sociology. Child and adolescent development will be emphasized as contexts for literacy development and age-appropriate instruction.

**EDU728 The School Principalship in Contemporary Society****3 Credits**

This is a course in understanding the roles, responsibilities and related competencies required to be an effective principal in contemporary society. The course begins with the principal as the keeper of the vision and the trustee of the students and the parents and addresses the design and management of the key elements of a quality school. A pre-practicum, field-based experience is required.

**EDU729 Reading and Writing in the Classroom****3 Credits**

Prerequisite: EDU725 or permission of Program Coordinator

This course examines research-based theories, practices, and programs for teaching reading and writing in the classroom, with an emphasis on skill areas and comprehension. Designed for experienced teachers, the course will also focus on how reading and writing are used in academic disciplines and the relationship between reading and writing. Requires a 25-hour field experience.

**EDU734 Measurement of Intelligence (Wechsler)****3 Credits**

Prerequisites: EDU738 and PSY733 or permission of the program coordinator

This course gives special emphasis to the administration, scoring, and interpretation of the Wechsler Intelligence Scales, including the WAIS, WISC, and WPPSI. A survey of other individual and group tests of intelligence will be included. 20 pre-practicum hours will be required.



**EDU735N Career Education and Development: Information, Planning and Placement** **3 Credits**

Students will study theories and methods of career counseling to help individuals understand, analyze and select their career goals. Experiential activities related to career development from early childhood through adulthood will be explored in depth. 20 pre-practicum hours will be required.

**EDU736 Psychology of Learning** **3 Credits**

The nature of the learner, characteristics of learned behavior, reinforcement, retention of learning, transfer of training, concept learning, motivation, emotion are the basic areas dealt with in this course.

**EDU737 Theories of Thinking and Learning** **3 Credits**

This course will explore the cognitive development of children at various ages and stages and the cognitive processes involved in learning. Included are discussions on learning styles, critical and creative thinking, and strategies to enhance thinking across the curriculum.

**EDU738 Educational Research Across the Curriculum** **3 Credits**

This research course is designed to enhance teachers' knowledge and ability to understand and undertake research in the classroom. Students will survey and practice quantitative and qualitative educational research techniques and critically examine the research literature appropriate to their teaching levels and curriculum area of interest. Students will develop and implement a research project focusing on one or more curriculum areas guided by faculty members with expertise in the research area.

**EDU739 Reading and Language Arts in Early Childhood Education and Elementary Programs (Pre-practicum)** **3 Credits**

This course combines a theoretical introduction to the reading and writing processes along with emphasis on strategies for teaching reading and the related language arts to all children in a multicultural setting. Focus will be placed on emergent literacy, language cueing systems, comprehension, vocabulary, reading-writing connections, thematic unit planning which incorporates children's literature, and the related language arts. Weekly lecture hours plus 25 hour pre-practicum. Required for students who have no reading course background and seek provisional level of early childhood or elementary certification. Course may not be used toward M.Ed. in Reading.

**EDU740 Improvement of Reading Instruction** **3 Credits**

This is a course for educators interested in strengthening their knowledge of reading instruction in today's school. Attention is directed toward theory that informs classroom practice in reading. The focus of the course is on the strategies, methods, and procedures to work with all students to enhance the teaching of reading or literacy in the classroom. Also included are ways to incorporate children's literature into the classroom reading program. Provisions for meeting part of the pre-practicum requirement for reading certification are included.

**EDU741B Assessment of Reading and Language Difficulties** **3 Credits**

Prerequisite: EDU725 or permission of Program Coordinator.

This course covers reading and writing disabilities, informal assessment, commercial reading and writing tests, and the design of remedial instruction for all levels (K-12). Emphasis is on acceleration and the prevention of disability. Case studies and testing opportunities are included. Not open to students who have taken EDU741N and EDU817N. Requires a 25 hour pre-practicum field experience.

**EDU742A Reading, Writing and Child Development in Early Childhood 3 Credits**

Examines scientific theories, research, practices, and programs for teaching reading and writing in early childhood classrooms including pre-school. Addresses developmental context of early literacy. Includes an analysis of skill areas and comprehension, and the incorporation of children's literature in literacy programs. Designed for experienced early childhood teachers.

**EDU743 Reading and Study in the Middle School 3 Credits**

This course is designed to provide an in-depth study of the reading needs of students of grades 5-9 stressing quality reading instruction, inquiry learning, research and study skills in content reading or reading across the curriculum, literature, and the development of independent or life long readers. Included are a variety of strategies and procedures for teaching the use of texts, trade books, library references, literature, periodicals, magazines, and newspapers.

**EDU745A Reading and Language: Theory and Research 3 Credits**

This course focuses on language structure and theories of first and second language acquisition as they relate to the literacy development of native speakers of English and English language learners. Students study phonetics, phonology, morphology, orthography, semantics, and syntax. Implications for teaching word identification, structural analysis, and vocabulary are stressed. Requires a 25-hour pre-practicum field experience.

**EDU748 Literature for Young Adults 3 Credits**

This course is designed to acquaint teachers and librarians with the latest in literature for the junior and senior high schooler. It explores the literary tastes of today's young adults and suggests relevant material for inclusion in the literature program. Emphasis is placed on teaching techniques which will encourage young people of varying abilities to read widely and voluntarily.

**EDU749 Problems in Teaching Reading 3 Credits**

The purpose of this course is to consider problem areas or issue oriented areas in the teaching of reading and to explore one in depth. Each year a designated problem will be investigated in lecture and workshop sessions. The major purpose of this course is to develop a full understanding of the problem areas as supported by current theory and practice.

**EDU750E Theory and Practice in Elementary Curriculum (Pre-practicum) 3 Credits**

Prerequisites: EDU720 or EDU737 and EDU829 or EDU990V. Not open to students who have completed EDU750N.

Content includes factors affecting elementary school curriculum decisions, the subject matter of elementary education, learning standards, models of effective instructional practice and lesson/unit planning. 25 hours of field experiences required for students seeking pre-practicum for elementary teacher licensure.

**EDU754 Legal Aspects of School Administration 3 Credits**

The legal considerations in public school administration and the effect of statutes and judicial decisions in such areas as the curriculum, pupil control, election and dismissal of teachers, school board operation, and tort liability as well as current school case law is presented in this course. This course includes a pre-practicum, field-based experience.





**EDU756 Using Literature in Mathematics for Grades 1-8**

**3 Credits**

This course examines reasons for integrating the study of mathematics and literature, and instructional methods that help children and adults better understand literature, mathematics and themselves. Standards useful in assessing children's mathematical trade books will be presented. Participants will explore ways of enhancing children's books to enrich the reader's mathematical and literary experiences.

**EDU758 Using Literature Across the Curriculum**

**3 Credits**

This course is designed to improve comprehension in the content areas through the use of children's literature. Recent research in the areas of vocabulary, comprehension, and study skills will be applied to the development of literature-based learning activities. A variety of literary genre appropriate for both older and younger readers will be considered. Techniques for integrating the reading and writing processes will also be explored.

**EDU759N Mathematics for Elementary and Middle School Teachers**

**3 Credits**

For teachers in elementary and middle schools, this course is designed to give a thorough knowledge of the mathematics content in the elementary and middle school curriculum, as designated by the Massachusetts Curriculum Frameworks. Emphasis will be placed upon understanding the interrelation of mathematical ideas, and the attainment of the related mathematical skills examined on standardized tests that define mathematical literacy.

**EDU760 Current Reading Trends**

**3 Credits**

This course will review the current trends in the field of reading or literacy. The topics for the course will be determined in advance by analyzing topics written about in current reading journals, and the conference programs from the International Reading Association and National Reading Conference over the past two years to determine the current trends in reading. The trends in reading will be presented through lectures and readings.

**EDU762 Science in the Elementary School**

**3 Credits**

The goals of this course are to increase the scientific background of teachers, to improve the teacher's performance as a scientist in the classroom, to increase application of recent research in cognitive growth to science teaching, particularly that of Piaget and Bruner, to increase and improve inquiry procedures in the classroom and to establish a framework for innovative science programs. Each session will be divided, first, to present new topics and, second, to develop materials, teaching strategies, and background information for classes to be taught.

**EDU763 Mathematics for Young Children**

**3 Credits**

Emphasis on the intuitive development of arithmetic and geometric concepts appropriate to teaching young children from a logical point of view. Psychological influences in contemporary curricula, materials and techniques including Piaget, Dienes, Nuffield, Cuisenaire and current American programs are presented for discussion and study.

**EDU764 Modern Math for the Middle School  
(Grades 4-8)**

**3 Credits**

The real number system for a semi-rigorous point of view will be presented. Intuitive geometry including metric and non-metric topics from a modern point of view will be covered, as well as modular arithmetic and the algebra of inequalities will be treated.

**EDU766N Strategies for Building Math Concepts for Elementary Teachers****3 Credits**

This course provides current approaches to teaching mathematics in grades 1-6. Emphasis will be on why and how to get children actively involved with hands-on approaches to learning mathematics through experiences that encourage and facilitate the students' discovery. Connections to stages of child development and the influence of mathematics in today's society will be examined. This course cannot be taken for credit by students who have taken MAT123A and/or MAT223A.

**EDU767 Literature for Young Children****3 Credits**

This course is a survey of quality books of prose and poetry for developing an effective program in literature for the young child. Various models of literature programs will be shared from supplementary to totally literature-based. Criteria for book selection, authors, illustrators, and teaching procedures are examined for nursery through grade 3.

**EDU770 Education Law, Public Policy and Political Systems****3 Credits**

Prerequisite: EDU728 or permission of instructor

This course will focus on issues of law, public policy and community political systems which confront educational leaders in contemporary schools. Included are the following: state and federal roles, civil and criminal cases, constitutional issues, student discipline, staff discipline and dismissal, curriculum, education reform, tort liability and community power structures. A pre-practicum, field-based experience is required.

**EDU771 The School as a Learning Organization****3 Credits**

Prerequisite: EDU718

This course connects teaching and learning to the organization of schools and the understanding of human behavior in schools. Participants will address the enduring structure of schools in light of organizations theory and then engage in the restructuring of schools as learning organizations. A pre-practicum, field-based experience is required.

**EDU772 Literature in the Middle Grades****3 Credits**

This course provides an examination of literature for children in the middle grades with particular attention to criteria for evaluation. Individual interests and abilities, new trends in children's books for the middle grades, conducting book discussions, and ways of sharing books will be discussed. Attention will also be focused on the place of poetry, literature workshop, literature to enrich the content areas, and the role of independent reading in an effective literature program in the middle grades.

**EDU773 Theories of College Student Development****3 Credits**

Student development focuses on the development that college students experience during their collegiate years. This course will examine the major theories related to college students, including psychosocial theories and cognitive-structural theories and their application to practice. Theories that examine majority and minority students will be provided.

**EDU775 Bilingual Education: Methods and Materials****3 Credits**

This course provides a survey of theories and the history of bilingual education in the United States, with special emphasis on the development of bilingual education in Massachusetts. Practical application of current methods and materials in the field.



**EDU776 Current Issues in Student Affairs**

**3 Credits**

This course will examine a broad array of contemporary issues that student affairs practitioners will face. The overriding themes of retention and diversity will be woven into the course content. It will explore both institutional programs/services issues and student characteristic issues that impact the work of student affairs professionals.

**EDU779 Seminar in Teaching English as a Second Language**

**3 Credits**

Graduate seminar on topics related to effective teaching of English as a second Language and content area curriculum to limited English proficient (LEP) students. An action research project will be completed, and a professional portfolio will be developed.

**EDU780 Practicum in Bilingual Education**

**3 Credits**

A full time five week (150 hours) teaching experience with accompanying weekly seminar on topics related to effective teaching for English language learners receiving bilingual instruction at the grade level of the certificate sought (PreK-12). One week, or thirty clock hours will be spent in a regular education classroom at the same level. Seminar topics will include parents as partners, reading and writing in the native language, language and literacy development through the content areas, teaching to diverse learning styles, the role of culture in learning, and assessment and evaluation.

**EDU781 Practicum in Teaching ESL (5-12)**

**3 Credits**

A supervised on-site experience in the teaching of bilingual/ESL at a level appropriate to the desired certification level. A minimum of 150 clock hours of which 135 hours must be in direct instructional responsibility.

**EDU782 School Financial and Personnel Management**

**3 Credits**

Prerequisite: EDU728 or permission of instructor

This is a course in school finance and personnel management, including the following: budget development and control, administration of student support services and facilities, employee contract management and collective bargaining, and technology to facilitate financial and personnel management. A pre-practicum, field-based experience is required.

**EDU783 Clinical Experience in Teaching ESL (5-12)**

**6 Credits**

A supervised on-site experience in the teaching of bilingual/ESL on a level appropriate to the desired level of certification which serves limited English proficient students. One full semester of 400 clock hours.

**EDU784 School Administration I**

**3 Credits**

This course identifies the role and function of principals as school administrators in the areas of: Organizational goals leadership, program development, institutional change process, resource allocation/budgeting, plant management, collective bargaining, and community education (Nursery school through Secondary School). This course includes a pre-practicum, field-based experience.

**EDU785 School Administration II**

**3 Credits**

This course deals with the role and the function of principals as school administrators: approaches to curriculum and staff development/human relations staff recruitment and evaluation in-service, school law, student relations, and personnel issues within historical and national/international perspectives. (Nursery School through Secondary School)

**EDU786 Theories and Techniques of Supervision and Evaluation of School Personnel****3 Credits**

This course deals with the development of various theoretical models related to supervision of personnel and instruction, specific techniques and strategies related to supervision and evaluation, and the development and utilization of various evaluation instruments. (Nursery School through Secondary School) This course includes a pre-practicum, field-based experience.

**EDU787 Theories of Curriculum Design and Evaluation****3 Credits**

This course examines and appraises the curriculum in the elementary, middle, and senior high school of the United States. It includes the study of the evolution of the present curriculum with the presentation of basic curriculum models with reference to formative and summative evaluation. (Nursery School through Secondary School) This course includes a pre-practicum, field-based experience.

**EDU788N Technology in 21st Century Classrooms****3 Credits**

Through discussion, use of latest hardware and software, laboratory experience and site visits, students explore computer-based, multimedia and communications technologies that enhance curriculum and instructional practice. Course emphasizes changes in teaching-learning processes; issues of equity, ethics and legality; assessment practices related to the use of computers and other technologies; and incorporates new theoretical methodological and technological models. (25 hour prepracticum required)

**EDU789 Workshop in Programs for Multicultural Children****3 Credits**

This workshop considers the need of children under pressure in learning situations because of ethnic group frustrations in the community, problems of social adjustments, socioeconomic imbalances, and attendant academic learning problems. The main thrust of the work will examine the role of the school in easing the way for children of various cultures to become valued members of the community through the use of both school and community resources. Methods of teaching and desirable organizational practices will be studied using a means of evaluating current trends.

**EDU791N Theories and Principles in Teaching ESL****3 Credits**

This course examines the theoretical foundations of teaching English as a Second Language. The course surveys current approaches to second language development and acquisition and relates them to major methodological approaches to ESL teaching. The course will relate theory and practice as it prepares students to work in the field.

**EDU792 Teaching English as a 2nd Language: Methods and Classroom Practice (PreK-9)****3 Credits**

This course deals with the ways in which teachers can set up classroom contexts that best enhance language learning. Topics include teacher reflection and research, holistic approaches to literacy development, the role of grammar teaching in ESL. (25 hour pre-practicum)

**EDU793 Second Language Acquisition****3 Credits**

The purpose of this course is to give the student an overview of current research on the acquisition of second languages, including the various perspectives and disciplines from which researchers have viewed and investigated the language acquisition process. The implications of the corpus of research for teaching will be emphasized. (25 hour pre-practicum)



**EDU794N Assessment of Second Language Learners** **3 Credits**

Students will learn the principles of second language assessment, examining the validity and reliability of various assessment tools. Students will also design a performance assessment for second language learners and discuss the social-cultural factors that educators must consider when choosing or designing assessment measures for students in ESL and bilingual classrooms.

**EDU795 Discourse, Culture, and Literacy** **3 Credits**

Introduces students to the study of discourse and the ways in which this approach has influenced the study of language acquisition and language teaching. Discourse includes conversation and narrative in both oral and literate forms. Exploration of culture, and the role of culture in the acquisition and use of literacy(ies) in society. Diverse theories of literacy and literacy development and use will be considered. Emphasis on the application to the teaching of students from diverse cultures, particularly students of English as a Second Language.

**EDU796N The Graduate Practicum in Teaching English as a Second Language** **3 Credits**

Prerequisite: Permission of Program Coordinator

A full time six week (180 hour) teaching experience with accompanying weekly seminar on topics related to effective teaching of English as a Second Language at the grade level of the license sought.

**EDU797 The Clinical Experience for Teaching English as a Second Language** **3 Credits**

Prerequisite: Permission of Program Coordinator

A full-time 400 hour classroom teaching experience with accompanying weekly seminar on topics related to effective teaching of English as a Second Language and content area subjects to Limited English Proficient (LEP) students.

**EDU798 Seeing the Landscape: An Interdisciplinary Theme** **3 Credits**

“Seeing the Landscape” is a graduate level course designed to demonstrate how together with their students, teachers can make use of their local environments as rich laboratories with information about both the past and present. By observing and actively learning the multiple forces that have influenced and shaped both form and function in the built environment, students are more likely to become conscious and committed as responsible members of diverse society and an increasingly interdependent world.

**EDU799 Literacy Development for Bilingual Students: Foundations for Bilitery** **3 Credits**

Approaches to literacy instruction will be explored, using theories, research and teaching methods of bilingual language development. The course examines the role of cultural practices in bilitery development related to the acquisition of reading and writing. Participants will evaluate their current practices in light of the course content, begin to generate new approaches, and draft appropriate outcomes for literacy instruction for speakers of languages other than English.

**EDU800 The Clinical Experience in Bilingual Education****6 Credits**

A full time 400 hour classroom teaching experience in a bilingual education setting with accompanying weekly seminar on topics related to effective instruction in both the native language and English as a second language. Topics may include the interdisciplinary curriculum, appropriate assessment and evaluation techniques, biliteracy, research methods, and other topics related to the individual goals of course participants. An action research project and a professional portfolio are developed. Candidates may be placed in their school of employment, or elsewhere as approved by the Program Coordinator.

**EDU801 Classroom Management and Behavior Modification****3 Credits**

This course deals with the study of teaching, learning, curriculum, and environment as factors in classroom management, with special emphasis on behavior modification. All course experiences will proceed from theory to practical application in participants' working environments. Children from all cultures and for whom English is not the first language will be addressed as well as children from the native culture. An overview of learning and developmental theories will establish a basis for understanding the goals of behavior modification, exploration of curriculum theory and analysis of teaching styles will assess the value of these variables in the creation of effective learning environments. Presentations will be reinforced throughout with exercises, case studies, and problem simulated experiences.

**EDU805 The Management of Organizational Change in School Systems****3 Credits**

The course combines didactic and experiential learning in an attempt to understand and practice the arts and sciences of planned organizational change. School organizations will be examined from the standpoint of the agent who is to facilitate change and improvement.

**EDU808 The American High School****3 Credits**

This course studies the organization, structure, philosophy and curriculum of the American High School. Recent literature concerning high schools will be incorporated. The Course will involve comparison of the purposes and results of American and foreign schools as well as public and private schools. Students will be expected to defend positions taken in regard to these topics through review of the literature and/or field research projects.

**EDU809 Seminar in Teaching Methods for Communication and the Fine and Performing Arts****3 Credits**

This course is a cross disciplinary seminar in Speech and Theatre, Art, Music and Dance. Students from various disciplines will research, develop and share materials for use in teaching the Arts. The topics to be addressed will include the arts across the curriculum, the arts for special needs and gifted students, building a global and local community through the arts, and methods for facilitating production, performance and exhibition work in the schools.

**EDU810 Education for Social and Political Change****3 Credits**

This course defines the links among economic, social and political organizations and systems of education. The course provides an understanding of key issues and areas of tension essential to becoming an effective agent of change in education with particular attention to communities and individuals who are outside spheres of power.



**EDU811 Administration and Organization in Higher Education** **3 Credits**

This course will examine the uniqueness and the complexities of higher education institutions within the United States. It will examine the roles of key leaders, the concept of shared governance, the differences of mission based on institutional type, and the impact of external forces on the academy.

**EDU812 Counseling Elders** **3 Credits**

The objectives of this course will focus on preparation of counselors of older adults. Students will learn procedures for delivering services to older adults, broaden their knowledge about this group and issues which confront them, and explore their own values, attitudes, and biases about the aging and the aged.

**EDU813 Adult Literacy** **3 Credits**

This course will explore the topic of adult literacy. This historic issue will be examined in terms of its severity, persistence, and pervasiveness. Students will become familiar with specific procedures for teaching reading to adults by observing professionals and if possible, working with their own adult learner. Tutorial cases and reading will be shared through a discussion format.

**EDU814 Reading in the Content Areas** **3 Credits**

This course is designed to assist middle school and secondary teachers of English or Language Arts, Mathematics, Science, Social Studies and other areas to help students become more knowledgeable in the content areas. By integrating the principles and practices of reading with their discipline, the teachers will be able to make the subject more meaningful and enhance the students' understanding.

**EDU816 Workshop in Environmental Education** **3 Credits**

This course offering is in a "hands on" workshop format. The series of workshops shall be team taught with an emphasis on outdoor experiences to be had with children in assisting them to understand and care for their environment. Techniques for field trip lessons, follow up experiences in the classroom, and content-concept building will be the focus points of the workshops.

**EDU817B Literacy Assessment and Instruction** **3 Credits**

Prerequisites: EDU725 or EDU729

This is a course for educators interested in strengthening their knowledge of literacy assessment and instruction at all levels of schooling (preK-adult). Topics include informal assessment, commercial tests, assessment and technology, and the design of instruction based on assessment. A case study will be completed.

**EDU819 Principles and Practices of Day Care** **3 Credits**

This course will examine different models of day care, the laws regulating centers, staffing concerns, management procedures, and effective programming. Students will identify goals and objectives of day care practices, become familiar with the necessary arrangements for establishing a center, and develop criteria for quality day care. Guest lecturers and media presentations will supplement class lectures and discussions.

**EDU820 Workshop in Early Childhood Curriculum** **3 Credits**

This workshop provides an opportunity for students to participate in a team experience in planning, organizing, and implementing individualized, inquiry-based teaching-learning activities in programs for ages 3 to 8 years. Requires 25-hour field-based pre-practicum experience.

**EDU822 Language Arts and Social Studies for Young Children****3 Credits**

Learning possibilities in the language arts-social studies curriculum for the young child are studied in this course for the purpose of promoting children's literacy skills while fostering their knowledge and understanding of themselves, others, and the world.

**EDU823 Science and Math in Nursery, Kindergarten and Primary Grades****3 Credits**

This course uses the laboratory approach to developing selected topics in science and mathematics for children three to eight years of age. Current programs, research in children's thinking, inquiry, guided discovery, instructional materials for presentation of representative topics in science and mathematics to young children.

**EDU824 Workshop in The Arts in Early Childhood Education****3 Credits**

The creative potential of the child as a source of developing individuality, power in learning, appreciation of the creativity of others, and expression as communication is explored in working with children and with resources in various fields: music, art, creative drama, creative dance, creative writing and non-verbal means of communication are the basic areas covered in this course.

**EDU829 Teaching the Exceptional Young Child****3 Credits**

This course addresses the need for screening and assessment of the exceptional young child with particular attention to the bilingual, the gifted, and the slow-learning child. Various non-discriminatory screening tests are explained and demonstrated, together with the methods of applying assessment information in order to make correct placements, to develop appropriate programs, to provide outreach assistance, and to explain implementing and evaluation programs for students. (20 hour pre-practicum field experience required for Special Education Program students)

**EDU832A Administration of Guidance and Counseling Services****3 Credits**

Students will learn various models, in particular a developmental model, of organizing and administering effective guidance and counseling services in the elementary, middle, and senior high schools. 20 pre-practicum hours will be required. (Not open to students who have received credit for EDU832.)

**EDU833 Reading for Administrators****3 Credits**

This course is designed for administrators, both principals and curriculum specialists. This course will provide a dialogue for and be a catalyst for change within the school or system reading program. The content of the course centers around effective programs in reading from PreK-12 with an emphasis on current research in reading and its influence on instruction and the organization of a school.

**EDU835 Assessment of Young Children****3 Credits**

This course, intended for advanced students in the Early Childhood Education program will acquaint the students with a variety of assessment devices commonly used in educational and clinical practice with preschool children. Students will have the opportunity to examine a variety of published tests which measure intellectual potential, physical abilities, motoric behavior, perceptual development, and language abilities as well as review recent experimental assessment strategies which measure various aspects of social competence (i.e., effectiveness strategies motivation, outer-directedness, expectancy of success, learned helplessness, etc.).





**EDU836 Seminar in Comparative Education**

**3 Credits**

This seminar examines and compares school systems and models of education around the world. Through readings, discussion and research, common issues and concerns, questions of standards and national attainment targets will be explored, along with the role of development education in the post-colonial age. Participants will exchange information with counterparts in other regions of the world.

**EDU837 Education in a Changing World**

**3 Credits**

This course explores the nature of global education through defining its scope and strategies for infusing and implementing a global perspective in the education profession and process. The course addresses three areas that guide any global education program: world culture, global issues and interdependent global systems related to education.

**EDU839 Research in Teaching English as a Second Language**

**3 Credits**

This course examines research methods in the field of ESL teaching. Quantitative methods and qualitative methods, such as ethnographic, focus group, case study, and action research will be considered. Teacher research in the ESL classroom will be emphasized. Students will develop detailed research proposals designed to investigate language acquisition and language teaching.

**EDU840A Instructional Reading Clinic with Children**

**6 Credits**

Prerequisites: EDU729, EDU741A, EDU745A plus two reading electives, one in children's or adolescent literature (Restricted Admission)

A supervised laboratory experience in diagnosis and correction of children's reading difficulties in a summer program. Experience includes: administration of diagnostic measures, evaluation of needs, teaching to meet the specific needs, and preparation of reports of progress. Required individual conferences and group meetings. This course meets part of the practicum requirement in reading.

**EDU841 Reading Institute**

**3 Credits**

The Reading Institute is a one-week program offered annually in the summer. Each year a theme related to some aspect of children's literature is selected, and the course is developed around the selected theme. Lectures, discussions, and workshop segments are planned for classroom teachers, librarians, reading specialists, supervisors, and administrators.

**EDU842 Reading Workshop on Children's Books**

**3 Credits**

This course, based on the current nominees of the Massachusetts Children's Book Award Program, has been designed for teachers, librarians, and reading specialists of youngsters in Grades 4-6 and all others interested in good literature. The workshop will help participants conduct good discussions, develop youngsters' comprehension skills and heighten their literary experiences. Projects to be used in classrooms and libraries will be developed. Films based on the nominees will be presented, and guest speakers will include authors and book reviewers

**EDU844N Reading, Writing and Processes and Assessment**

**3 Credits**

This course is designed to provide an in-depth study of the reading and writing processes and their development from emergent literacy to competence. Current diagnostic and developmental strategies and materials, organizations of the classroom for teaching reading and writing, and practical and theoretical bases for assessment will be explored. (Not open to students who have taken EDU844.)

**EDU845 Teacher Leadership Roles in Reading at the School Level****3 Credits**

Prerequisite: EDU840A (Restricted Admission.)

A course designed to focus on the integration of reading theory and current trends into practice, while developing consulting skills and group process skills to assist the reading teacher to work with the wider school community. Principles of team teaching, staff development, in-service education, and action research within the school reading program will be developed along with an awareness of the federal and state literacy laws which influence the delivery of reading instruction in the schools. During part of the course students will work with a certified teacher of reading in a school to implement school based teacher leadership projects in reading. This course is part of the reading practicum.

**EDU848 International Practices in Education and Parenting****3 Credits**

This course offers the Early Childhood specialist a comparative frame of reference for developing innovative programs that meet the changing needs of society. By concentrated study of other political system's views on education and parenting the graduate student will be better equipped to identify common international concerns, unite international effort to resolve common problems and know the leading international authorities in the field of education and parenting. Content of the course explores practices in many European countries, China, Russia, Israel, Chile, Ghana, and Algeria. Invited guest speakers supplement class lectures and media presentations.

**EDU849 Programs for Parent Education****3 Credits**

This course seeks to examine current programs developed for parent education and parent involvement in the rearing and education of children. Students will participate in workshops, small group discussions as well as lecture presentations so to identify program goals and develop techniques for establishing effective parent programs.

**EDU850 Community Service-Learning and Social Action****3 Credits**

Participants will explore the implications of teaching and learning beyond the classroom. We will address the theory and practice of experiential learning, constructivist approaches in educational pedagogy, authentic instruction and assessment and thematic/integrated curriculum. The history of community service-learning and current research will be included in the content of this course. Participating teachers will have an opportunity to develop and implement service-learning curricula with their own students.

**EDU851 Talent Development: Educating the Academically Advanced Child****3 Credits**

This course provides a survey of theories and issues in the field of talent development and gifted education. The course includes an examination of the nature of exceptional abilities, lives of eminent individuals, student characteristics, and major scientific studies in talent development and superior abilities. Readings and discussion content will address selected program models, curriculum/content modifications in the regular classroom, curriculum differentiation, creativity and parental roles.

**EDU852 Urban Education****3 Credits**

This course is designed to examine the problems confronting the inner-city teacher; attitudes and expectations toward teaching in deprived areas; problems of instruction and learning; the effects of economics and cultural deprivation on the personality development of youth in these areas; and the implications of learning theory, curriculum and instruction in the urban classroom.



**EDU855 Community Resources Workshop**

**3 Credits**

Through trips to unique educational and cultural resource centers and events within the Salem and Boston areas, participants are assisted in developing strategies and approaches for incorporating community-study experiences as an integral part of instruction. This summer course emphasizes the relationships that exist among educational problems related to assisting students in developing goals of citizenship and civic responsibility, understanding social life, and achieving both vocational understanding and economic efficiency.

**EDU856 Technology as a Catalyst for Change in Education**

**3 Credits**

This course orients the teacher leader or administrator to state and national goals, programs and initiatives. It addresses issues relating to technology use in schools, effective curriculum integration and assessment, good models for planning and assessment and effective strategies for professional development and change. The focus of this course is on technology as applicable to education.

**EDU859 Grammar for Teachers of English as A Second Language**

**3 Credits**

This course examines the theory and practice of grammar instruction in the second language context. Students will engage in in-depth study of forms, meanings, and uses of the basic structures of English which are often difficult for English language learners (ELLs), examine contemporary usage in oral and written discourse, and develop materials to be used with ELLs. Three lecture hours.

**EDU861 Assessment and Evaluation in Student Affairs**

**3 Credits**

Assessment can provide credible evidence of the need, value and effectiveness of projected and established programs. The purpose of this course is to examine the critical need for good assessment practice in Student Affairs and to assist the student to develop the skills necessary to conduct effective assessment programs.

**EDU863 Media and Telecommunications in Education**

**3 Credits**

This project-based course provides experiences in the production and use of multimedia technology for teaching and learning. The class will utilize theories of communication and learning objectives in the areas of design and telecommunications. The role of distance learning, data networks, multimedia software and authoring systems will be explored.

**EDU865 Finance in Higher Education**

**3 Credits**

This course will explore and examine the issues, concepts and complexities of financing higher education institutions in the United States. The course is intended to provide college administrators a theoretical perspective of how higher education is funded and a hands on perspective to financial concepts, processes and associated tools.

**EDU869A Design and Production of Media Materials for all Learners**

**3 Credits**

Prerequisite: EDU703

This project-based course provides hands-on experiences in the production and use of multimedia technology for learner-centered environments which support the diverse needs of learners. The role of adaptive and assistive technologies, technology plans, video, classroom management, and the benefits and limitations of current technologies will be explored. (25 hours of pre-practicum experience required)

**EDU869P Practicum in Instructional Technology****3 Credits**

Prerequisite: Approval of program coordinator

A full semester of field experience working with a tenured practitioner in a K-12 school setting in which technology is integrated as a tool for learning. A minimum of 150 hours of supervised fieldwork is required. Appropriate supervision is supplied by the College in conjunction with monthly seminar experiences at the college. Designed exclusively for those students seeking initial certification as an Instructional Technology Specialist (all levels).

**EDU870E Development of Strategies for Change in Elementary Education****3 Credits**

Prerequisite: EDU750N or permission of instructor

This course introduces strategies for developing innovative elementary school curricula. Students work individually or in small groups planning for focused instructional change.

**EDU875A Directed Study****1-6 Credits**

An independent research project supervised by a member of the Education faculty. Credits will be determined according to the depth and breadth of the project. This course is repeatable up to a total of 6 credits.

**EDU876 Global Perspectives in Cultural Diversity****3 Credits**

Provides an appreciation of the increasing diversity of school children and the importance of a global perspective on culture and education. Includes an analysis of the effect of culture and language on learning and behavior, strategies to teach social and communication skills, and curriculum links to global concerns.

**EDU877N Integrating Technology in the Reading Classroom****3 Credits**

The focus of this course is integrating technology throughout the PreK-12 reading program. Strategies and resources for using multimedia equipment, software, and the Internet in reading and content area classrooms are explored. Some basic knowledge of computers and reading instruction is expected.

**EDU880 Instructional Materials and Methods of Teaching Geography****3 Credits**

The course will include a review of concepts in the field of geography, examining its historic development and methodology. The major emphasis will be placed on new curriculum materials and teaching strategies for secondary school geography.

**EDU882 Multicultural Issues in Counseling****3 Credits**

This course explores issues related to ethnicity, race, class, gender, and physical difference as they affect counselors, clients, and the counseling relationship. Students are expected to engage in the learning process from a personal as well as intellectual perspective. 15 pre-practicum hours will be required.

**EDU884 Curriculum Issues in the Middle School****3 Credits**

This course is organized to develop main ideas about middle level curriculum by looking at the historical background of curriculum and nature of the students to be served, describing curriculum elements and their interrelationships, implementing instruction and assessment, and synthesizing planning of thematic instruction. Students will fully understand the elements that must be considered as schools attempt to develop programs appropriate for young adolescents.



**EDU885 Learning and Communication Theory** **3 Credits**

Designed to comply with state certification for media specialization, this course emphasizes the relationships that exist among communication theory, media utilization, and the teaching/learning cycle. Class sessions are devoted to problems of communication patterns, learning theories, and educational environmental management. Students will be given opportunities for establishing criteria necessary for effectively evaluating communication strategies and measuring learner progress in areas of operational objectives.

**EDU888 The School as an Organization: Analysis and Strategies for Leaders** **3 Credits**

New organizational structures are changing leadership roles in schools. This course is designed to help the student develop an organizational view of schools and school systems and understand the role of official and unofficial leaders in those systems. Special attention is given to the leader's role in school improvement. Among the included topics are organizational analysis, theories of leadership, human resources, and behaviors of effective leaders in schools. Case studies and guest speakers will be included to provide illustrations and practical applications of the material presented.

**EDU889 Partnerships for Families: An Interprofessional Approach** **3 Credits**

Prerequisites: Intended for working professionals and for graduate students with permission of instructor.

"Helping professionals" – educators, social workers and nurses – will share perspectives and learn new ways of working effectively with children and their families in school settings. Drawing on the knowledge bases and resources of each field and using a family-centered approach, participants will increase their understanding of family processes, cultural contexts and strategies for promoting professional-family partnerships.

**EDU890 Approaches to Mainstreaming** **3 Credits**

Special needs students are being incorporated into the regular classroom, but many teachers have no special preparation to work with them. To help the classroom teacher feel more confident and work more successfully with special needs students, we are offering a professional workshop.

**EDU892 Interdisciplinary AIDS Awareness Institute** **3 Credits**

This course will provide a framework for the analysis of the current and future impact of the AIDS epidemic on education and education curricula to prevent the spread of AIDS. The epidemiology of AIDS, modes of transmission of disease and the shifting demographic trends will be examined in light of current and proposed direct practice and policy initiatives.

**EDU897 Critical Reading and Thinking Across the Curriculum** **3 Credits**

Today's society is constantly bombarded with information which is printed, spoken, or pictured, not all of which is accurate or truthful. This course will help the teacher assist the student in evaluating information. Among the topics considered will be fact-opinion, false authority, valid and invalid argument, statistics, connotation inference and point of view of information services. Teachers will have the opportunity to construct materials for their own class in a workshop situation.

**EDU911 Current Trends In Middle School Education** **3 Credits**

This course will examine middle school education in light of current trends in education. A review of the history of the middle school movement in relation to its present state will be discussed. Topics include middle level curriculum for the 21st century, issues of practice, and the role of the community in educating the early adolescent.

**EDU911SPE Practicum in Teaching Spanish (P-6)****3 Credits**

A full semester of field experience in an elementary classroom working with a tenured practitioner. Appropriate supervision is supplied by the college in conjunction with weekly seminar experiences at the college. Designed exclusively for those students seeking initial licensure and the graduate degree, MAT in Spanish for grades Pre-K through six. Students must have passed the Spanish Teacher test as well as having completed EDU789, EDU725, EDU990E, EDU737 and SPN751.

**EDU911SPS Practicum in Teaching Spanish (5-12)****3 Credits**

A full semester of field experience in a middle or secondary school classroom working with a tenured practitioner. Appropriate supervision is supplied by the college in conjunction with weekly seminar experiences at the college. Designed exclusively for those students seeking initial licensure and the graduate degree, MAT in Spanish for grades 5-12. Students must have passed the Spanish Teacher Test as well as having completed EDU789, EDU725, EDU990E, EDU737 and SPN751.

**EDU920 Practicum in Early Childhood Education****3 Credits**

The practicum in Early Childhood Education addresses the needs for specialists in this field to work, designing and administering a program for young children. The program is concerned with developmental needs of children, the integration of the Early Childhood curriculum innovations in all areas and involvement in parent education. An Action Research project will be completed in this practicum.

**EDU920X Practicum in Early Childhood Education****1.5 or 3 Credits**

Prerequisites: satisfactory completion of all applicable MTEL tests and Program Coordinator approval.

Corequisite: EDU920XS

The Practicum in Early Childhood education addresses the needs for specialists in preschool and primary settings. The practicum is concerned with teaching young children, Pre-K to Grade 3, in a developmentally appropriate setting that is sensitive to the needs of all children with diverse backgrounds and learning styles. Students will be expected to integrate all aspects of the Early Childhood curriculum in this half-to full-semester of field experience.

**EDU920XS Practicum Seminar in Early Childhood Education****1.5 or 3 Credits**

Prerequisites: satisfactory completion of all applicable MTEL tests and Program Coordinator approval.

Corequisite: EDU920X

A weekly seminar, to accompany the practicum experience, that provides instruction in classroom management, teaching strategies, measurement, evaluation and other issues for student teachers working in early childhood settings.

**EDU921 Seminar in Early Childhood Education and Child Development****3 Credits**

This culminating seminar will help advanced degree candidates come to a deeper understanding of the field by synthesizing central issues in early childhood education and child development.

**EDU925A Practicum in Secondary Education****3 Credits**

A half practicum of field experience in a secondary school classroom working with a tenured practitioner for those students with documented prior teaching experience. Appropriate supervision is supplied by the college in conjunction with weekly seminars. Designed exclusively for those students seeking initial licensure.



**EDU925MA Practicum/Internship Seminar in Teaching Mathematics** **1.5 Credits**

Prerequisite: Completion of initial licensure program coursework, approval of program coordinator, and current position in the role of the license sought.

This course is designed to help initial teacher candidates develop confidence in their skills and abilities to meet the challenges of being new mathematics teachers, and develop positive mental habits and professional attitudes. Weekly seminar supports an internship or practicum of at least 150 hours in middle or secondary school mathematics classroom. Seminar format will facilitate communication between practicum students/interns, their college supervisors and teaching professionals from their home schools.

**EDU925MB Practicum/Internship Seminar in Teaching Mathematics** **1.5 Credits**

Prerequisite: EDU925MA, completion of initial licensure program coursework, approval of program coordinator, and current position in the role of the license sought.

A continuation of EDU925MA, this course is designed to help students develop into teaching professionals by exploring advanced classroom strategies, resources for practice, and opportunities for professional growth. Seminar supports an internship or practicum of at least 150 hours in middle or secondary school mathematics classroom. Seminar format will facilitate communication between practicum students/interns, their college supervisors and teaching professionals from their home schools.

**EDU925SCA Practicum/Internship Seminar in Teaching Science** **1.5 Credits**

Prerequisite: Completion of initial licensure program coursework, approval of program coordinator, and current position in the role of the license sought.

This course is designed to help initial teacher candidates develop confidence in their skills and abilities to meet the challenges of being new science teachers, and develop positive mental habits and professional attitudes. Weekly seminar supports an internship or practicum of at least 150 hours in middle or secondary school science classroom. Seminar format will facilitate communication between practicum students/interns, their college supervisors and teaching professionals from their home schools.

**EDU925SCB Practicum/Internship Seminar in Teaching Science** **1.5 Credits**

Prerequisite: EDU925SCA, completion of initial licensure program coursework, approval of program coordinator, and current position in the role of the license sought.

A continuation of EDU925SCA, this course is designed to help students develop into teaching professionals by exploring advanced classroom strategies, resources for practice, and opportunities for professional growth. Seminar supports an internship or practicum of at least 150 hours in middle or secondary school science classroom. Seminar format will facilitate communication between practicum students/interns, their college supervisors and teaching professionals from their home schools.

**EDU925X Practicum in Secondary Education** **6 Credits**

A full semester of field experience in a secondary school classroom working with a tenured practitioner. Appropriate supervision is supplied by the college in conjunction with weekly seminars experiences at the college. Designed exclusively for those students seeking initial licensure.

**EDU939 Fantasy and Science Fiction across the Curriculum** **3 Credits**

This course provides for an in depth examination of fantasy and science fiction genre in literature for children and youth. Various models of literature programs will be shared and students will read widely within the various types of fantasy and science fiction that span children's literature and design units for classroom use.

**EDU940NP Seminar in Reading****3 Credits**

Prerequisites: EDU840A, EDU845, and EDU727 (Restricted Admission)

The seminar in reading must be included in the last nine hours of graduate study, and prior to taking the comprehensive examination in reading. It includes research in reading, current practices in teaching reading, administration, and evaluation of reading programs. This course requires a 25-hour field experience as part of the reading practicum.

**EDU949A Clinical Experience in Educational Leadership at the Elementary School Level****6 Credits**

The clinical is required of students concentrating their M.Ed. studies in Educational Leadership. The clinical must be in the role and at the level of the certificate sought. A clinical must be full time for one semester or half time for two semesters, include at least 400 clock hours at the practicum site. Each student will document the hours of observing, assisting, and carrying out the full responsibilities of the role. Students must complete 24 semester hours of course work including all of the pre-practicum courses and practicum, EDU949X before seeking approval of the program coordinator to enroll in the Clinical Experience.

**EDU949B Clinical Experience in Educational Leadership at the Middle School Level (See EDU949A)****6 Credits****EDU949C Clinical Experience in Educational Leadership at the High School Level (See EDU949A)****6 Credits****EDU949X Educational Leadership Practicum****3 Credits**

The Educational Leadership Practicum is required of students concentrating their M.Ed. studies in Educational Leadership. The practicum must be in the role and at the level of the certificate sought. A practicum is at least 150 clock hours at the practicum site(s). Each student will document the hours of observing, assisting, and carrying out the full responsibilities of the role. Students must complete 24 semester hours of course work including all of the pre-practicum courses before seeking approval of the program coordinator to enroll in the Educational Leadership Practicum.

**EDU950N Educational Leadership Half Practicum/Internship****3 Credits**

The Educational Leadership Practicum is required of students concentrating their M.Ed. studies in Educational Leadership. This experience is gained at each candidate's level of teaching. It requires a minimum of six hours weekly in the practicum assignment, as approved by the instructor, in addition to scheduled practicum discussions, with the development of a major paper dealing with a related administrative problem. Areas of experience include: curriculum, staff utilization, pupil personnel administration, organization and management, and administrative responsibilities to superintendent and school committee.

**EDU958 Clinical Experience in Special Education****6 Credits**

Prerequisite: Approval of program coordinator

In this course the college coordinator, the school system special educator and the initially licensed teacher work cooperatively to prepare a satisfactory schedule of work to meet the full semester standard required for the Clinical Experience. The student will come to campus for four seminar meetings with the coordinator to receive direction, instruction, and support and to meet with peers to discuss experiences. Four additional meetings will be held at the site of the Practicum with the college supervisor, the school system special educator and the student to discuss the student's program. 400 hours of supervised fieldwork are required.





**EDU959X Practicum/Internship Moderate Special Needs**

**3 Credits**

This course is designed to validate competencies for provisional certification in special education (moderate special needs) and is required for all professional educators seeking such certification in special education who do not hold any state certification. Prerequisites include completion of all courses and pre-practicums, approval by the Program Coordinator and state approval of the placement site. Applications for this approval and the practicum/internship are made in the semester preceding this experience.

**EDU960A Seminar in Elementary Education**

**3 Credits**

Prerequisite: Written approval of Program Coordinator

This course for advanced degree candidates will review the research, literature and content area knowledge in the field of elementary education. This course serves as a preparation for the Comprehensive examination.

**EDU961P Practicum Experience in Elementary Education**

**1.5 or 3 Credits**

Prerequisites: Satisfactory completion of all applicable MTEL tests and Program Coordinator approval.

A full semester of field experience in an elementary school classroom working with a tenured practitioner, with appropriate supervision, and classroom visitations supplied by the College. This course along with EDU961PS is designed exclusively for those students seeking Initial Licensure in Elementary Education to be eligible to work in Massachusetts public schools grades 1-6.

**EDU961PS Practicum Seminar in Elementary Education**

**1.5 or 3 Credits**

Prerequisites: Satisfactory completion of all applicable MTEL tests and Program Coordinator approval.

Seminar is taken in conjunction with EDU961P as part of the full semester field experience in an elementary school classroom working with a tenured practitioner. The seminar provides pedagogical and content support to enhance the field experience. With EDU961P these courses are designed exclusively for those students seeking Initial Licensure in Elementary Education to be eligible to work in Massachusetts public schools grades 1-6.

**EDU962AR Clinical Experience and Action Research in Early Childhood Education**

**3 Credits**

Prerequisite: Written permission of the program coordinator

A 400 hour supervised field experience in an early childhood setting in which students will conduct two action research projects.

**EDU963AR Clinical Action Research in Elementary Education**

**3 Credits**

Prerequisites: Two years of classroom teaching, and written permission of Program Coordinator. Pre- or Co-requisite EDU960

A 400 hour supervised field experience in an elementary education setting in which students will conduct an action research project related to a current issue of curriculum, and/ or assessment. Periodic group and individual meetings will be used to aid in the research, design and evaluation phases.

**EDU964 Clinical Experience and Seminar: Middle School**

**6 Credits**

A full semester (400 hours) classroom teaching experience with accompanying weekly seminars on topics related to effective middle school teaching. Seminar topics include school restructuring and curricular reform, collegial and parent relations, legal rights and responsibilities of teachers, working with support staff and community agencies, and adapting instruction to special needs.

**EDU965 Clinical Experience Secondary****6 Credits**

Prerequisites: Provisional Certification and completion of professional course sequence

A full semester (400 hours) of classroom teaching experiences with accompanying weekly seminar on topics related to effective secondary teaching. Seminar topics include school restructuring and current developments in curriculum and instruction, interdisciplinary planning and teaching, community resources, and models of inclusion.

**EDU966 Clinical Experience for Instructional Technology Specialist****6 Credits**

Prerequisite: Completion of all course requirements in the M.Ed.: Professional Studies - Technology in Education program

A full-time 400 hour field experience with accompanying seminar, one-half (200 hours) to be spent in a school setting in the role of instructional technology specialist, and one-half (200 hours) to be spent in an educational technology organization in the role of curriculum/materials developer and professional consultant.

**EDU968A School Counseling Practicum I****3 Credits**

This small group weekly seminar is based on the first half (220 hours) of a 525 hour, year long, supervised placement in an approved (PreK-12 grade) school setting. Includes a 75 hour pre-practicum. In the seminar, students will participate in peer supervision and develop their counseling skills through readings, practice, reflection and feedback. Restricted admission. Permission of School Counseling Program Coordinator required.

**EDU968B School Counseling Practicum II****3 Credits**

This small group weekly seminar is based on the second half of a 525 hour, year long supervised placement in an approved (PreK-12 grade) school setting. In the seminar, students will participate in peer supervision, and develop their counseling skills through readings, practice, reflection and feedback. Restricted admission. Permission of School Counseling Program Coordinator required.

**EDU985A Practicum in Student Affairs I****3 Credits**

Prerequisites: 24 credits in the program of the required core courses including EDU719, EDU723 and EDU773

The purpose of the practicum is to place the student in a setting where he/she can become familiar with the role, mission, operation and activities associated with an area within Student Affairs. Includes eight three-hour seminar meetings and a 150 hour supervised practice field experience.

**EDU985B Practicum in Student Affairs II****3 Credits**

Prerequisite: EDU985A

The purpose of the practicum is to place the student in a setting where he/she can become familiar with the role, mission, operation and activities associated with an area within Student Affairs. Includes eight three-hour seminar meetings and a 150 hour supervised practice field experience.

**EDU990 Integration of the Computer in Early Childhood Education****3 Credits**

This workshop will include various models for integrating computers into the Early childhood curriculum, software selection, and programming languages. Discussions will focus on current issues and problems presented by students. Both MAC and PC platforms will be utilized.



**EDU990C Building Bridges to Success for Handicapped Youth in Transition** **3 Credits**

(20 hours field experience)

This course is designed for varied personnel working with handicapped students in transition. Students from all cultures, both monolingual and bilingual will be included. It will provide participants with successful strategies to deliver services to adolescent/adult handicapped individuals in varied settings. Focus will be placed on non-discriminatory assessment systems, vocational strategies related to employment and training, support services for successful transition to the community, curricular designs and adaptations, follow-up services and models of inter-agency agreements for cooperating service providers. Exemplary models of school-to-life programs will be presented and discussed.

**EDU990E Developing Effective Programs for Special Needs Students in the Mainstream** **3 Credits**

Regular and special education teachers and supervisors will explore appropriate strategies to educate special needs learners in regular classroom settings. Individualized Education Plans, principles and practices of inclusion, instructional strategies and curricular adaptations will be highlighted.

**EDU990G Issues and Trends in the Education of Language** **3 Credits**

This course will present the major issues and trends in the education of language minority students in schools throughout the United States. Specifically, the course will present and explore the viewpoint of educational equity in today's education.

**EDU990I Curricular Strategies for the Bilingual/ESL Classroom** **3 Credits**

This course will provide an understanding of how to design appropriate and relevant instruction for language minority students by accommodating essential cultural and linguistic dimensions in the classroom.

**EDU990J Issues and Trends in Cultural Diversity** **3 Credits**

This course is designed to help students use a knowledge of the concepts and meanings of culture in developing their perceptions of cultural similarities and differences. Special emphasis is given to cultural discontinuities and diversity, acculturation process, minority issues, and interethnic communication. Discussions and research are directed toward developing sensitivities toward implementing multicultural education programs and activities.

**EDU990M Enhancing Teacher Responses to Students' Needs** **3 Credits**

This course is designed to provide educators with a structured approach to assess students' needs and respond to their questions and disclosures. Strategies for referring appropriately for students' needs will be examined. Sources of legal, community and support services will be explored. Special focus on communicating with parents will be included.

**EDU990PH Practicum in Middle School Humanities** **3 Credits**

Co-Requisite: EDU990SH

A full semester of at least 300 hours in humanities middle school classroom(s). Practicum students are supported by cooperating teachers and college supervisors as they develop their professional knowledge and skills working with early adolescents. Restricted to candidates for the middle school humanities licensure program who have completed all required courses.

**EDU990PM Practicum in Middle School Math/Science****3 Credits**

Co-requisite: EDU990SM

A full semester of at least 300 hours in mathematics/science middle school classroom(s). Practicum students are supported by cooperating teachers and college supervisors as they develop their professional knowledge and skills working with early adolescents. Restricted to candidates in the middle school math/science licensure program who have completed all required courses.

**EDU990Q The Elementary Principalship-Factors and Forces Which Impact on Educational Leadership****3 Credits**

The workshop will address many of the situational factors involved in the day-to-day management of the elementary school. It is designed for teachers, graduate students, and recently appointed principals whose career objectives include positions of leadership in elementary education. Topics will include the role of interpersonal relationships in effective leadership, succeeding in the selection process, leadership curriculum, blending supervision with evaluation, staff development, and public relations development for your school. Assignments will include preliminary readings prior to the initiation of this institute, classroom interactions and the successful completion of an individual/group project.

**EDU990SH Practicum Seminar in Middle School Humanities****3 Credits**

Prerequisites: Completion of coursework in the middle school humanities licensure program and approval of the Program Coordinator

Co-Requisite: EDU990PH

This seminar, culminating the Middle School Humanities Initial Licensure program, provides support for the practicum experience. Activities include a review of professional standards, completion of program assessments and preparation of a portfolio.

**EDU990SM Practicum Seminar in Middle School Math/Science****3 Credits**

Prerequisites: Completion of coursework in the middle school math/science licensure program and approval of the Program Coordinator

Co-Requisite: EDU990PM

This seminar, culminating the Middle School Math/Science Initial Licensure program, provides support for the practicum experience. Activities include a review of professional standards, completion of program assessments and preparation of a portfolio.

**EDU990V Nature and Needs of Students with Learning Problems (20 hours field experience)****3 Credits**

This course is designed to focus on issues surrounding characteristics, identification, assessment, placement and provision of service to handicapped individuals with cognitive problems from all cultures, and for students both monolingual and bilingual. Includes most recent information on definition, service models and impact of legislation. It is designed for all educational personnel working with specific learning problems.

**EDU990X Introduction to Bilingual Education****3 Credits**

An introduction to important issues in the education of children whose first language is not English. Topics will include current research and dual language instruction as well as state and national policies and regulations.



**EDU990Y Psycho Educational Assessment of Exceptional Students (20 hours field experience)**

**3 Credits**

Prerequisites: EDU990V, EDU991E

This course is designed to give each student the opportunity to develop a foundation in diagnostic/prescriptive techniques for use in designing individual instruction procedures for handicapped children. Contents will include an introduction to formal/informal assessment techniques, standardized tests, and related program planning activities as related to students served under Chapter 766 and PL 94-142. Non-discriminatory assessment for the bilingual child with special needs will be explored.

**EDU991B Science Procedures in Elementary Schools**

**3 Credits**

Science in the elementary school should be and can be not only exciting but also enjoyable and meaningful for both the teacher and the student. The reason most elementary school teachers shun science is due to the manner in which they were taught the subject. This exposure to science will show how to understand the few major concepts that are common to all the sciences. And then allow you to learn how to teach the subject as a satisfaction of curiosity rather than as a staid collection of confusing facts that must be memorized.

**EDU991E Methods and Materials in the Education of Students with Moderate Special Needs (20 hours field placement)**

**3 Credits**

Prerequisite: EDU990V

This course will deal with the process of designing and implementing instruction for children with mild to moderate learning handicaps. Children from all cultures, both monolingual and bilingual will be addressed. It will involve development of IEP's (Individual Education Plans), basic instructional sequences utilizing behavioral objectives, implementation of instructional strategies with evaluation of instructional effectiveness.

**EDU991K Leadership for Excellence in Early Education**

**3 Credits**

This course emphasizes the role of shared leadership in centers and schools for young children. It considers the role of formal leaders such as principals and directors, as well as the contribution of informal leaders including teachers, union officials and community members. Through the review of theory and research on leadership, the study of organizational culture and the principles necessary to support change, the course will help participants to understand how they may influence the direction and quality of the institutions where they work. Attention will be paid to the development of skills and habits which support effective leaders.

**EDU992A Managing Dysfunctional Students in the Classroom**

**3 Credits**

Designed for regular classroom educators as well as special education personnel, this institute will review and investigate ecologies and techniques which will enable dysfunctional students to perform successfully and adapt productively in various educational settings. Participants will develop strategies for dealing with such students and their families within and beyond established educational settings.

**EDU992C Managing Attention Deficit/ Hyperactivity Disorders in the Classroom****3 Credits**

Designed for parents, regular education teachers, as well as special education personnel, this institute will investigate causes, definitions, characteristics, etiologies, instructional and ecological strategies utilized in the management of Attention Deficit/Hyperactive Disorders (ADHD). Diagnostic procedures-including comprehensive, multidisciplinary models - will be involved with the focus on parental planning and active involvement. Pharmacological considerations (including alternate options), program expectations (options, possibilities, potential) as well as effective management of systems will be included.

**EDU992D The Bilingual Student with Special Needs****3 Credits**

The background, issues and approaches used in the education of exceptional students who receive bilingual or ESL instruction. The course focuses on assessment and evaluation, placement in special programs; diverse cultural perspectives on disabled students, appropriate curriculum design, and communication with parents of culturally diverse students with special needs. (PreK-12)

**EDU997M Education in the Maritime Environment****3 Credits**

This course presents opportunities for PreK-12 curriculum development based on the maritime history and culture of Boston's North Shore. Within a "constructivist," experiential framework and using local sites as resources, participants explore maritime themes, integrating concepts and skills across the curriculum.

**EDU999AN Creating Brain-Compatible Learning****3 Credits**

The course presents new research related to the brain and its applications to teaching and learning strategies. It examines learning styles and theories of multiple intelligences. Participants will design learning environments that best suit the diverse instructional needs of students with a better understanding of how they learn.

**EDU999C Teaching Children to Write (preK-12)****3 Credits**

Prerequisites: EDU725 or EDU729

This course presents research-based and classroom tested ways to teach writing effectively. Topics include varied writing programs, models of instruction, organizing writing workshops and writing conferences, teaching skills in the context of children's writing, assessment, writing in the content areas, the reading/writing connection, research in teaching writing and an emphasis on teacher as writer.

**EDU999CS Consulting Services in Special Education****3 Credits**

This course is designed with a focus on the home, school and community influences. Issues and interactions are analyzed as especially related to family adjustment in the presence of a handi-capped child. Family reactions and behavioral differences are also considered vis-à-vis services to children with various degrees of disability. Emphasis is given to guidance skills and knowledge needed by teachers and other professional workers in the field of Special Education.

**EDU999D Workshop for Global Education****3 Credits**

This course offers the opportunity to develop curricula and materials for integrating Global Education into the Early Childhood/Elementary course of study. The workshop will present ideas and games appropriate for this age level, explore existing resources for curriculum implementation and hands-on experiences in making materials.



**EDU999E A Cooperative Learning**

**3 Credits**

The purpose of this course is to help teachers deal with the interaction patterns in the classroom as they relate to instruction: competitive individualistic, cooperative. Through class activities, readings, and discussion, participants will learn how to use cooperation, competition, and individualization to increase achievement and improve attitudes toward learning, other students, and self. The primary focus of this course will be the skills necessary to develop effective classroom groups: trust building skills, communication skills, leadership skills, and conflict resolution skills. (Appropriate for all grade levels and subjects.)

**EDU999EM Teaching Elementary and Middle School Math and Science**

**3 Credits**

Addresses curriculum in mathematics and science at elementary and middle levels based on national and state guidelines for standards of performance. Approach to instruction is constructivist, inquiry-based and cross-disciplinary, incorporating new technologies to enhance teaching and learning.

**EDU999ST Introduction to Storytelling (Pre K-8)**

**3 Credits**

This course will introduce students to the history of storytelling, the current revival of storytelling, and the art of becoming a storyteller. Emphasis will be placed on the acquisition of storytelling techniques to use with children in classrooms (PreK-8), nursery schools, day care centers, and libraries. A workshop format designed to help beginners gain confidence prior to sharing their stories with youngsters in group settings will be utilized.

**EDU999TT Standards-Based Thematic Teaching in the Early Childhood Curriculum**

**3 Credits**

The use of thematic units to promote curriculum standards in a holistic manner will be discussed. Materials and resources will be presented. Participants will have hands-on experience in the construction of an integrated thematic unit that addresses state and national curriculum standards.

**GNE9432 Violence Against Children: Current Issues for Educators**

**3 Credits**

The course will examine the complex issues of child violence and victimization. Current theory and practice will be highlighted. The intervention process will be identified including the legal, medical and human service responses as they relate to schools. The protective function of the schools will be explored. Particular emphasis will be placed on investigating the impact of various forms of violence on the teaching/learning environment. Program strategies for each level of the prevention continuum will be identified.

**NGP700 Due Process Eligibility and the Individual Education Plan**

**3 Credits**

This course is designed to familiarize participants with the theoretical and practical understandings which impact the daily delivery of special educational services. It will provide regular education and special education teachers with information from existing research, current state policy/procedures and case law that will translate into practical classroom usage. Credit for this course does not apply to graduate degree programs.

**NPG879 Wilson Reading Method - For Use with Special Needs Children Regular Education Spelling****3 Credits**

This course will present the Wilson Language Training Method. This is a multisensory method used to teach the reading disabled child phonological processing. An overview will be conducted of the six syllable types. Hands-on training will be provided in the first six steps of the method, so that the student will acquire the basics of the Wilson. Through daily readings, hands-on training, classroom demonstrations, students will be able to implement this in their own classrooms.

## English

**ENG700 Early American Literature****3 Credits**

A study of American literature in its social and political context, from its beginnings in New England and Virginia to about 1800. Particular emphasis upon the origins and development of fiction and the first American novels.

**ENG701 American Romantic Movement****3 Credits**

A study of the literature of America from the early nineteenth century to the Civil War, with emphasis on the various manifestations of romanticism in the writings of the period.

**ENG702 Realistic Literature in America****3 Credits**

A study of realistic literature in America from the Civil War to about 1900, with special attention to the political and philosophical background of the period. The course considers works by such authors as Twain, James, and Howells, as well as short stories by other writers of the period.

**ENG703 Naturalistic Literature of America****3 Credits**

An examination of the philosophy, origins and development of literary naturalism and of its social, economic and political context in the United States. Readings selected from Crane, Norris, Wharton, Chopin, London, Sinclair, Oates and others.

**ENG704 Contemporary American Fiction****3 Credits**

A study of the technique and philosophy of significant American writers since World War II, with particular emphasis on those of the sixties and seventies. The reading list currently includes Wolfe, N. West, Bellow, Prose, Capote, J. West, Roth, Southern, Vidal, Eliot, Malamud, O'Connor, Lee, Jones, Williams, etc.

**ENG705 Modern American Poetry****3 Credits**

Within the context of literary history, an analysis of the major modern American poets, from Whitman and Dickinson to Lowell and Plath.

**ENG706 Modern American Drama****3 Credits**

A consideration of twentieth-century American drama and the social, historical and theatrical forces that have shaped both comic and serious drama. Readings will be selected from the works of O'Neill, Williams, Miller, Wilder, Hellman, and others.

**ENG707 Nineteenth Century American Novel****3 Credits**

A study of the development of the early American novel. Some of the writers to be considered are Brown, Cooper, Hawthorne, Stowe, Alcott, Jewett, and Melville.





**ENG708 Study of American Indian Literature** **3 Credits**

This course will give students a chance to read and discuss the novels and poetry of contemporary American Indian writers. We will explore the literary and cultural influences on these new voices in American Literature, their major themes and artistic concerns.

**ENG709 Literature of The American Dream** **3 Credits**

Study of the crosscurrents of materialism and idealism in American literature, emphasizing attitudes toward the land, work, progress, and success. Works to be considered will be selected from the writings of American authors from the seventeenth through the twentieth century.

**ENG714 Modern American Jewish Novel** **3 Credits**

Is Jewishness the key to the gentile heart, as one critic claims, or is there an “ancient and eternal rift between the Jewish ideal and the world at large”? We will address these and other questions about the literary intersection of Jewish and American culture in this chronological survey of American Jewish fiction.

**ENG716 Nature in American Literature** **3 Credits**

An examination of literary responses to and attitudes toward the natural environment in short stories, novels, essays, and poetry. By such authors as Cooper, Emerson, Thoreau, Whitman, Dickinson, Cather, Faulkner, and Frost. The course will also consider the responses of such movements as Puritanism, Romanticism, Transcendentalism, Realism and Naturalism.

**ENG717 African American Fiction** **3 Credits**

The course will examine the work of African American novelists and short story writers from William Wells Brown to the present, including such major figures as Zora Neale Hurston, Richard Wright, Ralph Ellison, and Toni Morrison. The course will place the writing in its historical setting and emphasize the development of the African American tradition in fiction.

**ENG718 American Literature of The Sea** **3 Credits**

Study of the sea as literal setting and symbolic environment in American literature since the seventeenth century. In addition to nautical fiction and poetry of the sea, the course will examine sea-inspired genres such as the sea-deliverance narrative and the factual travel narrative.

**ENG719 Contemporary American Autobiography** **3 Credits**

This course examines American autobiography since 1945, with an emphasis on unusual presentations of selfhood. Among the authors studied are Richard Wright, Kim Chernin, Maxine Hong Kingston and Art Spiegelman. We will also survey recent autobiography criticism which questions the limits and possibilities of the genre.

**ENG720 Contemporary American Poetry** **3 Credits**

A study of the major voices in American poetry in the past two decades.

**ENG721 African America Drama** **3 Credits**

This course will examine the work of African American dramatists from William Wells Brown to the present, including such major figures as Lorraine Hansberry, Amiri Baraka, and August Wilson. It will emphasize the historical context and development of the African American tradition.



- ENG722 Methods of Teaching Adult ESL** **3 Credits**  
This course examines methods and strategies used in teaching adult English as a Second Language. Topics will include working with diverse populations, adult literacy, motivation, and acculturation. This course is designed to give students the background necessary to begin work in the field. (25 hours field experience)
- ENG725 Research and Writing About Literature** **3 Credits**  
Students will develop a basic understanding of the aims, methods, and materials of literary research. They will become familiar with a variety of research approaches and methodologies in literary study and will learn appropriate format for scholarly articles. Required of all MA candidates.
- ENG727 Literature and Psychology** **3 Credits**  
This course will provide students with a basic grounding in Freudian theory and basic knowledge of literary critical theory, essentially Freudian. Students will understand the impact of Freud on 20th century thought and the contribution this school of criticism makes to the art (or science) of interpretation. After studying theory and practice, students will be required to perform their own psychoanalytic analyses of texts.
- ENG732 Medieval and Renaissance Drama** **3 Credits**  
A study to give proper perspective to Renaissance drama, beginning with medieval and early 16th century drama and considering Renaissance drama as a culmination of native borrowed traditions. (Excludes Shakespeare)
- ENG733 Nineteenth-Century American Poetry** **3 Credits**  
A study of the major American poets and poetry of the nineteenth century, with particular emphasis on the romantic and realistic movements. Readings in Bryant, Poe, Dickinson, Whitman, Longfellow, Emerson, Thoreau, Crane.
- ENG735 Seventeenth Century British Poetry** **3 Credits**  
A study of Ben Jonson and the neoclassical tradition, John Donne and the metaphysical tradition, the Spenserian writers and others. A close reading of selected poems, with an emphasis on the intellectual and philosophical movements of the era.
- ENG736N Modern British Literature I** **3 Credits**  
A multi-genre approach to the literature of the British Isles in the first half of the twentieth century: fiction, poetry, drama, non-fiction.
- ENG737 Postmodern Experimental Fiction** **3 Credits**  
A comparative study of experimental fiction and its relationship to postmodernism. The course will examine the narrative techniques of several authors from diverse backgrounds such as Gabriel Garcia Marquez (Columbia), John Fowles (England), Salman Rushdie (India/Pakistan), Nuruddin Farah (Somalia), and Marguerite Duras (France).
- ENG738 Modern British Drama** **3 Credits**  
This course addresses the variety of British Drama from O'Casey and Shaw to Ayckbourn and Churchill. With emphasis especially on developments since the 1950s, readings will explore the social and political influences and the theatrical experiments that shape contemporary British Theater.



**ENG739 Modern British Literature II** **3 Credits**  
British literature since 1945. We will analyze movements and trends in British literature as well as specific authors such as Pinter, Beckett, Durrell and others.

**ENG742 Criticism of Classic and Contemporary Literature for Children and Youth** **3 Credits**  
This course will explore various approaches to literacy criticism and the views of critical theorists in the selection of literature for children and youth. Approaches to teaching literature will be examined as well as an overview of selected educational research studies on literature which inform practice.

**ENG748 Literature for Young Adults** **3 Credits**  
This course is designed to acquaint teachers and librarians with the latest in literature for the junior and senior high schooler. It explores the literary tastes of today's young adults and suggests relevant material for inclusion in the literature program. Emphasis is placed on teaching techniques which will encourage young people of varying abilities to read widely and voluntarily.

**ENG750 Victorian Literature** **3 Credits**  
This course is a study of the major poets and prose writers of the Victorian era: Tennyson, Browning, Arnold, Carlyle, Macaulay, Newman, and Ruskin.

**ENG751 Masterpieces of Nineteenth Century English Literature** **3 Credits**  
Readings in the famous novels of the age: Austen, Brontes, Dickens, Eliot, Hardy, Wilde, and others. Other genres also will be considered.

**ENG754 Origins of the Novel: Eighteenth Century British Fiction** **3 Credits**  
This course focuses on selected eighteenth century works of fiction and their place in the historical development of the novel. We will consider them as important literary texts in their own rights that emerged from and contributed to literary, cultural and political currents. In addition, we will consider the way these works influenced later fiction.

**ENG755 English Romanticism** **3 Credits**  
A study of the major English romantic poets. A close reading of important poems, with an emphasis on the intellectual and philosophical movements of the era.

**ENG757 The Arthurian Legend** **3 Credits**  
A study of the Arthurian literary tradition, from the Middle Ages to the present including such works as Geoffrey of Monmouth's *Historia Regum Britanniae*, *Sir Gawain and the Green Knight*, Malory's *Le Morte D'Arthur*, Tennyson's *Idylls of the King*, Twain's *A Connecticut Yankee in King Arthur's Court*, and T.H. White's *The Once and Future King*.

**ENG758 Studies in Shakespeare** **3 Credits**  
A study of selected topics in the works of Shakespeare. More specific information on particular points of focus is provided in the brochure for the semester in which the course is offered.

**ENG760 English Renaissance Literature** **3 Credits**  
This course will focus on the principal intellectual and social currents of the 16th century as reflected in the non-dramatic poetry and prose of the English Renaissance.

**ENG764 Twentieth-Century Japanese Fiction****3 Credits**

An introduction to modern Japan through its literature. Students will read a variety of twentieth century Japanese novels and short stories to discover Japanese literary forms, themes and techniques.

**ENG769 Realism in Modern European Drama****3 Credits**

This course examines the origins and early development of Realism in Modern European Drama. It will study the major influences shaping dramatic Realism in the twentieth century. Concentrating largely on Ibsen, Chekhov and Strindberg, as well as major theorists, the course will conclude with some later modern developments, as in the work of John Osborne, Emily Mann and Horton Foote.

**ENG770N Theories and Principles in Teaching ESL****3 Credits**

This course examines the theoretical foundations of teaching English as a Second Language. The course surveys current approaches to second language development and acquisition and relates them to major methodological approaches to ESL teaching. This course will relate theory and practice as it prepares students to work in the field.

**ENG771 Sociolinguistics****3 Credits**

Prerequisite: ENG776

This course will focus on the study of language variation, its social, political and cultural significance. Students will evaluate current sociolinguistic theory and research. Topics of study will include language attitudes, language identity, language and power.

**ENG772 Methods and Approaches in ESL (5-12)****3 Credits**

This course examines methods and approaches to teaching ESL. Focus will be on educational improvement strategies, objectives and procedures of evaluation and planning, as they relate to the developmental needs of second language learners in Grades 5-12.

**ENG774 Spanish Linguistics****3 Credits**

This course will acquaint students with the Spanish language, including its geographical distribution, historical relationships, and the common structural characteristics shared with other romance languages. The course will provide students with the conceptual tools to better understand and articulate the similarities and differences between Spanish and English. The ability to speak Spanish, though helpful, is not required for this course.

**ENG776 Foundations of Linguistic Theory****3 Credits**

This course will cover the principal aspects of language; sounds, words, grammatical and semantic meaning; language similarities and differences and writing systems.

**ENG777 Literacy Theories & Research Methodology in ESL (5-12)****3 Credits**

This course offers an introduction to literacy theory and research, and explores the implications for literacy instruction. It covers the broad range of literacy development from early literacy to mature reading.



**ENG778N Assessment of Second Language Learners** **3 Credits**

Students will learn the principles of second language assessment, examining the validity and reliability of various assessment tools. Students will also design a performance assessment for second language learners and discuss the social-cultural factors that educators must consider when choosing or designing assessment measures for students in ESL and bilingual classrooms.

**ENG779 Learner Differences in English as a Second Language** **3 Credits**

This course, designed primarily for present and future teachers of ESL students, will examine a range of learner characteristics including cognitive style and personality types, ways in which variations in such characteristics can influence approaches to language learning and the needs students bring to language classrooms, and techniques for identifying and accommodating learner differences.

**ENG780 Psycholinguistics** **3 Credits**

Prerequisite: ENG776

This course will consider topics such as the nature of language, language and the brain, first and second language acquisition and bilingualism.

**ENG782 Origin and Development of the English Language** **3 Credits**

This course will trace the origin of the English language, its linguistic and historical development, and the social and literary forces which shaped it until the present time.

**ENG790 The Bible as Literature** **3 Credits**

This course will offer in depth literary analysis of selected readings from the English Bible in translation. Readings will represent a range of literary genres.

**ENG794 Studies in Literature of the World** **3 Credits**

This course offers an opportunity for students to study texts drawn from World Literatures. Possibilities might include study of a significant author or work in a global context, or examination of various genres or traditions in World Literature.

**ENG795 Woman As Hero** **3 Credits**

A multi-cultural, feminist approach to the myth of the hero as it takes form in a variety of novels from the 19th and 20th centuries.

**ENG796 Feminist Literary Criticism** **3 Credits**

A study of the origins of feminist literary criticism and its relationship to other contemporary critical approaches. The course will examine mainly American and French critics and will include practice of the methodology to critique selected texts.

**ENG798 Jack Kerouac and the Beat Writers** **3 Credits**

The course focuses on Jack Kerouac, leader of the "beat movement" of the 1950s, tracing his development as an artist and as a social observer. Rare audio and visual materials will supplement lectures and discussions. The interaction of Kerouac with writers such as Allen Ginsberg, Gregory Corso, and John Holmes will also be examined.

**ENG800 Thoreau and Emerson** **3 Credits**

This seminar is designed to examine the major writings of Emerson and Thoreau in the context of their generation and their own lives. The course will study the development of each author's transcendental philosophy, and it will analyze each author's style and impact on future writings in American literature.

**ENG801 Faulkner and Hemingway****3 Credits**

Critical analysis of the major works of the two authors. Special emphasis on central themes and stylistic devices within the context of modern American prose fiction.

**ENG808 Public Relations Institute****3 Credits**

An intensive institute on the practical aspects of successful writing and design of publications. The workshops will involve desktop publishing. Designed for the educator, the professional, or the beginner.

**ENG811 Seminar in Women Poets****3 Credits**

This course will be a cross-cultural study of selected major voices in women's poetry, among them Dickinson, Akhmatova, Gabriela Mistral, and Adrienne Rich. Students will have the opportunity to discuss similarities and differences in style and content and also raise questions about a female aesthetic.

**ENG812 Poetry and Poetics****3 Credits**

This course explores important aspects of poetry analysis, including such topics as figurative language, symbol, sound, rhythm, and form. Readings include classic poems from the past, contemporary works, and critical commentary.

**ENG814 On Essays****3 Credits**

A study of the essay as a literary genre, focusing not only on its origin and development, but on the aesthetics of the form itself. Readings will include representative "great" essays and essayists, collections of certain types of essays (travel, nature, scientific, personal, etc.). and some critical commentary.

**ENG816 Writing for Travel and Tourism****3 Credits**

This course is designed to help students learn how to write articles suitable for publication in newspapers and magazines dealing with travel and tourism and to acquaint students with some classic works in the literature of travel.

**ENG817 Contemporary Approaches to the Teaching of Composition****3 Credits**

This course will investigate the research and theories which inform current composition pedagogy. Students will practice adapting various theoretical perspectives to actual classroom situations.

**ENG818 Poetry Workshop****3 Credits**

A writing course for those who wish to concentrate exclusively on poetry. Participants will be expected to write a series of poems, to read widely in contemporary poetry and in poetic theory and to write critical reviews.

**ENG819 Advanced Creative Writing****3 Credits**

Lecture and workshop methods are combined to represent the fine points of writing poetry and fiction. Readings in contemporary fiction and poetry.

**ENG820 Fiction Workshop****3 Credits**

A workshop course concentrating on the short stories and novels-in-progress of the participants. Workshop members read and critique one another's fiction and also keep a writer's journal. Topics include how to publish.



**ENG821 Contemporary Approaches to Teaching Literature** **3 Credits**

A specialized course for teachers of English but open to everyone. Investigating the research and theories which inform current literature pedagogy. Using historical and theoretical perspectives to develop their own pedagogical framework, students will consider their assumptions, experiences, and strategies for teaching literature, and decide how to adapt current models to their own classroom situations.

**ENG822A Nonfiction Workshop** **3 Credits**

A course in writing nonfiction, ranging from the personal to the objective, from brief journalistic pieces to literary essays. Classes will involve workshop discussions of students' writing, attention to the details of style, and the study of lessons derived from professional writers.

**ENG823 Studies in Grammar and Style** **3 Credits**

A comprehensive foundation in the syntactical structures of English as a basis for an investigation of stylistics. Designed for educators, writers and editors, this course considers such questions as grammatical "correctness" from the perspectives of both sociolinguists and historians of English and extends to considerations of effectiveness, grace, emphasis, and suitability of styles for a range of both subject matter and audiences.

**ENG825 Workshop in Memoir Writing** **3 Credits**

A writing course for those who wish to concentrate exclusively on memoir and related autobiographical forms. Workshop members will submit work in progress within the genre for in-class criticism and commentary. The coursework will include deriving lessons from exemplary published memoirs and autobiography, and advice about publishing will be given.

**ENG826 Playwriting** **3 Credits**

A course in writing the play, focusing on plot structure, character development, dialogue, stage techniques, and the consideration of idea sources. Discussion of drama as an activity. Reading of scenes in class. Visits to theatre productions.

**ENG827 Screenwriting** **3 Credits**

A course in writing the screenplay, focusing on story selection, character development, motivation and conflict, plot structure, scene writing and format. The use of key films for analysis and discussion. The study of a sample screen treatment and synopsis. Reading and evaluation of student scenes in class.

**ENG828 Feature Writing** **3 Credits**

A course in writing the major types of articles which appear in magazines and in writing book proposals. In addition, there will be selected reading assignments from magazines and books. Besides discussion of reading material, classes will involve exercises in editing.

**ENG829 Research in Teaching English** **3 Credits**

An introduction to the history, techniques, methodologies, vocabulary, and theoretical assumptions of research and research findings in the teaching of English, specifically literature, composition, and areas of language arts. Students will read and interpret major research studies of others and conduct individual research projects.

**ENG830 Studies in Electronic Rhetoric****3 Credits**

An examination of how the new electronic media enabled by personal computers (e.g., graphical interfaces, desktop publishing, email, hypertext and hypermedia, MUD's and Moo's, the World Wide Web) differ from traditional print media in their approaches to discourse and meaning. Students will examine and analyze as many manifestations of electronic media as possible, read and interpret major research studies, and conduct individual research projects.

**ENG831 AN Seminar on Topics in American Literature and Criticism:  
(Topic Name)****3 Credits**

Prerequisite: a minimum of nine hours of previous graduate study

An intensive examination of highly specialized topical areas in American literature and criticism. Three lecture hours.

**ENG839 Research in Teaching English as a Second Language****3 Credits**

This course examines research methods in the field of ESL teaching. Quantitative methods and qualitative methods, such as ethnographic, focus group, case study, and action research will be considered. Teacher research in the ESL classroom will be emphasized. Students will develop detailed research proposals designed to investigate language acquisition and language teaching.

**ENG859 Grammar for Teachers of English as A Second Language****3 Credits**

This course examines the theory and practice of grammar instruction in the second language context. Students will engage in in-depth study of forms, meanings, and uses of the basic structures of English which are often difficult for English language learners (ELLs), examine contemporary usage in oral and written discourse, and develop materials to be used with ELLs. Three lecture hours.

**ENG860 Teaching English Language Learners in the Mainstream Classroom****3 Credits**

Designed to equip mainstream classroom teachers with the knowledge and skills to effectively teach English Language Learners at varying levels of English proficiency. Teachers will develop strategies linking the English Language Proficiency Benchmarks with the Massachusetts Curriculum Frameworks. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Not open to MAT in ESL program students.

**ENG870 Writing Center-Graduate Practicum****3 Credits**

Prerequisite: Permission of the instructor

Required of graduate assistants assigned to the Writing Center, but also open to other graduate students. The course offers training in composition theory, practice in the conference method of teaching writing, and participation in the operations of the Writing Center. Requirements include regular weekly tutoring in the Writing Center and a project on composition theory and practice.

**ENG875, ENG876 Directed Study****3 Credits**

An independent reading, research, and/or writing project supervised by a member of the English graduate faculty.

**ENG900 Seminar in Frost****3 Credits**

An in-depth study of the works of Robert Frost and his influence upon modern American poetry.





**ENG901 Seminar in Hawthorne and Melville** **3 Credits**  
An intensive study of selected works of Hawthorne and Melville in the context of their time and with some emphasis on their relationship to one another.

**ENG903 Seminar in Whitman and Dickinson** **3 Credits**  
Critical analysis of the major works of the two poets, with reference to their lesser known poems. Special emphasis on central themes and stylistic devices within the context of nineteenth century American poetry.

**ENG905 Seminar in Saul Bellow** **3 Credits**  
Saul Bellow is the only writer who has received three National Book Awards and the Pulitzer Prize for Literature. From *The Dangling Man* to *The Bellarosa Connection*, Bellow has exhibited a humorous and philosophical brilliance unrivaled in American literature. Let's see why.

**ENG907 Seminar in Austen and Dickens** **3 Credits**  
This course will examine the works of Jane Austen and Charles Dickens in order to discover how such elements as gender, fame, reclusion, urban life, the "pastoral" life, and clearly defined class structures affect the art of their fiction.

**ENG908 Seminar in Hawthorne** **3 Credits**  
A concentrated study of key works by Hawthorne in their historical and literary context.

**ENG909 Seminar in Moby Dick** **3 Credits**  
An intensive study of *Moby Dick* emphasizing brief student presentations of assigned problems and topics, followed by class discussion and response. Possible Topics: critical perspectives; the sources of *Moby Dick*; the influence of Hawthorne; problems of time, narrative voice, and structure; humor; stylistic features; symbolic technique.

**ENG910 Seminar in Henry James, Edith Wharton, and Willa Cather** **3 Credits**  
This seminar will explore representative short and long fiction of Henry James, Edith Wharton, and Willa Cather. The seminar will provide students with the opportunity for close study of these three authors in their historical, cultural, and literary contexts and for consideration of the influence of James on Wharton and Cather.

**ENG912 Seminar in D.H. Lawrence and Virginia Woolf** **3 Credits**  
A study of the life and works of two major 20th Century British writers, with emphasis on the mature fiction, letters, criticism and, in Lawrence's case, the poetry. Works include *Mrs. Dalloway*, *To the Lighthouse*, *Sons and Lovers*, *Women in Love*.

**ENG925 Eportfolio Capstone** **3 Credits**  
Prerequisite: Completion of at least 27 credits of course work in the MAT in English program, or English program coordinator approval  
This course is designed to allow students to polish their eportfolio in content and presentation prior to their semester of student teaching, with the supervision of a member of the English graduate faculty. Required of all MAT and MA/MAT students.

**ENG931 Seminar in Shakespeare** **3 Credits**  
An intensive study of one or more topics involving background and development of Shakespeare's plays, textual analysis, dramatic theory, critical approaches to Shakespeare, and interpretation of Shakespearean blank verse.

**ENG932 Seminar in Victorian Writers****3 Credits**

This course will be created around the major writers from 1850-1890: Arnold, Ruskin, Eliot, Hopkins, and Wilde. Dominant themes as religious humanism, idealism of culture, of religion, and of art will be discussed.

**ENG933 Seminar in Milton****3 Credits**

An intensive study of Milton's major poetry and prose, including *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, and *Areopagitica*, within the context of 17th century religious and aesthetic thought.

**ENG934 Seminar in Donne****3 Credits**

A concentrated study of key poems and prose by Donne and an examination of the metaphysical and baroque tradition.

**ENG935 Seminar in Comparative Literature:  
Modern European Novel****3 Credits**

A study of major twentieth-century novels as personal expressions of values in terms of experimental techniques. Readings include works by James, Proust, Joyce, Mann, Kafka, Lawrence, Camus, and Gide.

**ENG949 Seminar in Major Victorian Poets****3 Credits**

This seminar will study representative works of Tennyson, Browning, Arnold, and Hopkins.

**ENG950 Seminar: Women in Literature and Film****3 Credits**

This course emphasizes gender, narrative, and genre in selected literary texts and films by incorporating the theories and methods of feminist scholars.

**ENG951 Seminar: Mystery, Suspense and Science Fiction****3 Credits**

Studies in various types of popular fiction, considering the aesthetic and cultural significance of major works directed to a general audience. Emphasis will be on key works of historical importance.

**ENG953 Seminar in Faulkner****3 Credits**

An intensive examination of the art of Faulkner's fiction. Works covered will include *As I Lay Dying*, *The Hamlet*, *The Mansion*, *The Town*, *Absalom! Absalom!*, and *The Sound and the Fury*.

**ENG955 Seminar in O'Neill and Williams****3 Credits**

An intensive study of the works of America's two most eminent playwrights, Eugene O'Neill and Tennessee Williams, with emphasis on American society as it is reflected in their plays. Major plays by both authors will be studied as well as criticism of their works.

**ENG965 MAT Capstone Experience, Part One: Theory and Research****3 Credits**

Prerequisite: Completion of the MAT in English course sequence (33 credits) or permission of the graduate coordinator

The first half of a two-semester sequence designed for MAT in English candidates who are already practicing teachers or not seeking professional licensure. It substitutes for the six-credit Practicum (EDU925) or Clinical Experience (EDU965). Planned with the program coordinator and approved by the Graduate Dean, this course is devoted to research and theory and may not be taken for elective credit.



**ENG966 MAT Capstone Experience, Part Two: Theory into Practice** **3 Credits**

Prerequisite: Completion of the MAT in English course sequence (33 credits) and ENG965. The second half of a two-semester sequence designed for MAT in English candidates who are already practicing teachers or not seeking professional licensure. It substitutes for the Practicum (EDU925) or Clinical Experience (EDU965). Planned with the program coordinator and approved by the Graduate Dean, this course is devoted to translating theory into actual classroom practice and may not be taken for elective credit.

## Foreign Languages

**SPN702 Spanish Composition** **3 Credits**

A detailed study of the finer points of standard Spanish grammar, especially syntax. Guided and free composition in Spanish.

**SPN705 Seminar in Latin American and US Latino Literatures** **3 Credits**

A study of Latin American and US Latino literatures through representative works by key literary figures from the pre-Colombian period to the present. Chosen texts exemplify the epistolary genre, the novel, the short story, drama, poetry, and the testimonio, and represent the most important literary movements and/or currents in the region. This writing intensive seminar attempts to place texts within a historical and theoretical perspective. Conducted in Spanish, pre-requisite Upper Intermediate level.

**SPN706 Seminar in Peninsular Spanish Literature** **3 Credits**

A study of Peninsular Spanish literature as an interplay between artistic expression and underlying schemes of values. Each work is examined to reveal essential aspects of a value system (faith, reason, passion, society, art, etc.) and their effect on literary expression. The readings exemplify various genres (poetry, essay, novel, drama, short story) and are representative of major periods from the medieval to the contemporary. Conducted in Spanish, pre-requisite Upper Intermediate level.

**SPN710 Seminar in the Cultures of Spain** **3 Credits**

This course will examine Spain's multicultural society from the prehistoric era to the post-Franco years. Authentic literary, historical, artistic and anthropological documents and audio-visual materials will guide students towards an awareness of Spain's past and present. The idea is to study recurrent themes in Spanish history and culture such as religion and class, regionalism, dictatorship and democracy, and the questioning and creation of a national identity. Conducted in Spanish, pre-requisite Upper Intermediate level.

**SPN711 Seminar in Latin American and US Latino Cultures** **3 Credits**

Interdisciplinary and in-depth study of the socioeconomic, political and cultural formation we call Latin America including the US Latino communities. Using scholarly texts, interpretive essays, primary sources, and a variety of cultural artifacts (films, music, art objects, literary texts) we will explore the region's common cultural heritage against its striking cultural contrasts and internal tensions. Conducted in Spanish, pre-requisite Upper Intermediate level.

**SPN716 Hispano-American Civilization****3 Credits**

Latin American civilization exclusive of Brazil. Special attention is given to the transference of the traditions and institutions of Spain to the environment of the New World. Lectures, discussions, readings, papers and examinations in Spanish.

**SPN740 Contemporary Spanish Women Authors****3 Credits**

Prerequisite: Upper intermediate level of Spanish

This course will study Spanish Literature by women authors from the Civil War (1936-39) to the present. Selected works from the vast panorama of women writers of Spain will be analyzed. Though all genres will be included, special emphasis will be given to Prose Fiction because it is the genre that has received more attention from readers and scholars. The works will be approached within their literary context and their cultural context. The idea is to explore the space of female discourse in Spain's social, historical and literary reality of the recent past. Conducted in Spanish.

**SPN745 Spanish Literature: "fin de siglo"****3 Credits**

Prerequisite: Intermediate knowledge of Spanish is required

An intensive introduction to the "fin de siglo" literary movements of Spain's late 19th and early 20th centuries with particular emphasis on "modernismo" and the "generacion del 98." The sense of rupture and repetition, order and chaos present in Spain at the turn of the century will inform class readings. Special attention will be given to the definition of genre and the development of critical vocabulary and techniques.

**SPN750 Introduction to Spanish Linguistics and Sociolinguistics****3 Credits**

Prerequisite: Intermediate to advanced knowledge of Spanish is required

A linguistic and sociolinguistic introduction to Spanish for Spanish and bilingual teachers. The course examines several areas of the linguistic structure of Spanish, in particular the sound system and the vocabulary, as well as language variation in context and communication norms. The course reviews the history of the language and its different modern-day dialects and varieties. Finally, it looks at Spanish in its societal and political context, particularly as it applies to Hispanics in the US. In English and Spanish. Uses a newsgroup as online enhancement to classroom discussion.

**SPN751 Methods, Techniques and Strategies for Teaching Spanish (P-6)****3 Credits**

The class will survey the history and theory of foreign language teaching at the elementary level. A thorough review of National Standards, the Massachusetts Frameworks and the ACTFL Proficiency Guidelines will be conducted. Topics researched and practiced include teaching resources, curriculum development, unit planning, classroom management, testing and assessment, and the use of technology in teaching Spanish at the elementary level. The course includes a 45 hour pre-practicum experience at an area elementary school and is conducted in Spanish.



**SPN752 Methods, Techniques and Strategies  
for Teaching Spanish (5-12)**

**3 Credits**

This course will explore methods and strategies of teaching Spanish at the secondary level. Topics examined include trends and issues related to the teaching of Spanish, innovations, teaching resources, curriculum development, unit and lesson planning, classroom practice and management, testing and assessment, and the role of technology in teaching. A thorough review of National Standards, the Massachusetts Frameworks and the ACTFL Proficiency Guidelines will be conducted. The course includes a 45 hours pre-practicum experience at an area middle or secondary school and is conducted in Spanish.

**SPN761 Research in Teaching Spanish (P - 6)**

**3 Credits**

This course provides students with practical experience in the utilization of various resources to create, organize, and assess Spanish instruction at the Pre-K through sixth grade level. Students will develop an action research project. Designed for those students seeking professional licensure and the graduate degree, MAT in Spanish. Students must have completed the majority of professional level education courses in the program of studies.

**SPN762 Research in Teaching Spanish (5 -12)**

**3 Credits**

This course provides students with practical experience in the utilization of various resources to create, organize, and assess Spanish instruction at the fifth through twelfth grade level. Students will develop an action research project. Designed for those students seeking professional licensure and the graduate degree, MAT in Spanish. Students must have completed the majority of professional level education courses in the program of studies.

**SPN816 Hispano-American Literature I**

**3 Credits**

A systematic study of the important literary movements of Spanish America from its beginnings during colonial days to the end of the 19th century. Special attention is given to the influence of geography, time and place. Discussions, lectures, readings, examinations and term paper in Spanish.

**SPN900 MAT Research Monograph**

**3 Credits**

Students will identify a research topic and develop it under the guidance of the instructor. The topic will be related to the teaching of the Spanish language or to the teaching of some aspect of Spanish-language literature, linguistics or Hispanic cultures. Regular group meetings will provide the student with the guidance and resources to complete the research project, as well as the benefit of peer support. Students must have completed all other courses in the MAT in Spanish. Conducted and written in Spanish, pre-requisite Upper Intermediate level.



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## Geography

### **GGR703 Geography of New England**

**3 Credits**

A seminar that delves into geographic concepts of regionality, diffusion, and development as they apply to New England. Emphasis on using diverse primary resources, as data for a series of projects which explore many aspects of New England's natural and cultural landscape.

### **GGR751 Geography of Monsoon Asia**

**3 Credits**

Considers the relationships between selected physical and cultural patterns in South, Southeast and East Asia. Discussion topics include cultural diversity, population trends and structure, development of resources and economic systems, and political complications. Attention is also given to possibilities for regional organization and cooperation in terms of common economic and political interests.

### **GGR754 Geography of Canada**

**3 Credits**

This course is a survey of Canada's physical and cultural geography. The emphasis is upon its population, transportation networks and economic activities.

### **GGR756 Geography of the Middle East**

**3 Credits**

This course deals with geographic elements in Southwest Asia and North Africa. Contrasting cultural patterns will be related to problems in developing the physical environment. The implications of current political conflicts is given special consideration regarding regional resources, trade routes, and raising the standard of living in the area.

### **GGR800 Geographic Background Behind Current European Problems**

**3 Credits**

This course treats physical, economic and cultural patterns as a background for understanding current problems of this region. Covers extensively the geographic setting of the United Kingdom, France, Netherlands, Germany and Russia, stressing basic advantages and disadvantages each have for industrial and agricultural development.

### **GGR802 Problems in Economic Geography**

**3 Credits**

A geographic examination of the principal theories in the study of the location of economic activities. This course seeks to develop an understanding of the reasons for the location of economic activities and the techniques involved in the examination.

### **GGR803 Urban Transportation**

**3 Credits**

This course will examine the development of transportation and its impact upon urban growth. In addition, current transportation problems of urbanized areas will be examined, with discussion aimed at possible solutions.

### **GGR804 Marketing Geography**

**3 Credits**

The focus of this course is on the location of market places where consumers meet to purchase a product. Topics will include the theoretical aspects of locating market places and the empirical investigations that follow. The two major types of market places to be considered are central business districts and planned shopping centers.



**GGR806 Introduction to Oceanography**

**3 Credits**

A course designed to acquaint one with various aspects of the field. A descriptive analysis of the morphology, structure and processes of ocean basins as well as the composition of ocean water and its movements of wave, tidal action and general circulation. The role and importance of the marine influence as a resource and integral part of man's environment will be issued.

**GGR807 Topics in Conservation of Natural Resources**

**3 Credits**

In this course, resources will not only be defined and delineated but will be viewed in terms of their occurrence and use. Stress will be placed on the interacting forces which have made themselves felt and must be considered in light of present day conditions. Problems arising from man's use or misuse of natural resources will be presented and analyzed.

**GGR808 Settlement Geography**

**3 Credits**

A view of the forms and patterns of settlement; the evolution of settlements through time to the present; their distribution will be preceded by an examination of theoretical settlement geography.

**GGR809 Climatology**

**3 Credits**

Prerequisite: Introductory Physical Geography or Weather and Climate or Meteorology

An advanced analysis of factors controlling climatic types and distribution. The focus is upon unusual climates that exist in various regions of the world.

**GGR810 Meteorology**

**3 Credits**

An investigation into the composition and dynamics of the atmosphere including tropical and extratropical circulation systems. Exploration of weather forecasting techniques includes familiarization with instrumentation, data analysis and use of synoptic surface maps and upper air charts.

**GGR812 Advanced Cartography**

**3 Credits**

The investigation of principles of map compilation, design, and construction in the formation and editing of an atlas of an area selected by the student is presented. Emphasis is given to scribing techniques, construction of color separations, and registration.

**GGR813 Topics in Recreation Geography**

**3 Credits**

In this course a study of spatial patterns as they apply to site development, location, and market regions of recreational facilities is included. Special topics include outdoor recreation (parks, water activities, playgrounds, etc.) leisure communities, tourism, and spectator sports. The course will involve an application of method to a specific field problem.

**GGR815 Urban Planning: Zoning, Subdivision and Preservation**

**3 Credits**

A course that treats three important growth control techniques as three separate courses within one. The course will involve work with current Massachusetts legislation and will involve field inspections of zoning implementation, subdivision inspection and problems associated with wetlands and historic preservation. This course will be of value to persons not acquainted with the specifics of these topics as local Planning Boards deal with them. The Town of Danvers will serve as a study area.

**GGR875, GGR876 Directed Study in Geography****Arranged**

The student will participate in an independent study of a selected topic in systematic or regional geography with emphasis on intensive research and analysis. Subject to the approval of two Department faculty, the sponsor and the Department Chairperson.

**GGR900 Seminar in Geography****3 Credits**

The seminar will be conducted by the graduate faculty of the department to stress research techniques and source materials in the various fields of geography. Additional major consideration will be given to the historical development of geographic thought from the period of the Ancient Greeks to the present.

**GGR902 Computer Cartography****3 Credits**

This course presents an introduction to the use of computers for map production with emphasis on cartographic principles and practical experience with user-oriented mapping programs.

**GGR903 Geographic Information Systems****3 Credits**

Geographic Information Systems (GIS) are powerful and relatively new forms of spatial information processing used by business, industry, and government. GIS is a unique data base management system which incorporates analytic geographic techniques to capture, manipulate, analyze, and display spatial data. This course deals with the design and use of GIS an analytic tool stressing proper scientific method to ensure viable results.

**GGR905 Map Reproduction****3 Credits**

The study, analysis, and implementation of various map reproduction techniques will be presented. Emphasis is on preparation of Atlas produced in GGR848 for photographic reproduction. Color proofing included. Students photographically reproduce their own maps.

**GGR907 Air Photo Interpretation****3 Credits**

In this course students learn to read and analyze air photos. An introduction to the principles of photography and to basic operation of cameras and accessories including films filters, and lenses will be made. Use of photogrammetry and photo interpretation to study a variety of earth landscapes shown on air photos and imagery. Planimetric and topographic maps used as aids in interpretation. Production of a detailed land use map in final project.

**GGR909 Interpretation/Analysis of Remote Sensing Imagery****3 Credits**

The emphasis is on the study of remote sensing systems other than aerial photography. High altitude color-infrared photography - CIR, multi-spectral scanned imagery - MSS, side-looking airborne RADAR - SLAR, and thermal-infrared images - TIR, are investigated. The present and potential uses of these image products is studied with regard to academic and practical applications. Student mastery of the subject is exemplified by a series of detailed interpretive map overlays.

**GGR910 Digital Analysis of Remotely Sensed Imagery****3 Credits**

Investigation of the fundamentals of digital image processing as applied to remotely sensed data. Study of the physics of light and the hardware systems used to record specific wavelengths of the electromagnetic spectrum. Laboratory and field work related to the digital analysis of LANDSAT and SPOT imagery in a sequence of analytic procedures common to problem solving. Three lecture hours per week plus local field trips.





**GGR911 Photogrammetry**

**4 Credits**

Prerequisites: GGR909 and GGR910 or permission of instructor

This course details the methods and application in photogrammetry as they relate to GIS. Topics include planimetric mapping, aerotriangulation, ground control including the use of Global positioning systems, and softcopy photogramteric methods.

**GGR927 Advanced Air Photo Interpretation**

**3 Credits**

Prerequisite: GGR907 or permission of instructor

Investigation, analysis, and development of reflection signatures of earth surface features. Visual and digital techniques are employed to identify patterns of characteristics that will enhance identification of specific surface phenomena. Black and white, color, and color infrared aerial images will be utilized.

**GGR942 Advanced Geographic Quantitative Methods**

**4 Credits**

Prerequisite: MAT807 or a comparative course or permission of instructor

This course explores the use of linear and non-linear spatial multi-variate techniques as they relate to Geographic Information Science.

**GGR944 Advanced Computer-Assisted Cartography**

**3 Credits**

This course introduces the student to the concepts and techniques of computer-assisted map production. Emphasis is placed upon the development of a map which can be used as an analytic tool. Students are exposed to proper data classification procedures and matriculate through to applied trend surface and residual surface analysis.

**GGR945 Advanced Geographic Information Systems**

**3 Credits**

This course prepares the student to develop, implement and maintain Geographic Information Systems (GIS). Students are exposed to GIS analysis and design employing a structured method approach. Further, the student is shown how to identify, track and correct system errors throughout the GIS implementation process. Students gain “hands on” experience by developing a GIS prototype.

**GGR946 Computer Assisted Cartographic Modeling**

**3 Credits**

This course presents concepts and applied uses of computer-assisted cartographic modeling. Topics include model development and implementation in applied environmental, demographic, and retail applications.

**GGR947 Automated Mapping and Facilities Management**

**3 Credits**

Prerequisites: GGR945, GGR952 or permission of instructor

This course details the development and use of automated Mapping and Facilities Management Geographic Information Systems. Students will analyze, design, and implement a working prototype of an AM/FM system.

**GGR950 Geo-Computing Research Methods**

**3 Credits**

This course prepares the student to conduct and publish research in the field of geo-computing. Students gain proficiency in critical thinking, interviewing, oral and written communications, and presentation techniques as they relate to geo-computing.

**GGR952 Spatial Database Analysis and Development****3 Credits**

This course introduces the student to the methods and techniques currently used in spatial data base design and analysis. The student gains proficiency in the structured method approach to analysis and design as applied to spatial data management and integration to the geo-computing environment.

**GGR953 Seminar in GIS Application I****4 Credits**

Prerequisites: GGR943, GGR945 or permission of instructor

This course presents various applications in the use of GIS in Environmental and Automated Mapping and Facilities Management applications. Students are presented an opportunity to critically evaluate the applications and present solution to implementation problems.

**GGR954 Seminar in GIS Applications II****4 Credits**

Prerequisites: GGR911, GGR952 or permission of instructor

This course presents various applications in the use of GIS in Marketing, Sales, Insurance, and Health Industries. Students are presented the opportunity to critically evaluate the applications and suggest solution to implementation problems.

**GGR955 GIS Practicum****4 Credits**

Prerequisites: GGR945, GGR950, GGR952, GGR953 or permission of instructor

Students will participate in a GIS project currently under development in a public and/or private agency. Students will develop a final report and present findings in a public forum.

**GGR965 Seminar in Geographic Information Systems****4 Credits**

Prerequisites: GGR945 and at least 23 other graduate credits towards the MS Geo-Information Science degree

To provide advanced study of specialized topics of importance to geographic information systems (GIS). Will include in-depth examination of scientific literature in an interactive seminar format concerning theoretical, applied and operational issues related to GIS and their development and applications. A substantial research paper on an approved topic is required for completion of the course. Course is required for students choosing the non-thesis option in the MS Geo-Information Science program and is recommended for students who intend to write a thesis.

**GGR990 Salem's Trading Partners****3 Credits**

The course offers a unique opportunity for students to conduct original research with the holdings of local institutions, to learn about world regional geography in the nineteenth century, and to develop the skills of essay writing as well as presentation.

**GGR991-997 Special Programs in Geographic Education****3 Credits**

Special programs in Geographic education are those courses, summer institutes, and programs offered by geography faculty as the opportunity arises. Most often they serve the needs of students pursuing graduate degrees in education.



## Geological Sciences

### **GLS629 Geological Field Studies**

**6 Credits**

Prerequisites: Field Geology, permission of instructor

Individual field problem in such areas as Structural Geology, Stratigraphy, Geomorphology, Sedimentology, or Geophysics are reviewed. Normally offered summers in Nova Scotia. Requires completion of detailed field notebook and a written report.

### **GLS701 Optical Mineralogy**

**3 Credits**

This course prepares students to identify powdered minerals by the use of immersion techniques.

### **GLS711 Coastal Processes**

**4 Credits**

The course investigates the distribution and characteristics of coastal environments. The physical and chemical processes involved in their development will be discussed in detail. It includes a field trip to local coastal areas.

### **GLS718 Micropaleontology**

**3 Credits**

Prerequisites: Historical Geology, Stratigraphy, Paleontology, or permission of instructor

This course presents a study of important acid-soluble microfossils in Biostratigraphy and alveology. Includes Foraminifera, ostracods, conodonts. The laboratory consists of the microscopic study of common forms.

### **GLS740 Geology of Eastern United States**

**3 Credits**

Prerequisites: Historical Geology, Stratigraphy, Petrology; or permission of instructor

A survey of the historical geology and stratigraphy of the major physiographic and structural subdivisions of the eastern United States.

### **GLS750 Advanced Survey**

**3 Credits**

This course acquaints the student with advanced methods of land survey as they relate to the geocomputing environment. Students learn by conducting field survey using both land and global positioning system.

### **GLS760 Geologic Hazards of North America**

**3 Credits**

Prerequisite: GLS100 or permission of the Instructor.

Shake, rattle and roll could summarize the topics covered in this web-enhanced class of which the dynamic and dangerous Earth is the subject. Students learn about earthquakes, volcanic activity, tsunamis, landslides, floods and beach erosion through case studies, web-based homework completed on-line, in-class projects and assessments. Students will produce a web-page illustrating a geologically hazardous area.

### **GLS761 Field Experiences in Earth Sciences**

**3 Credits**

Prerequisite: GLS100 or permission of the Instructor.

The New England area is blessed with opportunities for experiential outdoor learning. We have rivers, beaches and glacial features near to hand, just waiting for exploration. This web-enhanced course takes advantage of our local geology through a combination of web activities, in-class projects and brief lectures. Students will participate on-line through pre-class exercises and in-class activities and assessments. As a group the class will develop a shared portfolio of lesson plans and useful field projects. Teams will give a virtual field trip to the class as a final project. Field Fee may be applied.

**GLS780 Applied Environmental Geophysics****4 Credits**

Prerequisites: GLS100 and PHS211 or permission of Department Chairperson

This course examines the theory and practice of geophysical methods currently used to help solve environmental problems. Methods include seismic refraction and reflection, gravity, magnetic, electrical resistivity, electromagnetic, ground-penetrating radar, and radioactivity surveys (Radon). A research paper, case analysis, or individual field project, and a brief presentation are also required.

**GLS801 Advanced Mineralogy****3 Credits**

Prerequisite: Mineralogy

This course presents a survey of the chemical and physical properties of crystalline solids in the light of their atomic structure. Discussion and application of mineral determination methods including X-ray diffraction on techniques is included.

**GLS810 Theoretical Petrology****3 Credits**

Prerequisites: Physical Geology, Mineralogy, preferably general Petrology, or permission of instructor

A survey of the theories of formation of igneous, sedimentary, and metamorphic rocks is conducted. The understanding of physical and chemical principles and the use of phase diagrams is emphasized. The description and development of rock classifications is included.

**GLS811 Petrography****3 Credits**

Prerequisite: GL810

The hand specimen investigation of the different rock types and the microscopic determination of rocks from thin sections and polished sections forms the basis for study. Applications of staining techniques and modal analysis are included.

**GLS820 Regional Geology of New England****3 Credits**

Prerequisites: Historical Geology Stratigraphy, Petrology; or permission of instructor

A survey of the stratigraphy and historical geology of New England as well as economic geology is presented.

**GLS875, GLS876 Directed Study****Arranged**

An independent research project supervised by a member of the Geological Science faculty.



## History

### **HIS700 Historiography**

**3 Credits**

The course includes an examination of the mechanics employed in the study, research, and writing of history. The philosophies, techniques, styles, emphases, and interpretations employed by prominent historians through the ages are studied. Lectures, discussions, oral reports, and written papers will be utilized.

### **HIS702 Methods, Techniques, and Strategies in Teaching History**

**3 Credits**

Pedagogical principles, strategies, methods and techniques to improve classroom effectiveness for differing student populations. Includes pre-practicum, field based experience.

### **HIS703 Oral History**

**3 Credits**

This course promotes familiarity with the concepts of oral history and applies its techniques to specific historical situations. Students will have the opportunity, utilizing what they have learned, to pursue investigations within the framework of the class project theme which reflect their own scholarly interests.

### **HIS704 History Alive: Using Cultural Resources to Teach History**

**6 Credits**

This course provides teachers of history with practical experience in the utilization of the historical and cultural resource of the Boston metropolitan region. This course also equips educational specialists with knowledge and skills that will aid them in assisting teachers to use their institution's resources most effectively.

### **HIS705 Institute: Information Technology in History**

**3 Credits**

This institute develops concepts, skills and capabilities for using information technology in history. It examines the role of information technology in the research, writing, presenting and teaching of history and aims to develop specific competencies in Web site evaluation, basic data analysis, Web page evaluation/development and multimedia presentations.

### **HIS706 Institute: Preserving the Past: Enrichment of the Social Studies Curriculum**

**3 Credits**

This five day institute is intended to introduce teachers to skills, knowledge, and resources which will help them to develop units and programs which will aid students in the development of a solid historical foundation while at the same time helping them to recognize that history is alive and has societal values. This institute will treat a different topic each year.

### **HIS709 Institute for the Study of Local History**

**3 Credits**

The Institute will provide teachers, historical society and museum staff members, librarians, volunteers and interested lay-persons with the instruction and practical knowledge which will allow them to approach their undertaking with a professional attitude. Participants will be expected to complete a research project.

### **HIS710 The American Colonies to 1763**

**3 Credits**

The voyages of exploration and discovery; the establishment of European colonies in the Western Hemisphere; their subsequent political, economic, social and cultural development; and the colonial wars are considered.

**HIS711 The American Revolution, Critical Period and Federalist Era****3 Credits**

The place of the American colonies in the British imperial system, its effects on them, and their reaction to imperial policies is included. The causes, events, consequences, and various interpretations of the American Revolution are considered, as are the “Critical Period” under the Articles of Confederation, the adoption of the Constitution, and the Age of Federalism.

**HIS712 The United States in the Early 19th Century, 1800-1848****3 Credits**

The political, economic, diplomatic, social and cultural development of the United States is considered from the election of 1800 to the conclusion of the Mexican War, with particular emphasis upon the Jeffersonian and Jacksonian periods and on the conflicting development of nationalism and sectionalism.

**HIS713 The Civil War****3 Credits**

This course covers the period from 1848 to 1865 and examines the many factors leading to disunion, the conduct of the war by both the U.S. and Confederate governments, the constitutional questions, the economic and social issues, public opinion and morale. Military affairs will receive only brief consideration. The impact of the war and its meaning will be assessed and the historiography of the period explored.

**HIS714 The Age of Change: The United States, Late 19th and Early 20th Centuries****3 Credits**

This course examines the changing American scene between the end of the Civil War and the onset of World War I. Topics such as Reconstruction, the rise of labor, demographic changes, Populism, and Progressivism will be considered in the light of the great alterations in socio-economic practices and ideas which occurred during the period.

**HIS721 United States Constitutional History****3 Credits**

This course examines the development of the Constitution of the United States of America from its origins in the Articles of Confederation through its debate in the Federalist Papers and its form as amended to the on-going constitutionalism of Supreme Court decisions.

**HIS722 Topics in U. S. Legal History****3 Credits**

This course examines in depth major substantive and procedural themes in the history of American law. Topics include Fundamental Rights; Economic Regulation and Freedom of Contract; Race, Gender and the Law; The Expansion of Tort Liability.

**HIS724 American Maritime History****3 Credits**

This course deals with the development of American merchant shipping and naval forces from colonial times to the present. Emphasis is placed on the economic and maritime aspects of America’s heritage on the seven seas. Guest speakers will treat Salem’s heritage, marlinespike work, international naval competition and/or specialized topics.

**HIS725 Latinos in the United States****3 Credits**

History of the different Latino Populations in the United States, beginning with the Nineteenth century wars which brought large portions of Mexico under U.S. control, and tracing the major waves of migration from Mexico, the Caribbean, and Central America. Conditions in the sending countries, U.S. influence, and different immigrant groups’ experiences in the United States. A historical perspective on Latino life including identity, work, community, family, and political activism.



**HIS726 The African in American History**

**3 Credits**

The course deals with the history of African America and traces that history from its origin in the great African empires through slavery and the slave trade and post-Civil War developments. A balanced account of the forces affecting the lives of African Americans which provides insights into the thoughts and contributions of African Americans to United States society.

**HIS727 United States Economic History**

**3 Credits**

A survey of economic activities in the United States from colonial times to the present will be made. Emphasis will be placed on business development, state and federal legislation, mercantilism, capitalism, industrialism, agriculture, management and labor relations and modern research.

**HIS728 Contemporary History of the United States I**

**3 Credits**

An intensive examination of the domestic history of the United States from 1900 to 1940 is conducted. The course will include such topics as Progressivism, the home front during World War I, the decade of the 1920's, stock market collapse, Depression and the New Deal.

**HIS729 Contemporary History of the United States II**

**3 Credits**

This course presents an examination of the recent history of the United States. It will consider political, social, economic, cultural and philosophical trends from World War II until the present.

**HIS730R Colonial Latin America**

**3 Credits**

Pre-Columbian societies and Spanish and Portuguese conquest and colonialism, social relations in the colonies, and the growth of nationalist movements leading to independence in the nineteenth century. The course focuses on Mexico, the Andean region, the Caribbean, and Brazil as examples of different patterns of slave society, mestizaje, religious syncretism, indigenous and peasant rebellion, and complex alliances leading to national independence and identity.

**HIS731R Modern Latin America**

**3 Credits**

Political, economic and social development of Latin America in the nineteenth and twentieth centuries, including problems of economic development, dependency, and poverty and inequality; different forms of social movements, rebellion and revolution; race, gender and ethnicity; U.S.-Latin America relations; and literary and intellectual movements including dependency theory, liberation theology, magical realism, and testimonial literature.

**HIS732 American Diplomatic History in the Twentieth Century**

**3 Credits**

A survey of American diplomatic history and foreign policy during the twentieth century will be conducted. Beginning with the New Manifest Destiny and the Spanish-American War, the course will cover such topics as the Open Door Policy, World War I, the League of Nations, Naval Disarmament Conferences, the Good Neighbor Policy, World War II, the Cold War, Korea, Vietnam, and the post-Nixon years.

**HIS738 End of the Ancient World**

**3 Credits**

This course traces the break-up of the Roman Empire from the fourth to the sixth centuries A.D.; the barbaric invasions and the rise of Christianity.

**HIS741 Late Medieval and Renaissance History**

**3 Credits**

This course is designed to familiarize the students with the major historical events of the period; to illustrate the major historical interpretations through assigned readings and lectures; to develop an awareness of the reasons behind the religious, cultural, political, and economic tensions of the day, with particular stress upon the development of humanism and individualism.

**HIS742 Early Modern England, 1485-1800****3 Credits**

This course surveys the civilization of early modern England by tracing the development of English structures, institutions, mentalities and events from the internal strife of the fifteenth-century Wars of the Roses to the external challenges of the eighteenth-century American and French Revolutions. A comparative approach will be utilized, encouraging students to place English developments in a European and global context.

**HIS744 Modern England****3 Credits**

The concentrated study of major developments in English history from 1815 to the present is provided. Emphasis is placed on reform movements, the impact of the Industrial Revolution, Imperialism and the Commonwealth.

**HIS747 The Great War and European Culture****3 Credits**

This course examines the intellectual, cultural, and social impact of World War One on Europe. It explores the prewar roots and causes of the war, the multiple experiences of combatants and noncombatants during the war, and the social, literary, and cultural movements and ideas emerging from these wartime experiences.

**HIS748 Russia Since 1917****3 Credits**

The course examines the fall of Imperial Russia; the Provisional Government; the Bolshevik Revolution; the Lenin Regime; relations with Germany and the West; the Stalin Regime; the Five Year Plans; World War II; the Cold Wars; changing economic and political conditions; Krushchev; the Sino-Soviet split; the new Regime.

**HIS750 World War II****3 Credits**

The course deals with the history of the global conflict of 1939-45. The military, diplomatic and political effects of the war are analyzed and their consequences examined. Special attention is given to the strategy of the great statesmen and commanders of the Second World War, and some of the present day results are discussed.

**HIS751 Europe Since 1914****3 Credits**

The course studies a continent at war and its political, economic, social, psychological, and cultural impact. Particular attention will be given to the critical inter-war years, 1919-1939.

**HIS752N Nazi Germany****3 Credits**

This course examines the Nazi era in Germany from 1933-1945. Particular emphasis will be on emergence of Nazism within postwar fascist movements, the political, social and cultural context for the rise and consolidation of Nazism in Germany, the social, cultural and racial ideologies of Nazism and its ultimate defeat in World War II

**HIS754 History of Germany and Austria****3 Credits**

The course deals with the political, social, and economic history of Germany from its days of disunion to the present and of Austria from the time of union with Hungary.

**HIS755 The History of Seapower****3 Credits**

This course traces the evolution of navies from classical times to the present. Strategy, tactics, weapons are discussed as well as the social aspects of naval life and the place naval policy has had on diplomatic policy and economic life.





**HIS760 The 1960's: A Transnational History** **3 Credits**

Examines the intellectual, cultural, and social history of the 1960's in a comparative context. Focusing primarily on Europe and the United States, but referencing other world areas, the course analyzes multiple perspectives to understand this turbulent decade.

**HIS762 Strategic Middle East** **3 Credits**

Nationalism, Pan-Islamism, Pan-Arabism, Zionism, and the power struggle by East and West for strategic control of communications and the economic resources of this region constitute a major part of this course. Historical development of the Arab states and North Africa will be treated.

**HIS763 Themes in the History of Pre-Colonial Africa** **3 Credits**

This course examines controversial issues in the study of pre-colonial Africa. Themes could include Africa and Egypt, Bantu origins and migration, stateless and state societies, long-distance trade, Islam in Africa, slavery, and women in African societies. Three lecture hours per week.

**HIS765 Themes in the History of Colonial and Modern Africa: 1870-Present** **3 Credits**

This course examines controversial issues in the study of colonial and modern Africa. Themes could include the partition of Africa, collaboration or resistance to European rule, ideologies of domination, settler colonies, exploitation or development, nationalism and decolonization. Three lecture hours per week.

**HIS770 Development of Japan** **3 Credits**

The course deals with the history of Japan from the earliest times to the present. Japan's origins as a unique Far Eastern society are discussed and her relationships with China, Russia, and the western powers are assessed.

**HIS771N Modern China, 1800-1949** **3 Credits**

The course focuses on China between the Opium War of 1840-1842 and the Communist triumph of 1949. It examines many of the key issues that greatly influenced modern Chinese history including Western imperialism, the Taiping and Boxer movements, the Republican Revolution, the Nationalist Revolution, the Sino-Japanese War, and the victory of the Communist Party.

**HIS772N Topics in Chinese History** **3 Credits**

The course studies different Chinese historical topics in different semesters. Pending on demands, study subjects may include topics such as Confucianism, the Silk Road, the Opium War, Chiang Kai-shek, Mao Zedong, the Cultural Revolution, Chinese women, and other ancient or modern issues. The course may be repeated for different topics for credit with chairperson's permission.

**HIS773N Contemporary China, 1949-Present** **3 Credits**

The course examines the history of the People's Republic. It covers Mao Zedong and the Cultural Revolution, Deng Xiaoping and his reform, as well as recent social, economic, and political transformations that led China into the twenty-first century. The course pays special attention to China and the world community.

**HIS774 History of United States-East Asian Relations** **3 Credits**

This course examines key issues in United States-East Asian relations, including American China trade, Perry and the open door of Japan, the Pacific War, and the post-Cold War economic exchanges. It seeks to understand the U.S. role and actions of East Asian countries. The course emphasizes Chinese and Japanese domestic influences upon their relations with the U.S.

**HIS775 The Cold War in Asia****3 Credits**

This course examines the Cold War in Asia, focusing on the interactions between East and Southeast Asia and the United States. It analyzes the Korean War, the Taiwan Strait crisis, the Vietnam War, the Sino-Soviet split, and the US-China rapprochement. Course readings include both original documents and recent interpretations.

**HIS788N Museum Studies****3 Credits**

Drawing upon the activities of many area museums, this course considers a number of aspects of museum development and management and is suitable for students with varied academic interests and work experiences. Among the matters examined are financial management, computerization, exhibit design and development, governance, collections, and organizational policies.

**HIS789N Historic Archaeology****3 Credits**

Utilizing the rich resources of New England, this course introduces archaeological methodology, focusing on documents, artifacts, and other data from the period 1600 to 1850. Topics include material culture and architecture, and crafts and industries, as related to the colonial and early national periods.

**HIS790 Material Culture of Early America****3 Credits**

Covers the identification, classification, and interpretation of the artifacts and decorative art of early America. Handcrafted and mass produced materials of both domestic and foreign manufacture will be considered. Focus is on the material culture of New England prior to 1860, and its interpretation by archaeologists, historians and museum professionals.

**HIS791 Architecture and Landscape of Early America****3 Credits**

A study of the built, cultivated, and natural environment from colonial settlement to the nineteenth century. The course also provides a detailed overview of historical preservation and cultural resource management. Emphasis is placed on how architecture and landscape have shaped the New England experience.

**HIS793 Archives and Records Management****3 Credits**

Through readings, lectures, and hands-on experience, the course will familiarize students with the scope of archival theory and current archival practices. Topics include: arrangement and description of archival collections, collection development, records management, reference and access, historical use of documents, and preservation of archival materials.

**HIS795 Practicum/Internship****3 Credits**

Individual or group tutorial and supervised field experience in areas such as archival management, historical editing, archaeological preservation, museum exhibition, legal research in public and private repositories.

**HIS796 History Study and Travel Seminar****3 or 6 Credits**

A study and travel course that incorporates a research trip to a location appropriate to the course. Topic varies. May be repeated for credit with the permission of the department chair.

**HIS808 China: Research in Trade and Travel****3 Credits**

Focus on the mutual effects of the China Trade, including economic and cultural influences. Primary sources in the Ward Collection, Essex Institute, provide rich data. Emphasis on research techniques and quality historical writing.



**HIS812 American Women: A Study in Comparisons** **3 Credits**

A comparative evaluation of the first and second waves of American feminism investigating the lives of those women involved, their works, and the effect of the rise of their consciousness on American women of divergent classes and races.

**HIS813 Gender History in Europe** **3 Credits**

The course investigates the role gender played in the development of European civilization. It uses primary sources, such as material culture, oral tradition, and written records, along with explanatory secondary sources as the basis of study.

**HIS875, HIS876 Directed Study** **3-6 Credits**

An individualized in-depth research under the personal direction of a departmental specialist in an area of choice will be conducted.

**HIS880 Topics in World History** **3 Credits**

This course examines literature, themes, theories, concepts and methods of world history, including comparisons of societies and cultural regions, processes of cross-cultural interaction, the development of civilizations, and large-scale patterns that influence historical development on a transregional or global scale. Topics may include colonialism, world system theories, trade, migration, race and ethnicity, gender and disease. May be repeated for credit with permission of department chair.

**HIS881 Select Topics in European History** **3 Credits**

An examination of specialized topics of European history. The emphasis will be on historiographical debates or issues within the topic area and will include advanced historical readings and research. May be repeated for credit with the permission of the department chair.

**HIS912 Seminar in Early American History** **3 Credits**

The course offers opportunities for intensive examination of highly specialized areas of historiographical importance in Early American history. May be repeated for credit with permission of department chair.

**HIS913 Seminar: United States in the 20th Century** **3 Credits**

Studies in depth in the significant political, economic, constitutional, and cultural changes in the United States since 1900. Individual research papers and reports are required.

**HIS914 Seminar: United States in the Late 19th and Early 20th Centuries** **3 Credits**

Selected aspects of this dynamic period in American development are addressed. The course examines the roles played by leading individuals and such topics as reconstruction, industrialization, and the varying responses these developments evoked. A variety of primary and secondary materials are employed to enrich student presentations, oral and written, and to refine research and evaluative skills.

**HIS940 Seminar: Expansion of Europe** **3 Credits**

The European exploration, oceanic discovery, trade and settlement, 1450-present is included. Particular emphasis is placed upon the interrelationships of Europeans and the various peoples and civilizations contacted in extending the ideals of Europe to Asia, Africa and the Americas.



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**HIS941 Seminar: Problems in Modern European Intellectual History****3 Credits**

The course studies the relationship between ideas and history, focusing on the ideological and cultural (artistic literary, scientific) development of the 19th and 20th centuries. Special emphasis given to the relationship between rationalism and romanticism. Students will research pertinent topics; e.g., Marxism, fascism, Nazism, expressionism, Social Darwinism, positivism, and existentialism.

**HIS990 Research Seminar****3 Credits**

Prerequisites: HIS700 and completion of 18 credit hours

This seminar is designed to develop the student's ability to conduct original research and write a formal historical paper, benefiting from both faculty and peer review of work in progress. Required for MA candidates in History.

**HIS999 Thesis****6 Credits**

The content is the same as above, but with an opportunity for more extensive work in the field. This should be selected by students intending to continue toward a doctoral degree. Oral defense of the thesis and area of thesis study is required. A master copy will be retained in Salem State College Library.

## Interdisciplinary Studies

**IDS600 Writing for Children****3 Credits**

The first part of the course will be devoted to the close analysis of successful children's stories. Each student will analyze a children's story and write a minimum of two marketable manuscripts. The stories will be read in class, instructor and students will critique. Course to be taught by a published children's author.

**IDS650 Women's Studies: Issues in Health and Sport****3 Credits**

This course is designed to examine girls' and women's health concerns. Attention will be focused on the physiological, psychological, and sociological aspects of women in sport. The implication of Title IX will be a major consideration.

**IDS705 Pedagogy of Scientific Methods and Inquiry****3 Credits**

Prerequisites: Acceptance into the MAT in Middle School General Science program at Salem State College or permission of the Program Coordinator.

The course presents the central themes of science; the history of science; the fundamental principles of scientific inquiry, theory and experimentation; and the work of individuals who have shaped the tradition of scientific inquiry. Included are methods of conveying science content in ways that engage learners and demonstrate the principles of good teaching practice.



**IDS706 Experiential Scientific Research**

**3 Credits**

Prerequisites: Completion of all other coursework.

Scientific inquiry is based on investigations using the Scientific Method, as an approach to problem solving. After consultation with their advisor and approval by the graduate committee, students will conduct a research project incorporating selective course materials acquired throughout the Middle School Initiative. Students will practice principles of experimental design and data analysis as they implement their projects. Students will present their research both in class and in Graduate Research Symposium using various media.

**IDS730 Post-WWII Genocides**

**3 Credits**

This course will examine post-WWII genocides through an interdisciplinary perspective of the social sciences and state policy analysis. This course will review the literature related to the complex causes of state sponsored genocide and the policy choices made by the United Nations, the United States, and other individual states in response to genocide.

**IDS740 Genocide, War Crimes and International Law**

**3 Credits**

This course will examine the institutional means for holding individuals accountable for human rights atrocities under international criminal law. The course will cover the international conventions and treaties that form the basis of substantive war crimes law, as well as the international and domestic tribunals established to serve the interests of justice.

**IDS761 American Identities**

**3 Credits**

This course will examine the ways different ethnic and cultural groups have been represented and have represented their own experiences in American Society. Students will interpret texts from popular and fine arts, literature, music, film and historical, geographic and sociological documents and other non-fiction writing. Students will develop an extended research project in a chosen area.

**IDS763 Topics in American Studies**

**3 Credits**

An intensive interdisciplinary examination of a topic significant in the formation of American culture. Potential topics may be (but are not limited to) immigration, popular culture, religion or consumerism and may be centered in a particular historical era. Students will examine texts drawn from art, literature, history or other fields, and develop an extended research project in a chosen area.

**IDS771 Explorations in Creativity**

**3 Credits**

This is an experiential and informative course designed to provide an introduction to techniques that can stimulate innate creativity. Creativity is not limited to the expressive arts, but can also be a way of thinking, working, interacting and expressing oneself in daily living. The course will focus on facilitating creative expression in educational, mental health, and participant's home and work environments. Discussions, readings and activities will be planned to provide background information and experiences in individual creating styles, communication skills, journal writing, movement, music, play, guided imagery, and the use of symbols and ritual. Guest presenters will share the knowledge.

**IDS820 Human Sexuality****3 Credits**

A review of the subject matter and pedagogy of human sexuality as a topic in the secondary curriculum. The course will examine topics such as human anatomy and physiology, reproduction, the language of sexuality, birth control and abortion, masculinity and femininity, homosexuality, variations of sexuality, pornography, rape, masturbation and venereal disease. Class discussions, role-playing, films and TV tapes, and a variety of other learning techniques will be used as methods of learning about these subjects and as illustrations of methods that can be used in the secondary classroom. Each student will be expected to complete a major project.

## Library Science

**LBS710 Reference Materials and Research****3 Credits**

Introduction to reference resources and services in libraries. Explores resources in a variety of subject areas and in a variety of formats. Emphasis on materials in a college collection. Knowledge of research strategies and comparative critical skills developed through weekly, hands-on exercises. Each student must complete two exams and a paper that includes an annotated list of works cited. This course incorporates a 25 hour field observation experience for the prospective library teacher. The observation experiences are designed to prepare the student for the upcoming practicum.

**LBS720 Cataloging and Classification: Print and Non-Print Materials****3 Credits**

This course is an introduction to the technical processing and organization of print and non-print materials. The focus will be on descriptive cataloging and subject classification emphasizing the Dewey Decimal Classification System used in most media centers. Students will learn to catalog using a hands-on approach. The creation and application of MARC records in on-line catalogs will also be covered.

**LBS724 Electronic Technologies for Information Retrieval****3 Credits**

This course will provide an overview of new and emerging technologies for information retrieval in all types of library settings, such as online databases, CD-ROM, electronic bulletin boards, information networks, online catalogs, and interactive videodiscs. The course will discuss the application of these technologies, as well as the criteria for their selection and evaluation. It will also cover end user access to technologies, and the changing role of librarians in accommodating them. Participants will gain hand-on experience with all technologies covered in the course.

**LBS726 Dreams and Dilemmas: Serving the Young Adult****3 Credits**

Issues and problems that face the adolescent and books addressing these issues and their surrounding controversies will be explored. Students will investigate practical methods for overcoming problems in school and public libraries. Particular attention will be paid to current issues and trends in both fiction and non-fiction. Preparing pathfinders, bibliographies and CD-ROMs that supplement the curriculum will also be covered. In addition, background information on the historical and psychological aspects of adolescence/adolescents as well as current research will be reviewed.



**LBS730 Administration of the School Media Center**

**3 Credits**

This course examines in detail school media center management. Topics for discussion include the following: developing media center goals and procedures; integrating technology with school curriculum; traditional vs. computer-assisted skills and research; providing services to students, staff, and parents; approaches to staff development; examining facilities, equipment, systems of classification, cataloging, circulation and media center resources; making purchases; and personnel issues. A portion of this course involves completion of a special project relating to the required pre-practicum experience which requires 25 hours of field experience and observation.

**LBS740 Introduction to Library Programs**

**3 Credits**

All public services in different library settings will be explored using the case study approach. Students will analyze the problems and services of different types of libraries and present solutions with particular attention to varying needs of the public and creative management of stable factors such as library size, budget and staff. Coordination of programs within given library settings will also be discussed. A pre-practicum field experience will be required.

**LBS750 Information Literacy and the School Curriculum**

**3 Credits**

This course focuses on the structure and design of school library media programs and examines instructional design practices, information literacy models, curriculum standards and current trends in technology. Collaboration with subject-area teachers to fully integrate information literacy skills into the curriculum is emphasized. This course incorporates a 25 hour field observation experience for the prospective library teacher. The observation experiences are designed to prepare the student for the upcoming practicum.

**LBS780 Media in the Instructional-Design Plan**

**3 Credits**

This course will cover five topics in the area of Media use: Assessment of the School Population, Design of Physical Facilities, Relationship of Media to Curriculum, The Center as a Resource, Public Relations and Staff Training. The course will include field trips, lectures and special assignments. Meets Standard 111 of Regulations for Certification. A pre-practicum field-experience will be required.

**LBS803 K-12 Literature Survey**

**3 Credits**

The K-12 Literature survey course is a one week or 5 Saturdays course offered for school library media specialists and other educators interested in expanding their knowledge of children's literature. Via author visits, lectures, presentations, and discussions students will be exposed to a variety of literature, both fiction and nonfiction.

**LBS815 Instructional Resource Selection and Curriculum Development K-12**

**3 Credits**

Issues, policies and procedures for K-12 materials selection, print and nonprint, will be the focus of the course which is designed for Media Specialists, teachers, administrators and resource personnel responsible for curriculum and program development, information retrieval and dissemination and individualization of instructional resources. Selection guidelines, censorship, budget ramifications and program design are the four major areas to be explored. Students will conduct their exploration through readings, visitations, case studies and by developing a selection policy process and procedure applicable to implementation within their specific setting.

**LBS875, LBS876 Directed Study Media Specialists**

**3 Credits**

An independent research project supervised by a member of the Library Science Faculty.

**LBS900N Practicum Experience for the Library Teacher****3 Credits**

The Practicum experience consists of 200 hours of supervised experience in a school library media center. This practical experience allows the student to demonstrate his or her knowledge of the various professional competencies required of the library media specialists.

**LBS903 Materials Selection in Children's Fiction****3 Credits**

Students will explore the range and types of children's books (K-6) including folklore, realistic fiction, fantasy, picture books and poetry. Within each type, books will be examined to establish criteria for their election and use. Students will become familiar with standard library aids for selection. Availability and use of related media in school literature and library programs will also be considered.

**LBS905 Clinical Experience for Library Media Specialists****6 Credits**

The clinical experience leads to full certification as a library media specialist in Massachusetts. This supervised experience involves a total of 400 hours and includes observation and participation in all aspects of the school library media center. The student will have an opportunity to demonstrate professional competencies for meeting the required state standards in practical setting.

**LBS980 Advance Reference****3 Credits**

Designed to complement and build on LBS710 which is a prerequisite. Business and legal references are among subjects covered. Each student is responsible for a research paper and a bibliographic instruction presentation. Other weekly exercises include hands-on experience with electronic resources including Internet.

## Mathematics

**MAT701 Vector and Tensor Analysis****3 Credits**

Suggested topics are: Definition of vectors and transformation equations, general Cartesian coordinates; vector and scalar products, geometry of space curves; introduction to differential forms and tensors.

**MAT702N Research on Teaching Methods in Mathematics I****3 Credits**

Prerequisites: Completed course in statistics and completion of the Measurement and Evaluation standard

This course will allow the student to find and study models of accomplished researchers on the teaching of Mathematics at the secondary level. The course will examine necessary concepts in research validity; data gathering; instrumentation selection and construction; validation and reliability determinations; sampling techniques; and, research designing. Further, the course will review the application of statistical models salient to designs utilized in conducting research which requires the testing of hypotheses that have been generated from problems in secondary school Mathematics. Open only to MAT and M.Ed. candidates for degree credit.





**MAT703 Research on Teaching Methods in Mathematics II** **3 Credits**

Prerequisite: MAT702N

This course is an extension of MAT702N and will build upon the competencies and skills obtained in that Research Methods I course. Students will further develop their abilities to find and analyze contemporary research in the teaching of secondary school Mathematics. Again, both qualitative and quantitative research will be emphasized. In this second course in Research Methods, students will be paying special attention to hypotheses, designs, statistical models and data gathering techniques of published research for the special purpose of designing their own research projects on topics germane to the teaching of secondary school Mathematics. Class instruction will also emphasize guidelines for such research designing. Open only to MAT and M.Ed. candidates for degree credit.

**MAT704 Linear Algebra** **3 Credits**

Prerequisites: 6 hours of calculus and 3 hours of linear algebra

Topics include modules, linear dependence, matrix algebra, linear transformations, determinants, eigenvalues, linear systems, inner products, classical groups, diagonalization, symmetric matrices, function spaces, and differential operators.

**MAT705 Modern Plane Geometry** **3 Credits**

Prerequisite: Two semesters of calculus

Suggested topics are: axiomatic approach to plane geometry, parallel postulate, Euclidean and hyperbolic geometries; quadratic extensions and angle trisection; plane measure.

**MAT706 Theory of Numbers** **3 Credits**

Prerequisite: Permission of the Department Chairperson

Suggested topics are: properties of divisibility, linear congruences; quadratic congruences; prime numbers, continued fractions; number-theoretic functions; primitive roots and quadratic residues.

**MAT707 Mathematical Statistics** **3 Credits**

Prerequisite: 12 hours of calculus

A calculus-based study of probability and statistics. Topics include probability models, discrete and continuous random variables and their distributions, bivariate and multivariate distributions, sampling distributions, limit theorems, point and interval estimation, theory and applications of hypothesis testing, linear regression and correlation.

**MAT708 Introduction to Cryptography** **3 Credits**

Prerequisite: Mathematical maturity as demonstrated by any one of the following- at least 12 credits of undergraduate or graduate math courses, or a score of 700 or higher on the math SAT or GRE

The study of methods of sending messages in disguised form, including some recent applications of number theory and group theory to public key cryptography. Topics include elementary number theory, finite fields, group theory, cryptosystems, and public key cryptography.

**MAT709 Complex Variables** **3 Credits**

Prerequisite: Real Analysis I or the equivalent

Complex numbers, analytic functions, derivatives and integrals of complex functions, Cauchy integral theorem and formula, Taylor and Laurent series, residues, maximum principles, conformal mapping, families of analytic functions and analytic continuation.

**MAT710 Foundations of Mathematics****3 Credits**

Suggested topics are: propositional and predicate calculi, consistency and completeness of axiom systems, Godel's theorem, axiomatic set theory, cardinal and ordinal numbers.

**MAT711 Real Analysis I****3 Credits**

Prerequisite: 12 hours of calculus or the equivalent

Completeness, limits, continuity, convergence of sequences and series, derivatives, the Riemann integral, and theorems of Taylor, Bolzano-Weierstrass, and Heine-Borel together with applications.

**MAT712 Topology I****3 Credits**

Prerequisite: Real Analysis I or the equivalent

Topics in analytic, geometric and combinatorial topology, with an emphasis on specific examples. Concepts covered include continuity, separation, compactness, connectedness, matrix spaces and the fundamental group.

**MAT713 Ordinary Differential Equations****3 Credits**

Prerequisites: 9 hours of calculus

Suggested topics are solutions of linear differential equations and systems of equations. Bessel and Legendre functions, Laplace transforms, series solutions, Sturm-Liouville theory, stability theory and singular points.

**MAT714 Algebraic Structures****3 Credits**

Prerequisites: 3 hours of modern algebra or abstract algebra

The basic properties of groups, rings, integral domains and fields are quickly reviewed. A theoretical treatment of specific structures such as permutation groups, the ring of integers, polynomial rings, modular systems, and algebraic number fields is given.

**MAT715 Topics in Modern Geometry****3 Credits**

Suggested topics are: homogeneous co-ordinates, cross ratio, quadratic involution on a line, fixed points, binary forms, binary quadratic forms, Jacobians, Hessians, Pluckerian line co-ordinates, cross ratio of a line pencil, poles and polars, conic as defined by Steiner, pencils of conics, tenors, measure in the plane, elliptic and hyperbolic geometry.

**MAT716 Analytic Number Theory****3 Credits**

Prerequisites: Theory of Numbers and Complex Variables

Suggested topics are: Riemann zeta function, prime number theorem, L-functions, Dirichlet's theorem, Waring's problem, partitions, Goldbach's conjecture.

**MAT721 Real Analysis II****3 Credits**

Prerequisite: Real Analysis I

Suggested topics are functions of several real variables, Jacobians, implicit and inverse function theorems, vector analysis, theorems of Green, Gauss, and Stokes, with applications and additional topics as time permits.

**MAT723 Numerical Analysis****3 Credits**

Prerequisite: Ordinary Differential Equations

Suggested topics are least-square polynomial approximation, numerical integration, rootfinding, numerical solution of differential equations, direct and iterative methods in matrix theory, analysis of numerical stability.



**MAT724 Abstract Algebra**

**3 Credits**

Prerequisite: Linear Algebra

Suggested topics are: Sylow theorems, Jordan-Holder theorem, algebraic and transcendental field extensions, Galois theory, solvability of polynomial equations, ideal theory, modules.

**MAT725 Fractal Geometry**

**3 Credits**

Prerequisite: Acceptance into either the Master of Science in Mathematics, Master of Arts in Teaching Mathematics or the Master of Science in Geo-Information Science program or permission of the Mathematics Graduate Program Coordinator

A study of the geometry of fractal sets, self-similarity and fractal dimension. Suggested topics are: Iteration using the computer, graphical analysis, the Julia and Mandelbrot sets, chaos and applications to image compression, to dynamical systems and to computing the limiting perimeter and area enclosed by fractal sets.

**MAT731 Measure and Integration**

**3 Credits**

Prerequisite: Real Analysis I or the equivalent

Suggested topics are: metric spaces, topological spaces, abstract measure; outer measure, absolute continuity, measure spaces, measurable functions, Lebesgue-Stieltjes integration, product measure, Caratheodory outer measure, L-spaces, the Radon-Nikodym theorem.

**MAT734 Linear and Multilinear Algebra**

**3 Credits**

Prerequisite: Linear Algebra

Suggested topics are: canonical forms for matrices and linear transformations, quadratic forms, principal axis theorem, tensor products, exterior and symmetric algebras.

**MAT737 Operations Research**

**3 Credits**

Prerequisite: 6 hours of calculus

The objective of this course is to teach students to design, solve, and apply operations research models to the analysis of systems problems in industry, business, or government. Suggested topics are linear programming, network analysis, dynamic programming, integer programming, non-linear programming, queueing theory and inventory.

**MAT/CSC740 Computer Applications in Mathematics I**

**3 Credits**

The FORTRAN language is introduced and used to illustrate computer methods in Calculus, Number Theory, Algebra, Statistics and Economics. Attention is paid to machine accuracy, error estimation and multiple-precision arithmetic. Assignments include the coding and running of programs in the Computer Laboratory. No previous computer experience required.

**MAT/CSC741 Computer Applications in Mathematics II**

**3 Credits**

Prerequisite: MAT/CSC740

Continuation of MAT/CSC740. Further techniques of FORTRAN programming are discussed, with applications to transcendental equations, interpolation, optimization, modeling, simulation, and Physical Science.

**MAT747 Applied Statistical Inference****3 Credits**

Prerequisite: Acceptance into either the Master of Science in Mathematics, Master of Arts in Teaching Mathematics or the Master of Science in Geo-Information Science program or permission of the Mathematics Graduate Program Coordinator

A study of probability and statistical inference. Suggested topics are: Probability, discrete and continuous probability distributions, sampling distribution theory, confidence intervals, tests of statistical hypotheses, linear regression, and a nonparametric method: the Kolmogorov-Smirnov Goodness-of-Fit Test; applications to spatial statistics. The emphasis of the course is on applications and conceptual understanding, rather than on mathematical derivations.

**MAT750 History of Mathematics****3 Credits**

Prerequisite: 9 Hours of Calculus

A survey course designed to deepen the student's knowledge of the vast literature of mathematics. Historically influential concepts will be examined for their effects on mathematics and the culture in which they evolved. Philosophical and psychological comparisons will be made between the mathematical and scientific developments in Ancient Greek times, in the Renaissance and Newtonian times, and in the 19th and 20th centuries.

**MAT801 Differential Geometry****3 Credits**

Prerequisite: Vector and Tensor Analysis

Suggested topics are: curves, vectors, curvature, hypersurfaces in  $R^3$ , the sphere map and the Weingarten map, lines of curvature, tensors and forms, Gaussian curvatures, theorems on surfaces in the large, intrinsic geometry, connexions, geodesics, Gauss-Bonnet formula.

**MAT804 Advanced Topics in Algebra****3 Credits**

Prerequisite: Abstract Algebra

Suggested topics are: Module and ideal theory, Noetherian rings, local rings, structure of rings, introduction to categorical algebra.

**MAT807 Statistical Inference****3 Credits**

Prerequisite: Mathematical Statistics

A continuation of MAT707. Suggested topics are multiple regression, analysis of variance, decision functions, Bayes solutions, and nonparametric methods.

**MAT809 Theory of Functions of a Complex Variable****3 Credits**

Prerequisite: Complex Variables

Suggested topics are: conformal mapping, Riemann mapping theorem, harmonic functions, Riemann surfaces, theorems of Weierstrass and Mittag Leffler, infinite products, entire functions.

**MAT812 Topology II****3 Credits**

Prerequisite: Topology I or the equivalent

Suggested topics are: product topologies, Tychonoff's theorem, paracompactness, metrization theorems, uniform spaces, topological groups.

**MAT813 Partial Differential Equations and Fourier Series****3 Credits**

Prerequisite: Ordinary Differential Equations

Suggested topics are: wave equations, elliptic and parabolic equations; Fourier series; Sturm-Liouville theory and general Fourier expansions; eigenvalue expansions and Bessel functions.



**MAT816 Algebraic Number Theory** **3 Credits**

Prerequisite: Abstract Algebra

Suggested topics are: algebraic number fields, ideal theory in rings of algebraic integers, finiteness of class number, Dirichlet unit theorem, zeta functions.

**MAT821 Functional Analysis** **3 Credits**

Prerequisite: Measure and Integration

Suggested topics are: metric spaces, topological linear spaces, general theory of linear operators, spectral analysis of linear operators, spectral analysis in Hilbert space, the Stone-Weierstrass Theorem, introduction to Banach spaces, Hahn-Banach Theorem.

**MAT822 Introduction to Algebraic Topology** **3 Credits**

Prerequisites: Topology I, Abstract Algebra

Suggested topics are: homotopy theory (fundamental group, covering spaces), simplicial complexes, singular homology theory, products and Kunneth theorems.

**MAT831 Manifolds and Differential Forms** **3 Credits**

Suggested topics are: differential manifolds, differential forms, connexions; Riemannian manifolds; operators on forms and integrations; Gauss-Bonnet formula and theory of rigidity; Pfaffian forms; Lie groups; DeRham's Theorem.

**MAT900 Seminar: Independent Study** **3 Credits**

Open only for graduate students seeking the degree of M.Ed. in Elementary Education with a specialization in mathematics.

**MAT910 Seminar in Mathematics** **3 Credits**

Intended primarily for graduate students seeking the degree of Master of Arts in Teaching Mathematics. The seminar will explore various topics in mathematics on an individual and group basis.

**MAT920 Seminar and Workshop in Teaching Mathematics** **3 Credits**

Intended primarily for graduate students seeking the degree of Master of Arts in Teaching Mathematics). The purpose of this course is to explore applications of mathematical topics to the teaching of mathematics on the junior high and high school levels.

**MAT930 Seminar: Independent Study** **3 Credits**

Open only to students seeking the degree of Master of Science.

**MSM701 Patterns, Relations, and Algebra for Middle School Teachers** **3 Credits**

Prerequisites: Acceptance into the Master of Arts in Teaching Middle School Mathematics program or permission of the program coordinator. Not available for degree credit towards the MAT or MS mathematics programs.

Topics include the expression of approximate relationships in data using tables and graphs, linear, polynomial, and exponential relationships, sequences, especially recursive sequences. The course emphasizes multiple approaches to analyzing mathematical relationships (e.g. graphical, tabular, algebraic, numerical, etc.) and will develop a facility with manipulating the mathematical symbolism.

**MSM703 Precalculus for Middle School Teachers****3 Credits**

Prerequisites: MSM701 and acceptance into the Master of Arts in Teaching Middle School Mathematics program or permission of the program coordinator. Not available for degree credit towards the MAT or MS mathematics programs.

This course is intended to bridge the gap between algebra and calculus. It will develop a firm understanding of the concept of function, how to graphically represent various functions, analyze their behavior and create new functions from old. The course will look closely at various function classes including polynomials, exponential, logarithmic and trigonometric. Functions will be used to model real-life situations.

**MSM705 Geometry and Measurement for Middle School Teachers****3 Credits**

Prerequisites: Acceptance into the Master of Arts in Teaching Middle School Mathematics program or permission of the program coordinator. Not available for degree credit towards the MAT or MS mathematics programs.

A comprehensive coverage of measurement concepts including perimeter, area, surface area volume, and the Pythagorean theorem. Topics include properties of plane and 3-dimensional geometric figures, the concepts of congruence, similarity, symmetry, transformations and tessellations. An understanding of the nature and techniques of establishing geometric proofs is also central to the course.

**MSM707 Number Systems for Middle School Teachers****3 Credits**

Prerequisites: Acceptance into the Master of Arts in Teaching Middle School Mathematics program or permission of the program coordinator. Not available for degree credit towards the MAT or MS mathematics programs.

This course gives the middle-school teacher a deeper understanding of number systems (integers, rational numbers, real numbers, complex numbers). Topics include divisibility, factorization, Fundamental Theorem of Arithmetic, equivalence relations, congruence, Chinese Remainder Theorem, decimal representation, axioms for number systems, and geometric representation of numbers.

**MSM709 Data, Statistics and Probability for Middle School Teachers****3 Credits**

Prerequisites: Acceptance into the Master of Arts in Teaching Middle School Mathematics program or permission of the program coordinator. Not available for degree credit towards the MAT or MS mathematics programs.

Teachers are introduced to methods of graphically displaying, collecting and analyzing data. Techniques involved in computing probability and counting principles will also be introduced. Topics will include measures of central tendency and dispersion, histograms, stem-leaf graphs, box plots, binomial probabilities, normally distributed variables, as well as linear and non-linear regression.

**MSM711 Linear Systems for Middle School Teachers****3 Credits**

Prerequisites: MSM701 and acceptance into the Master of Arts in Teaching Middle School Mathematics program or permission of the program coordinator. Not available for degree credit towards the MAT or MS mathematics programs.

This course gives the middle-school teacher a deeper understanding of systems of linear equations and matrices. Topics include operations on matrices, solving linear systems, inverses and determinants of matrices, and applications of matrices. Particular emphasis will be placed on using matrices in transformational geometry.



**MSM713 Calculus for Middle School Teachers**

**3 Credits**

Prerequisites: MSM703 and acceptance into the Master of Arts in Teaching Middle School Mathematics program or permission of the program coordinator. Not available for degree credit towards the MAT or MS mathematics programs.

This course will provide teachers with a conceptual basis for understanding how calculus provides a powerful tool for analyzing change in our world. Topics include limits, slopes and tangent lines, differentiation rules, the chain rule, approximations, Newton's method, extreme values and curve sketching, an introduction to integration with applications to area between curves, the Fundamental theorems of Integral Calculus and the basic integration techniques.

**MSM715 Discrete Mathematics for Middle School Teachers**

**3 Credits**

Prerequisites: MSM701 and acceptance into the Master of Arts in Teaching Middle School Mathematics program or permission of the program coordinator. Not available for degree credit towards the MAT or MS mathematics programs.

This course gives the middle-school teacher a deeper understanding of topics from discrete mathematics taught in middle school. These include combinatorics, graph theory, trees, networks, Pascal's triangle, the binomial theorem, sequences, set theory and recursion. Students will study logic and methods of proof in order to construct their own proofs. Problem-solving heuristics will also be discussed.

**MSM717 History of Mathematics for Middle School Teachers**

**3 Credits**

Prerequisites: Acceptance into the Master of Arts in Teaching Middle School Mathematics program or permission of the program coordinator. Not available for degree credit towards the MAT or MS mathematics programs.

This course is a survey of the history of mathematics, with emphasis placed on the development of topics encountered by students in elementary through middle school. Topics include numeration systems of ancient cultures, Euclidean geometry and number theory, origins of algebra, calculating devices throughout history, mathematics of non-western cultures, classical probability and modern topics such as graph theory and fractals.

## Music

**MUS700 Music Listening in the Classroom**

**3 Credits**

In this course, students will explore specific teaching techniques for listening to and hearing music. Recent research will be explored showing that learning music may be an effective tool for learning other subjects. The techniques are applicable to all levels, but the specific music and learnings will vary.

**MUS705 American Music of the 20<sup>th</sup> Century**

**3 Credits**

Prerequisites: A basic understanding of music reading by way of any one of the following: MUS100, MUS102, MUS106, MUS132, or permission of the instructor

This course will examine music from some of the acknowledged great American composers of the 20<sup>th</sup> Century. Emphasis will be on class discussions of composers' compositional techniques and how these reflect the philosophies and culture of their times. Some concert attendance outside of class will be required, in addition to time in the Music Computer Lab.



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## Nursing

### **NUR700 Nursing Dimensions in Health Care**

**8 Credits**

Restricted Admission.

This course provides a forum for professional nurses to explore issues affecting nursing today. The historical development of nursing is considered as it gives perspective to the current status of the profession and implications for the future. Opportunity is given for the learner to choose a topic relevant to today's nursing practice and explore it in depth.

### **NUR720 Nursing Institute**

**3 Credits**

Prerequisite: Baccalaureate Degree in Nursing or related field

The goal of the Nursing Institute is to increase and strengthen the student's expertise and understanding of pertinent health care issues and to encourage collaborative relationships.

### **NUR740A Health Policy and Leadership for Advanced Practice Nursing**

**3 Credits**

This course is designed to provide a frame of reference for the nurse's evolving professional role by exploring the changing diversity of human and environmental patterns in health care. Within this framework students will explore processes such as leadership and health policy in advanced practice nursing.

### **NUR742N Foundations of Nursing Science**

**3 Credits**

Introduction to the evolution of nursing science. Examination of selected conceptual models and theories exemplifying the major holistic paradigms. Consideration of implications for nursing practice.

### **NUR752N Nursing Research I**

**3 Credits**

Consideration of the role of research in developing a scientific basis for nursing practice. Exploration of the processes of research inquiry, critique and utilization.

### **NUR753N Nursing Research II**

**3 Credits**

Prerequisite: NUR752N

Utilize knowledge of the research process in the development of a completed nursing research proposal and abstract.

### **NUR754N Nursing Research III**

**3 Credits**

Prerequisite: NUR753N

Continued development of the research process from the interpretation to dissemination phase. Emphasis is on data analysis, interpreting, reporting and disseminating nursing research findings.

### **NUR761 Pathophysiology for Nurses in the Advanced Practice Role**

**3 Credits**

This course explores the pathophysiological processes of common illnesses afflicting unitary human beings that advanced practice nurses will encounter in their evolving professional roles. Laboratory and diagnostic test manifestations of environmental field changes inherent in pathophysiological and mental illness processes will also be discussed. Current research findings regarding common physical and mental illnesses throughout the life span including unitary human being and environmental field interactions will be analyzed.





**NUR762 Health Assessment and Advanced Practice Nursing** **3 Credits**

This course is intended to provide the student with an understanding of physical assessment and physical examination as they relate to advanced practice in a general and/or clinical specialty. Physical assessment will be explored through systematic study of body systems and laboratory experience in conducting physical examination.

**NUR763 Pharmacotherapeutics and Advanced Practice Nursing** **3 Credits**

This course is intended to provide the student with an understanding of pharmacology and drug therapy as they relate to advanced practice nursing. Drug therapy will be explored through the study of pharmacodynamics, pharmacotherapeutics, patient response to medical and nursing therapeutic regimens, teaching and nursing practice. Psychosocial, cultural, economic and ethical/legal factors affecting drug therapy will also be explored.

**NUR775 Dimensions of Nursing Practice** **3 Credits**

Prerequisite: NUR742N

The focus of this course is to provide an opportunity for the revisioning of nursing practice into an holistic perspective. The course emphasizes utilization of Rogerian Science to direct advanced nursing practice, enhancement of clinical judgment and empowerment strategies. The course addresses the evolution of nursing as health care, pattern recognition, the meaning of health and complementary care modalities.

**NUR804 Nursing Evaluation in Education and Service** **3 Credits**

This course focuses on the theoretical and methodological aspects of planning and implementing the evaluation process in various nursing settings. Emphasis is placed on basic evaluation concepts, classroom evaluation, clinical evaluation, evaluation of quality care, performance appraisal, and program evaluation.

**NUR806 Principles of Advanced Practice in Rehabilitation Nursing** **3 Credits**

Prerequisites: NUR740A, NUR742N, NUR761 and NUR762

This course is designed to address the theoretical basis of advanced rehabilitation nursing and the issues currently impacting on practice. It provides a theoretical framework that includes content on delivery systems and community services, legal and ethical considerations, standards of care and outcome evaluation, and interdisciplinary team process. Experts in a variety of disciplines and subspecialties will share their experience and knowledge.

**NUR807 Advanced Rehabilitation Theory** **3 Credits**

Prerequisites: NUR806, NUR905

A comprehensive course which places emphasis on the application of basic rehabilitation nursing knowledge to complex client problems in a variety of settings. Specific complex problems and issues experienced by rehabilitation professionals and their clients of all ages will be presented through case studies and discussions, with decision making and clinical management integrated throughout the course. Health promotion and maintenance as well as independence and self-care are emphasized.



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**NUR808 Seminar in Leadership and Role Development  
for Rehabilitation Advanced Practical Nursing****2 Credits**

Prerequisites: NUR807 and NUR906

Corequisite: NUR 909

This seminar focuses on exploration of the complex interactions and expectations inherent in advanced practice nursing. Group discussions and projects will promote student participation and learning. A variety of roles will be explored including expert clinician, consultant, researcher, educator, manager, and mentor.

**NUR825N Health Care Systems****3 Credits**

Emphasis on the examination and analysis of critical issues in the health care delivery system: social inequalities, policies and politics that influence the health status of populations. The student will investigate the impact of multiple variables relevant to health care delivery and in the exploration of points of intervention available to the health care professional.

**NUR851N Dimensions of Nursing Administration****3 Credits**

Prerequisites: NUR740, NUR742N. MSN/MBA students must take course in latter third of program.

Exploration of the various dimensions of nursing administration using evolving nursing and organizational theories as a framework. Examination of the dynamic role of the nurse executive within the context of a continuously changing health care environment.

**NUR860 Curriculum Development****3 Credits**

In this comprehensive course, emphasis is placed on the application of knowledge to development of a curriculum. Students will participate in the process of curriculum development and explore various factors influencing the process, such as educational theories, change theory, and current issues in nursing and society.

**NUR870N Dimensions of Nursing Education****3 Credits**

This course is designed to provide a theoretical framework for the evolution of the nurse educator. Using nursing, educational, and related theories, learners will explore the multiple dimensions of nursing education as they strive to maximize their unique potential as nurse educators.

**NUR875, NUR876 Directed Study****Arranged**

An independent research project supervised by a member of the Nursing Faculty.

**NUR889 Partnerships for Families: An Interprofessional Approach****3 Credits**

Prerequisites: Intended for working professionals and for graduate students with permission of instructor.

"Helping professionals" - educators, social workers and nurses - will share perspectives and learn new ways of working effectively with children and their families in school settings. Drawing on the knowledge bases and resources of each field and using a family-centered approach, participants will increase their understanding of family processes, cultural contexts and strategies for promoting professional-family partnerships.



**NUR900N Field Experience in Nursing Administration** **4 Credits**

Prerequisites: NUR851N or concurrent; NUR910N concurrent

This course provides an opportunity to participate in an individualized, preceptor based field experience in nursing administration. Preceptors are identified who will assist learners in the exploration of the various dimensions of nursing administration practice.

**NUR901N Seminar in Nursing Administration** **2 Credits**

Prerequisites: NUR851N or concurrent; NUR900N concurrent

This seminar provides an opportunity for discussion and consideration of issues relevant to nursing administration practice in a variety of settings. Critical appraisal of identified problems evolving from the concurrent field experience and sharing of clinical journals will be a prime focus.

**NUR905 Advanced Clinical Practice I** **3 Credits**

This course provides field experiences that enable the learner to evolve towards their maximum potential as an advanced practice nurse in rehabilitation, through active participation in a wide variety of educational experiences. This field experience utilizes preceptors who are advanced practice nurses and the framework for this experience is derived from NUR806 Principles of Advanced Practice in Rehabilitation Nursing.

**NUR906 Advanced Clinical Practice II** **4 Credits**

Prerequisites: NUR806, NUR905, concurrent with NUR807

This course provides field experiences that enable the learner to evolve towards their maximum potential as an advanced practice nurse in rehabilitation, through active participation in a wide variety of educational experiences. This field experience utilized preceptors who are advanced practice nurses and the framework for the experience is derived from NUR807 Advanced Rehabilitation Theory.

**NUR907 Field Experience in Advanced Practice Nursing** **4 Credits**

Prerequisites: NUR775, concurrent with Seminar in Advanced Practice Nursing

This course provides opportunity to participate in an individualized field experience. This field experience utilizes preceptors who are advanced practice nurses. The objectives are explicated by the adult learner and will focus on a selected aggregate.

**NUR908 Seminar in Advanced Practice Nursing** **2 Credits**

Prerequisites: NUR775 and concurrent with Field Experience in Advanced Practice Nursing

This seminar provides a forum for discussion and consideration of issues relevant to advanced practice nursing. In addition, the seminar will provide opportunity for learners to share insights arising from their field experience.

**NUR909 Advanced Clinical Practice III** **4 Credits**

Prerequisites: NUR807 and NUR906

Corequisite: NUR808

This course provides field experiences that enable the learner to evolve toward his/her maximum potential as an advanced practice nurse in the field of rehabilitation. In collaboration with advanced practice nurse preceptors, the learner will actively engage in a wide variety of clinical practice experiences. The conceptual framework for these experiences is derived from NUR808, Seminar in Leadership and Role Development for Rehabilitation Advanced Practice Nursing.

**NUR910N Field Experience in Nursing Education****4 Credits**

Prerequisites: NUR870N and NUR860, and concurrent with NUR911N

This course provides field experiences that enable the learner to evolve towards their maximum potential as a nurse educator, through active participation in a wide variety of educational processes.

**NUR911N Seminar in Nursing Education****2 Credits**

Prerequisites: NUR870N and NUR860, and concurrent with NUR910N

This seminar focuses upon the exploration of the complex interactions and expectations in an educational setting. Individual problems and concerns are discussed for their value in vicarious learning and peer review.

## Occupational Therapy

**OCT711 Assistive Technologies****2 Credits**

Prerequisites: OCT400, OCT401, OCT402, OCT403, OCT404, OCT406, and OCT408

This course will provide occupational therapy students with a lecture and laboratory-based introduction on the use of adaptive and assistive technologies. It is designed to provide a basic understanding of various types of technologies, user populations, and environments. Additional topics will be integrated into the course including universal design, funding, legislative policy, and resources. Limited to OCT majors.

**OCT712 Theoretical Principles of Occupation III****2 Credits**

Prerequisites: OCT711, OCT713, and OCT722

Co-requisites: OCT715, OCT800

This course will explore multiple medical conditions and theoretical principles needed to understand and treat the pediatric population. Students will examine how specific disease processes impact clients from the age of newborn to young adulthood. Problem identification skills required to assess and treat pediatric clientele will be further developed. Students are expected to understand and demonstrate the impact of pediatric illness or disability in relation to developmental characteristics, function and occupational performance. Limited to OCT majors.

**OCT713 Policy and Practice****2 Credits**

Prerequisites: OCT711

This is a web-based course that will provide students with a foundation in understanding health care delivery systems and models, legislative and ethical issues and concerns, healthcare policies, and political systems. Corporate, legal and regulatory factors including liability, risk management, and regulation (state practice acts, regulatory and accrediting commissions) will be explored. Students will promote professional advocacy through participation in current state and national lobbying efforts affecting occupational therapy practice. Limited to OCT majors.



**OCT715 OT Analysis and Intervention III**

**4 Credits**

Prerequisites: OCT711

Co-requisites: OCT712, OCT800

This course is designed to teach students to critically evaluate and assess pediatric and adolescent clients. Evaluation and assessment tools utilized with these age groups will be explored. Occupational therapy clinical reasoning skills will be developed through experiential and problem-based learning activities enabling students to write creative, individualized and occupation-based treatment plans. Limited to OCT majors.

**OCT718 Theoretical Principles of Occupation IV**

**2 Credits**

Prerequisites: OCT711, OCT712, OCT713, OCT715, OCT722, OCT800

Co-requisites: OCT720, OCT802

This course explores multiple medical conditions and theoretical principles used in the treatment of older adults. Students will examine how specific disease processes impact clients from an older adult realm developing problem identification skills needed to assess and treat geriatric clientele. Health management for older adults including issues related to policy, economics, organizational structure, and clinical care will be explored. Limited to OCT majors.

**OCT720 OT Analysis and Intervention IV**

**4 Credits**

Prerequisites: OCT711, OCT712, OCT713, OCT715, OCT722, OCT800

Co-requisites: OCT718, OCT802

This course will augment the students' ability to critically evaluate, assess and treat the older adult client using standardized and non-standardized evaluation and assessment tools. Proficiency in problem identification, goal writing, documentation, and treatment planning will be developed through experiential and problem-based learning activities. These learning activities will enhance the student's ability to write creative, individualized and occupation-based treatment plans for older adults confronted with disease, disability, or impaired functional capacities. Limited to OCT majors.

**OCT722 Civic Advancement and Administration I**

**2 Credits**

Prerequisites: OCT711 and OCT713

This course is designed to develop and enhance the student's competence to function effectively within any system delivering occupational therapy services. Organization and administration theory will be applied to occupational therapy practice with an emphasis on external and internal influences affecting administrative functions, marketing, communications, supervision, quality assurance and professional advocacy. Limited to OCT majors.

**OCT800 Research, Writing and Learning II**

**2 Credits**

Prerequisites: OCT 711, OCT713, and OCT722

Co-requisites: OCT712 and OCT715

Research II expands the foundation established in prior courses and prepares the occupational therapy student to be an active participant in Health Science Research. A comprehensive understanding of statistics in both application and theory will be addressed. Additional research designs will be examined in a number of areas that impact the present Health Care environment. At the completion of this course students will submit a proposal for their scholarly research project. Limited to OCT majors.

**OCT802 Research, Writing and Learning III****2 Credits**

Prerequisites: OCT711, OCT712, OCT713, OCT715, OCT722, and OCT800

Co-requisites: OCT718 and OCT720

Research III is the capstone course of the three research modules completing the foundation skills needed to be active participants and contributors to health science research. This course presents advanced topics related to research design and statistics. Students will complete individual research projects and present the findings. Limited to OCT majors.

**OCT850 Level II Fieldwork and Seminar A****6 Credits**

Prerequisites: OCT711, OCT712, OCT713, OCT715, OCT718, OCT720, OCT722, OCT800 and OCT802

This fieldwork internship and seminar will provide students with practical skills and knowledge for participation in and successful completion of level II fieldwork. Students will complete a 480-hour internship within a chosen clinical setting in conjunction with a field work seminar. Students will discuss and integrate clinical experiences with academic ideologies. Focus of study will include student assessment tools, facility requirements and expectations, and review of concepts pertaining to professionalism that foster competence for entry-level occupational therapy practice. Limited to OCT majors.

**OCT900 Civic Advancement & Administration II****2 Credits**

Prerequisites: OCT711, OCT712, OCT713, OCT715, OCT718, OCT720, OCT722, OCT800, OCT802 and OCT850

Co-requisites: OCT910, OCT920

This course will continue to build upon the fundamental management tools learned in OCT722 while developing business administration, marketing and entrepreneurial skills. Students will incorporate their professionally enhanced experiences; develop critical thinking skills, and research interests to create a business plan for an occupational therapy product, private practice or consulting business. Students will learn the key elements of a business plan. They will also further explore opportunities for occupational therapy consultants in emerging practice areas. Limited to OCT majors.

**OCT910 Trends and Innovative Practice Arenas****3 Credits**

Prerequisites: OCT711, OCT712, OCT713, OCT715, OCT718, OCT720, OCT722, OCT800, OCT802 and OCT850

Co-requisites: OCT900, OCT920

This course will prepare students to comprehend models of service delivery in occupational therapy practice. The course content will include current trends in occupational therapy such as, hip-therapy, community gardening, adaptive aquatics, driving programs, ergonomics, and nontraditional community practice arenas. Field trips will be incorporated into the course framework. Students will learn the components of grant proposal research, writing and submission to help support funding of nontraditional community practice areas. Limited to OCT majors.



**OCT912 Special Topics in Occupational Therapy**

**3 Credits**

Prerequisites: OCT800

This is an optional course that provides comprehensive instruction on special topics in Occupational Therapy. This course is intended to augment intervention skills and competencies for practice within a variety of clinical and community settings. The course content is to be designed by the instructor(s). Topics will vary according to students' interest and faculty expertise. Instruction may take the form of seminars, conferences, or institutes. The course may occur on the Salem State College campus or at an approved community location. Limited to OCT majors.

**OCT915 Thesis Seminar**

**3 Credits**

Prerequisite: OCT802

This is an optional seminar for the implementation of the student's research project and involves the completion of data gathering, data analysis, and the preparation and defense of the thesis manuscript. Thesis committee meetings will be attended, and upon written completion of the research outcome, the student will defend the proposal. Signed approval from the Institutional Review Board (IRB) and thesis committee to conduct research from SSC or any facility external to Salem State College must be received. This course requires a substantial time commitment. Limited to OCT majors.

**OCT920 OT Capstone Seminar in Professional Practice**

**3 Credits**

Prerequisites: OCT711, OCT712, OCT713, OCT715, OCT718, OCT720, OCT722, OCT800, OCT802 and OCT850

Co-requisites: OCT900, OCT910

The importance of research and evidence-based practice, professional presentation skills, and the promotion of professional advocacy will be components emphasized in this course. Integration of student's prior clinical experience and the skills attained throughout the curriculum will be reflected upon and discussed. Additionally, skills required to develop new areas of occupational therapy practice and maintain professional development will be highlighted. Limited to OCT majors.

**OCT960 Level II Fieldwork & Seminar B**

**6 Credits**

Prerequisites: OCT711, OCT712, OCT713, OCT715, OCT718, OCT720, OCT722, OCT800, OCT802, OCT850, OCT900, OCT910 and OCT920.

This final level II fieldwork internship and seminar is designed to provide students with practical skills and knowledge for field work and for entry-level practice. Students will complete their second internship (480 clinical hours) within a chosen clinical setting in conjunction with this seminar. Students will examine and discuss concepts learned throughout the curriculum with focus spent on preparation and review for the NBCOT examination, interviewing skills, professionalism, civic and professional responsibilities, advocacy and their role as future leaders. Limited to OCT majors.



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## Philosophy

**PHL703 Personal & Social Ethics****3 Credits**

An inquiry into the major theories in Moral Philosophy. A sample of issues to be discussed is: Sexual Morality, Censorship, AIDS, Abortion and Fetal Research, Suicide and Euthanasia, The Death Penalty, Discrimination and Population Control, and Economic Injustice.

**PHL704 Nonviolence: Theory and Practice****3 Credits**

This course will explore and analyze the concept of conflict resolution through nonviolence from various perspectives. Readings include works by the past practitioners of nonviolence- Mohandas K. Gandhi, Henry David Thoreau and Martin Luther King, Jr., as well as contemporary practitioners like Dalai Lama, Plowshares Eight and others.

**PHL711N Philosophy and Religion of the Eastern World****3 Credits**

The objective of this course is to enhance students' understanding of Indian, Japanese and Chinese Philosophy by examining the traditional problems of the nature of humankind, reincarnation, the relationship of Eastern Philosophy to religion, and other related problems.

**PHL875, PHL876 Directed Study****Arranged**

An independent research project supervised by a member of the Philosophy Department.

## Psychology

**PSY700 Research Methods in Psychology****3 Credits**

Prerequisite: Statistics and Experimentation I or equivalent

This course introduces the student to procedures and techniques in conducting psychological research including statistical procedures used in describing and analyzing data. It enables the student to interpret research extracted from psychological journals.

**PSY701 Perspectives on Adulthood and Old Age****3 Credits**

The process of maturation from young adulthood to old age. Emphasis is on the relevance of physiological, psychological and social factors during this period of development.

**PSY702 Gerontology, Social Adjustment****3 Credits**

An intensive course concerning issues of adjustment for the aged in our society. Psychological and social factors are highlighted as well as the particular forms of adaptational stress associated with this period.

**PSY703 Gerontology: Matters of Physical and Psychological Adjustment****3 Credits**

An intensive course which stresses the interaction of physical, primarily physiological, and psychological factors of the aged. Diseases typical of old age which affect psychological processes are discussed in terms of causation, prevention and care.





**PSY720 Theories of Personality**

**3 Credits**

This course provides the student with an in-depth analysis of historical and contemporary models of personality. Students are required to develop an eclectic system which they can use in understanding human behavior. Emphasis will be placed on systems which are dynamic, interactional, and developmental.

**PSY730N Advanced Study of Abnormal Psychology**

**3 Credits**

Abnormal Psychology is designed to cover the various forms of abnormal behavior. The course will cover etiology, development and treatment of major psychological disorders. Students will be expected to develop an awareness and sensitivity to human reactions to frustration, stress and resultant symptom formation.

**PSY731 Counseling Theory and Practice I**

**3 Credits**

This course includes the theory and practice of counseling. It examines the helping relationship, the historical development of counseling, the characteristics and concerns of counselors and the goals of counseling as well as the basic approaches toward counseling, diagnosis and referral procedures. Ethical and legal considerations are discussed.

**PSY732 Counseling Theory and Practice II**

**3 Credits**

Each student is expected, through counseling-related required readings, lectures and discussion of various theories of counseling and psychotherapy, group and individual counseling presentations, counseling role playing sessions, critiqued video and audio taped counseling sessions, case studies involvement, to refine and to further develop his/her own counseling style.

**PSY733 Principles of Psychological Testing**

**3 Credits**

Prerequisite: Measurement and Evaluation or equivalent

This course is offered for both teachers and counselors. The aim of the course is to introduce the basic principles of psychological testing and to study, in depth, the most commonly used instruments for assessing intelligence, achievement, aptitude, interest, and personality.

**PSY734N Community Counseling in a Multicultural and Diverse Society**

**3 Credits**

The focus is on non-traditional approaches to helping others. The course includes the development of skills in areas such as consultation, crisis intervention, and the assessment and development of community resources. It is recommended for students interested in employment in educational institutions, mental health facilities, human services agencies and rehabilitation settings.

**PSY735 Philosophical Foundations of Psychology**

**3 Credits**

This course blends the current theory of existential psychology with the existing views of psychology: Biological, Cognitive, Behavioral, Psychoanalytical and Humanistic, stressing the problems which arise. The interpretation of each of these six views covers the existential philosophy of consolidation and integration of one's personality and development.

**PSY736N Behavioral and Cognitive Behavioral Therapies**

**3 Credits**

This course will introduce students to the history, philosophy and conceptual model of cognitive-behavioral therapy, and address the practice issues revolving around models of treatment, standards of care and the importance of empirically validated treatment. Students will learn basic intervention strategies, for example, relaxation training, cognitive restructuring, brief/graduated exposure therapy, and several others.

**PSY737 Nature of Adolescence****3 Credits**

This course exposes the student to a variety of broad-based (e.g., Freud, Erikson, Piaget) and more narrowly defined theories concerning adolescent development. Empirical studies are covered in relation to these theories as well as to the further understanding of adolescence.

**PSY738 Child Development & Public Policy****3 Credits**

This course covers both the interrelationship between agencies of socialization and the laws and policies of government, and the overall effects on child development and education. Topics include day care, early education intervention programs, family and child rights, and child health.

**PSY739 Developmental Psychopathology****3 Credits**

This course stresses the abnormal-deviant, pathological, and maladaptive - influences on human development and compares various forms of intervention. Attention will be paid to theoretical approaches to psychopathology such as psychoanalytic, learning, and behavioral therapies. Specific types of interventions such as pharmacotherapies, nondirective play therapy, conjoint family therapy, and multimodal types are included.

**PSY740 Differential Diagnosis****3 Credits**

Prerequisite: Abnormal Psychology

This course presents the student with an understanding of the current classificatory system used in the field of clinical psychology. It is intended to develop competence in the diagnosis of personality disorders with a focus on the overlap of diagnostic categories.

**PSY741 Group Counseling****3 Credits**

This course assists counselors/educators to meet the needs of youth through group procedures. Basic principles, research, and types of organizational procedures for group activities are analyzed. Opportunities exist for class members to observe their own behavior and that of others through role playing, video taping, and group exercise.

**PSY743 Contemporary Families****3 Credits**

Traditional definitions of the family may have restricted the practice of marriage/couples/family counseling. As is well known, the nuclear family is now in the minority. By exploring historical, biological and cross-cultural evidence about families, this course will "put the family into perspective." The course will examine the many different forms that families can take, with a particular goal of exploring which aspects of families help the individuals in them to thrive.

**PSY744 Interpersonal Relationships****3 Credits**

Prerequisite: Research Methods in Psychology

Using Erikson's sixth stage (intimacy vs. isolation) as a theoretical framework, this course will present recent and extensive research about the various forms of interpersonal relationships likely to be encountered in marriage/couples or family counseling. Specialized topics, such as multi-cultural differences, historical changes, love and sexuality, social networks, and power, conflict and violence in interpersonal relationships, will be covered.

**PSY757N Marital/Couples and Family Counseling****3 Credits**

The course is designed for teachers, guidance counselors, nurses, marriage/couples and family therapists. The course will include an overview of family systems, communications dynamics and practical skills for coping with life situations in contemporary family systems. Theoretical approaches will be reinforced through case history procedures stressing child rearing practices.



**PSY758B Marital/Couples and Family Psychotherapy**

**3 Credits**

Prerequisite: PSY757N

The basic concept and techniques of family therapy are examined. The course focuses on problem identification assessment, stages of therapy and counseling strategies. Techniques of family therapy are presented which are practiced through role playing and case studies.

**PSY760 Psychology of Disability and Rehabilitation**

**3 Credits**

This course presents the student with the major philosophical, psychological and theoretical issues concerning the rehabilitation of disabled persons. Effects of institutionalization and deinstitutionalization and innovative treatments are examined. Other topics include attitudes toward the disabled, reaction to loss and trauma, and personality and disability.

**PSY761 Rehabilitation Counseling Strategies**

**3 Credits**

This course facilitates the understanding of rehabilitation counseling strategies, integration of psychological and diagnostic data into treatment and rehabilitation planning, patient empowerment, relapse prevention and stigma reduction techniques. Tapes, videos, role playing, and exposure to clinical settings are included.

**PSY762 Medical Aspects of Disability**

**3 Credits**

This course prepares the student in rehabilitation counseling with a working knowledge of the medical aspects of selected disabilities and their implications for rehabilitation as well as the medical and consumer-oriented resources available in the community.

**PSY763 Principles of Rehabilitation Assessment**

**3 Credits**

This course presents the student with skills, techniques and tests necessary to conduct rehabilitation evaluations and assessments. Students are taught to take longitudinal histories, conduct mental status examinations and focused clinical interviews, and they are taught to administer psychological, rehabilitation and vocational tests and scales and to develop proficiency in report writing.

**PSY777R Legal and Ethical Issues in the Human Services Professions**

**3 Credits**

This course reviews legal and ethical issues regarding the practice of human services professionals. Specific topics related to the interaction of the law with mental health, marriage/couples, family and rehabilitation counseling are discussed.

**PSY780N Industrial/Organizational Psychology**

**3 Credits**

Prerequisite: General or Introductory Psychology and a course dealing with statistics or tests and measurement

This course presents an overview of the field, including the study of selection, placement, training and development, performance measurement and evaluation, job/task analysis, work satisfaction and motivation, supervision leadership and behavioral management, and job workplace design. The techniques used by the industrial psychologist are emphasized.

**PSY781 Personnel Selection & Placement**

**3 Credits**

This course studies the procedures used in recruiting, identifying, selecting and placing people in jobs where they have the best chance for success. The measurement and identification of job performance knowledge, skills and abilities are covered. Both theoretical and practical considerations are emphasized.

**PSY782 Work Motivation, Job Satisfaction and Task Design****3 Credits**

Work motivation and job satisfaction are stressed in relation to such practical issues as work behavior, absenteeism, and turnover. Techniques to measure motivation and satisfaction are presented and evaluated. Physical and task environment variables and their interaction with work motivation and satisfaction are emphasized.

**PSY783 Training & Development in Organization****3 Credits**

This course covers the theory, principles, and practices in the field of training and development in organization. The Instructional Systems Development (ISD) approach is presented as a model for the logical sequence of steps in the development of training programs. Other topics include scientifically based training principles, task and person analysis, and legal issues.

**PSY784 Measurement & Appraisal of Work Behavior****3 Credits**

The student is presented with: the various statistical and psychometric considerations in behavior measurement; job/task analysis techniques, the procedures for identifying and developing job performance criteria measures; and techniques to integrate these fundamental steps into a formal appraisal and review system.

**PSY820 Theory and Treatment of Substance Abuse Disorders****3 Credits**

Prerequisites: PSY731 and PSY740, or permission from the instructor

This course introduces substance abuse theories, research, and treatment. Using a biopsychosocial perspective, students will learn the physiological and psychological effects of alcohol and other drugs, and the effects of substance abuse on individuals, families and communities. Current treatments considered effective for different populations will be discussed.

**PSY875, PSY876 Directed Study****Arranged**

An independent research project supervised by a faculty member of the Psychology Department.

**PSY877 Psychopharmacology****3 Credits**

Prerequisite: PSY740 preferred, or either PSY730 or PSY739

This course examines the use of psychopharmacological agents in the treatment of psychological disorders. The indications, usage, positive behavioral effects and adverse effects of psychoactive drugs will be explored. Particular emphasis will be placed on diagnostic, behavioral and epidemiological considerations of psychological disorders.

**PSY878 The Psychology of Small Group Leadership****3 Credits**

This course will focus on assisting professionals to develop small group leadership skills. The psychological principles of small group leadership will be analyzed and related research will be reviewed. Class members will lead, participate, and process small group simulations and role plays to develop a personal orientation to small group leadership that integrates psychological theory and experiential learning.

**PSY930N Practicum****4 Credits**

This full semester course will provide for the development of basic counseling skills by combining weekly class sessions with direct work with clients in a clinical setting. The course requires a minimum of 100 clock hours of supervised experiences to include a minimum of 40 hours of direct service work with clientele, 10 hours of individual supervision by an on-site supervisor and 15 hours of group supervision. Selected practicum sites must be approved in writing by the Program Coordinator, who at the student's initiative, meets with the student several times during the semester preceding the practicum assignment.



**PSY931R Internship**

**4 Credits**

Prerequisite: 42 semester hours of program courses, including PSY930N

This course will build upon the skills learned in the practicum and provide for the development of advanced counseling skills by combining in class academic work with direct work with clients in a clinical setting. The course requires weekly class sessions, a minimum of 600 clock hours of supervised experience to include a minimum of 240 hours of direct service with clientele, 15 hours of individual supervision by an on-site supervisor and 30 hours of group supervision. Selected internship sites must be approved in writing by the Program Coordinator who, at the initiative of the student, meets with the student several times during the semester preceding the internship assignment. Internship hours in excess of 600 must conform to 1 hour of individual supervision for every 16 hours of client contact.

**PSY990-997 Special Topics in Psychology**

**3-6 Credits**

These courses provide intensive instruction on special topics in Psychology. The specific content of the courses will be designed by the instructor(s). Instruction may take the form of seminars, conferences, or institutes; courses may occur at Salem State College or at a community location.

## Social Work

**SWK700 Human Behavior and the Social Environment I**

**3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator

The first course in this sequence includes a survey of traditional and more recent individual and stage models of development including the life course model of human growth and change in the ecological view. The course promotes the understanding of the reciprocal nature of the transactions between the individual and the social environment.

**SWK702 Social Welfare Policy and Services I**

**3 Credits**

This course examines historical and philosophical determinants of social welfare as an institution and social work as a profession in the United States. This examination will develop student's knowledge of how peoples' responses to social problems influenced the development of the social welfare institutions and the social work profession.

**SWK703 Social Welfare Policy and Services II**

**3 Credits**

Prerequisite: SWK702

This course provides a basis for the professional social worker's formulation and analysis of social welfare policy and services with special emphasis on the differential impacts these policies have on the poor, people of color, women and the aged. A major focus will be the search for generic principles of policy analysis

**SWK705 Social Work Practice I**

**3 Credits**

Prerequisites: Admission to MSW Program

Social Work Practice I begins the preparation of generalist, multi-method practitioners. This course examines organizing principles, themes and values for practice. It introduces students to generalist methods of assessment, intervention and outcome measurement with individuals, families and groups, focusing on contracting, goal setting, relationship building, and interviewing skills within the overarching themes of diversity and social justice.

**SWK706 Social Work Practice II****3 Credits**

Prerequisite: SWK705

Social Work Practice II presents an overview of the role of the social worker engaged in social change in communities and organizations. The problem-solving model of social work practice is applied to the assessment and intervention challenges on the community and organizational levels. The course will also examine the nature of the partnership among social workers, community residents, and agency clients/consumers.

**SWK707R Research in Social Work****3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator

This course will enable students to develop competence in the integrated use of research in social work. The course presents research as a form of problem-solving in social work practice and emphasizes the compatibility and reciprocity between research and practice.

**SWK711 Social Services in School Settings****3 Credits**

Note: 700 level electives in the Graduate Division do not earn credits for the MSW degree

The course will cover some of the psycho-social problems of the school age child and how these problems impact on the learning process. Various state and federal programs relevant to educational programs will be studied. Material covered will be helpful to school social workers, guidance counselors, teachers, teacher aides and other school personnel.

**SWK715 Human Diversity and Social Work Practice****3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator

This course is designed to increase awareness, understanding and knowledge of diversity in human society and to examine groups adversely affected by their diversity. The course explores diversity related to gender, race, color, age, ethnicity, language, sexual orientation, and physical impairment as well as other forms that may arise from the class.

**SWK721-722 Social Work Practicum I and Social Work Practicum II****3 Credits**

Prerequisites: SWK721. Concurrent enrollment in or completion of SWK705 and SWK706.

These courses are field practicums in the foundation year which require 2 days (16 hours) per week in placement for 30 weeks at a community social work agency. Social Work Practicum I & II are also offered in the summer semesters and require 4 days per week (32 hours) in placement for 15 weeks. Students provide direct service to clients and work on specific organizational and community projects. The course includes an orientation session to Field Education and monthly Field Education seminars.

**SWK750 Child Abuse and Neglect: Legal, Emotional, Social and Interventive Aspects****3 Credits**

Note: 700 level electives in the Graduate Division do not earn credits for the MSW degree

This course will offer a conceptual framework for understanding the dynamics of child abuse and neglect. Topics to be covered will include values, identification of abuse and neglect, reporting law, treatment modalities, community involvement, legal aspects, and prevention.

**SWK755 Services and Treatment for Alcoholism****3 Credits**

Note: 700 level electives in the Graduate Division do not earn credits for the MSW degree

This course is designed to provide professionals, para-professionals, and interested students with a broad range of practical and theoretical information about alcoholism as a major disease in our society. Participants will be able to realistically assess its impact upon themselves, family, friends, jobs and the community in general as well as learn about a variety of intervention strategies.



**SWK 775 Social Services and Treatment for the Adolescent** **3 Credits**

Note: 700 level electives in the Graduate Division do not earn credits for the MSW degree  
This course is designed to cover material on adolescent development, the normal stresses of adolescence, suggested support systems to help adolescents deal with these stresses, and possible implications of the lack of these support systems. The course will cover the major institutional structures which confront the adolescent in her/his community and a variety of problem areas which affect adolescents.

**SWK795 Social Services for Families in Crisis** **3 Credits**

Note: 700 level electives in the Graduate Division do not earn credits for the MSW degree  
This course will help the student better understand the stress families suffer under severe social, cultural, and economic disorganization. It is a methods course designed to help the student adapt social work practice to meet the needs of this client group.

**SWK796 Seminar: Human Behavior** **3 Credits**

Prerequisite: Admission to MSW Advanced Standing Program or permission of Instructor and MSW Program Coordinator  
This seminar is designed specifically for advanced standing students in order to review and synthesize concepts and theories pertinent to an understanding of human behavior and the social environment from a generalist social work perspective. The seminar incorporates conceptual understanding of micro (individuals, families, and small groups) and macro systems (communities, organizations, and institutions).

**SWK797 Seminar: Social Work Practice** **3 Credits**

Prerequisites: Admission to MSW Advanced Standing Program or permission of Instructor and MSW Program Coordinator  
This is a summer session course for incoming advanced standing students. It integrates MSW Foundation year Practice I and II courses. The seminar delineates the central, unifying themes for generalist social work practice. Specifically, emphasis is placed on the promotion of competency, adaptation and coping across systems levels through empowerment, advocacy and prevention. A social problem focus, amenable to a variety of theoretical perspectives, is viewed as the basis for promoting change at all levels of intervention.

**SWK798-799 Bridge Integrated Practice Seminar and Field Education** **3 Credits**

Prerequisite: Admission to Advanced Standing MSW Program  
This field education course and its integrated field seminar are geared to promote the Advanced Standing student's integration of theoretical and experiential field learning. Through field practicum experience, presentation of cases, and content involving the knowledge, values and skill development of a generalist social worker, students will demonstrate a mastery of foundation year skills and be prepared to enter their concentration year in the following semester. Full-time advanced standing students take this course during Summer Session I & II of their first summer in the MSW Program; extended-time advanced standing students take this course during Summer Sessions I & II of their second summer in the MSW Program.

**SWK802 Human Behavior/Theory/Health and Mental Health** **3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.  
This course is required of students in the Health/Mental Health concentration. It will present key theory and existing knowledge-base in the health and mental health fields and prepare students to research, understand, analyze critically and apply this knowledge-base social work assessment.

**SWK804 Human Behavior/Theory/Children and Family Services****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course is required of students in the Children and Family concentration. It will present key theory from the existing knowledge-base in the field of children and family welfare and prepare students to research, understand, analyze critically and apply this knowledge-based to social work assessment.

**SWK808 Human Behavior Theory: Older Adults and End-of-Life Care****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course familiarizes students with the theoretical foundation for integrating the biological, psychological, social, and cross-cultural aspects of aging and end-of-life. Students apply these theoretical orientations to the understanding of the aging process and life course concerns of life-threatening illness, traumatic loss, grief, and bereavement.

**SWK810 Social Work Practice III****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

Social Work Practice III addresses the direct service component of advanced generalist practice and includes prevention, crisis intervention, case management, planned brief treatment, and practice with special populations. The clinical practice interventions studied reflect the following theoretical models: psychosocial, psychodynamic, cognitive-behavioral, solution-focused problem-solving, and family systems.

**SWK820 Social Work Practice IV****3 Credits**

Prerequisite: SWK810

Social Work Practice IV is the middle management component of advanced generalist practice which addresses such topics as program development, human resource management, budgeting and grantsmanship. The course includes content on group dynamics in task centered committees, program development and management, and program advocacy.

**SWK821R Social Work Intervention with Families****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course builds upon the knowledge and skills acquired in social work practice, human behavior and field courses regarding family functioning and interventive approaches. It addresses a broad range of interventions designed to assist families through therapeutic, supportive, educational and skill-building methods, and to link families with needed resources.

**SWK822 Spirituality and Social Work****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course explores the multifaceted relationships between social work practice and the spirituality of clients, workers, and their surrounding social systems. It aims to provide a framework for the clarification of the student's values, their continuing acquisition of knowledge of diverse religious and spiritual traditions, as well as skills in applying these values and the relevant knowledge on behalf of their clients in a spiritually-sensitive manner.





**SWK830R Social Work Practice and Women Clients**

**3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course enables students to provide gender-fair services to women clients by providing students with an understanding of the ways institutional sexism and sex-role stereotyping have a negative impact on women clients. Strategies for working with women clients individually, in groups and on a macro change level are discussed.

**SWK833 Children/Family Policy and Services**

**3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course comprises an in-depth and comprehensive analysis of policies and programs related to several major components of the child welfare system in the United States with particular emphasis on the preservation and reunification of families, the provision of financial assistance and supportive services to families and programs which address child abuse, neglect, foster care, etc.

**SWK835R Social Work and the Law**

**3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator

This course provides a basic understanding of the roles of the different branches of government in making and interpreting law. The role of the courts and their importance in substantive areas of social work practice are examined. The role of social workers in the legal system is studied.

**SWK836 Conflict Resolution in Social Work Practice**

**3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator

This course examines social conflict and the theories, principles, and methods of conflict resolution in relation to social work practice. The course will cover the dynamics of interpersonal and group conflict and methods to manage and resolve disputes. The principles and methods of negotiation and mediation will be covered, and the course will examine a number of contexts where mediation is commonly used by social workers and other human service professionals.

**SWK841-842 Social Work Practicum III & Social Work Practicum IV**

**4 Credits**

Prerequisites: Concurrent enrollment in or completion of SWK810 and SWK820.

These courses are field practicums in the advanced year which require the equivalent of three days per week (20 hours) in placement over 30 weeks at a community social work agency. Social Work Practicum III & IV are also offered in the summer semesters and require 5 days per week (40 hours) placement for 15 weeks. Practicum III & IV are advanced courses that are concentration specific. Students provide direct service to clients and work on specific organizational and community projects. The course includes an orientation session to Field Education and monthly Field Education seminars.

**SWK845 Mental Health Policy and Services**

**3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

After a review of the historical background, current mental health policies and trends will be discussed, with a focus on Massachusetts state and local systems. General frameworks for mental health programming including various preventive strategies and methods of financing and administering these programs will be studied.

**SWK846 Health Policy and Services****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

After a review of the historical background, current health policies and trends will be discussed, with a focus on Massachusetts state and local systems. General frameworks for health programming including various preventive strategies and methods of financing and administering these programs will be studied.

**SWK850R Selected Topics: Children and Family Services****3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator

This course is designed to provide increased knowledge, skills, and competencies for work within the field of children and families. Topics vary according to students' interests and faculty expertise.

**SWK854 Policies and Services for Older Adults & End-of-Life Care****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course examines policies and programs affecting older adults and end-of-life care, distinct but overlapping areas of social work practice. Issues explored include work, retirement, health care, long-term care, economic security, living arrangements, guardianship, the right to treatment or to refuse treatment, informed consent, and physician-assisted suicide.

**SWK855R Research Laboratory I****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course is the first half of a year long laboratory through which concentration year MSW students will conduct research projects. Students will select a research topic, review relevant literature, construct data collection instruments, prepare a research proposal and get the research approval from the Institutional Research Review Board. Projects will be conducted in a research team format.

**SWK856R Research Laboratory II****3 Credits**

Prerequisite: SWK855R

This course is the second half of a year long laboratory during which concentration year MSW students complete their research projects. During this term students will collect data, analyze data using appropriate computer technology, submit a formal final report and present their findings to the School of Social Work community.

**SWK860R Selected Topics: Health/Mental Health Services****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course is designed to provide increased knowledge, skills, and competencies for work within the field of health and mental health. Topics vary according to students' interests and faculty expertise.



**SWK861 Social Work with Groups**

**3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course provides an overview of social work's pioneering role in the early development of the theory and practice of social group work with diverse populations. The focus will be on the common aspects of all groups - e.g. leadership, stages of group development and group dynamics with an emphasis on a generalist perspective.

**SWK862R Substance Abuse**

**3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Program Coordinator

This course provides students with both macro and micro understanding of the phenomena of abuse of alcohol and other drugs nationally. The course emphasizes a complex systemic view of substance use and treatment which is grounded in the available addictions research, and consistent with a bio-psycho-social view of social work practice.

**SWK863N AIDS and Social Work**

**3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Program Coordinator

This course provides a framework for understanding the impact of the AIDS epidemic upon clinical social work practice and public health policy. The global epidemiology of AIDS, its modes of transmission, and the shifting demographic trends will be examined. Special emphasis will be on the biopsychosocial needs of those groups who have been most affected by AIDS: gay men, IV drug users, black and Hispanic men, women and children.

**SWK864 Short-term Models and Brief Interventions**

**3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course is designed to supplement direct practice content. Students explore assessment and diagnostic concerns related to short-term practice models with adults, families and children. Course focuses on crisis intervention, cognitive-behavioral, brief couples and family intervention, and psychodynamic models.

**SWK865 Psychological Trauma: Assessment and Intervention in Social Work Practice**

**3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This elective will focus on the assessment, intervention and prevention of maladaptive responses of children, adolescents and adults who have been exposed to acute or chronic traumatic events and/or environmental situations. From the perspective of individual, family and community practice methods, emphasizing resiliency and empowerment, the course will introduce theoretical and practice issues to be considered in effective social work practice with this population.

**SWK866 Assessment of Psycho-social Pathology**

**3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This elective will instruct students in the use of the most commonly used diagnostic system, the DSM-IV, including a critical analysis of its strengths and weaknesses. The course will introduce students to the multiaxial system of diagnosis and the methods and criteria used in making differential decisions about psychiatric diagnosis.

**SWK870R Selected Topics: Older Adult Services****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the Instructor and MSW Program Coordinator.

This course is designed to provide increased knowledge, skills and competencies for work with older adults. Topics vary according to students' interests and faculty expertise.

**SWK871 Social Work with Elders and Their Families****3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator; course intended for professionals working in relevant practice area

This elective addresses the experience of normal aging and the challenges associated with the transition into aging. Discussions include the role of family members in relation to the elderly family member, the impact of illness and disability on both elders and caregivers, and prevention and treatment of elder abuse.

**SWK875 Directed Study in Social Work****3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the MSW Program Coordinator

This course is developed in consultation with a faculty member who will supervise the work.

The student chooses a topic that is not covered by other graduate elective course offerings. The proposal includes: name of faculty sponsor, rationale for taking the proposed course, specific number of contact hours with the sponsor, products of the course, and exact method of evaluation of student performance.

**SWK880R International Seminar in Social Work****3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator

This seminar is held at a school of social work in a host country. It involves intensive study of the history, structure and social welfare context of social work in that country, and includes information and discussion about current developments and issues. Sessions are taught in English.

**SWK881R Institute for Undoing Racism****3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator

The Institute on Undoing Racism is a series of programs and activities designed to enhance people's awareness of the phenomenon of racism and the methods and ways to undo it. The Institute provides knowledge, emphasizes values and offers skills to eliminate racism on a personal and institutional level.

**SWK882 International Perspectives in Social Welfare****3 Credits**

Prerequisites: SWK703 or permission of Instructor and MSW Program Coordinator

This course examines social welfare issues in a global context. Topics include poverty, inequality, human rights, the oppression of women and girls, welfare state alternatives, migration, international institutions, and the debate over globalization. The experiences of rich, middle-income, and poor countries will be explored.

**SWK889 Partnerships for Families: An Interprofessional Approach****3 Credits**

Prerequisites: Admission to MSW Program or permission of Instructor and MSW Coordinator; course intended for professionals working in relevant practice area

"Helping professionals" - educators, social workers and nurses - will share perspectives and learn new ways of working effectively with children and their families in school settings. Drawing on the knowledge bases and resources of each field and using a family-centered approach, participants will increase their understanding of family processes, cultural contexts and strategies for promoting professional-family partnerships.



**SWK916R Supervision, Staff Development and Consultation**

**3 Credits**

Prerequisite: SWK722 or SWK797 or permission of the MSW Program Coordinator.

This course examines the principles and techniques of supervision, staff development, and consultation. The supervisory process will be reviewed in relation to administrative, educational, supportive, and catalytic functions. Emphasis throughout the course will be on the supervisory and staff development skills necessary for the development of a staff capable of functioning creatively and independently.

## Sociology

**SOC715 Sociology of the American Family**

**3 Credits**

The course includes the analysis of the American family as a social institution and the implications of the kinship system; the intrasocietal comparisons, goals of society with the goals of family and as responsive to the social and cultural milieu in which it operates.

**SOC716 Northern European Cultures**

**3 Credits**

This course provides an analysis and comparison of the diverse cultures of Northern Europe, with special attention to Ireland, Scotland, Wales, England, Scandinavia and Russia. Emphasis will be placed on family and group patterns, housing, arts, ideology, literature, tradition, and political development. Use will be made of audio-visual materials.

**SOC720 Minority Group Relations**

**3 Credits**

Analytical study of inter-group relations, including racial discrimination. Illustrations from the various minority groups found in the United States.

**SOC721 American Urban Sociology**

**3 Credits**

This course reviews issues such as urban community development, conditions of city growth, urban ecology, city planning, and urban renewal. Social conditions and problems of the urban community with emphasis in the fields of health, housing, education and recreation will be examined.

**SOC722 Juvenile Delinquency**

**3 Credits**

A study of the nature, etiology and treatment of juvenile delinquency, evolution of current theories and research and sociological implications will be provided in this course.

**SOC731 Peoples of Asia: India and China**

**3 Credits**

This course examines the nature and diversity of the peoples inhabiting India and mainland China. Topics such as colonial inheritance, struggles for autonomy and their contemporary similarities and differences are explored. Emphasis is given to the ways in which each society, is attempting to face the challenges of the modern world.

**SOC740 Aging in America: Its Social and Sociopsychological Aspects**

**3 Credits**

This course will consider the cultural aspects of aging in our society, providing a comprehensive description of the dimensions of aging. The implications of historical and social currents relative to aging and also demographic and cross-cultural patterns will be discussed. Consideration will also be given to the impact of these currents on the future.

**SOC741 On Death and Dying****3 Credits**

This course offers a comprehensive and interdisciplinary introduction to the study of death and dying, and deals with questions about life's meaning when confronted with human mortality. The course will be taught in seminar fashion, with an emphasis on student participation. Readings taken from contemporary and traditional material.

**SOC742 Medical Sociology****3 Credits**

This course is a scientific study of the structure and behavioral processes involved with health and illness in modern society. It will address historical and cultural issues related to the emergence of modern medicine, and emphasize the sociological analysis of the occupational and organizational structures of health care delivery, the social and behavioral dynamics of illness and sickness, and the process of being a patient within the health care system. Further, the course will consider the significance of the emergence of community health alternatives. Students will have the opportunity to conduct and/or be involved with empirical research.

**SOC750 The Development of American Society and Thought****3 Credits**

This course will examine the genesis and evolution of major ideologies, structures and challenges of American culture. A critical-analytical assessment of American society will be undertaken. Students will select a particular aspect of American society for individual study. The course is designed for students in the social sciences and humanities who wish to apply their skills to a topical investigation of the American perspective.

**SOC755 The Institution of Education: A Social and Cross Cultural Analysis****3 Credits**

This course examines the functions and structures of the varying forms of educational process in contemporary society. Emphasis is given to the development and direction of informal and institutionalized education in America, the differing patterns of education which have evolved within other societies and cultures, and the links between education and the social order which it reflects.

**SOC875, SOC876 Directed Study****3 Credits**

An independent research project supervised by a member of the Sociology/Political Science faculty.

## Sport, Fitness, and Leisure Studies

**SFL801 Current Issues in Physical Education****3 Credits**

Prerequisite: Initial Licensure in Physical Education

This course provides an overview of areas of current concern to teachers and administrators involved in physical education. Issues addressed will include: philosophy of physical education, physical activity, gender, students with disabilities, ethical considerations, classroom management, student assessment, technology, curriculum trends, negligence and liability, the image of physical education.

**SFL802 Management of Physical Education****3 Credits**

The basic principles of organizations and management of physical education in educational institutions are analyzed in this course. Topics such as program management, educational leadership, public relations, evaluations of programs and students, as well as staff selection, evaluation and retention, curriculum development and legal aspects of physical education are included.



**SFL803 Trends and Issues in Health**

**3 Credits**

This course provides an overview of areas of concern to teachers and administrators involved in the field of health/family and consumer science. Issues addressed will include: holistic health and disease prevention, stress management, physical fitness, nutrition and weight management, substance abuse, human sexuality, control/prevention of sexually transmitted infections, family violence and child abuse, environmental health, complimentary and alternative medicine, the use of technology.

**SFL804 Legal Issues in Sport, Fitness and Leisure Studies**

**3 Credits**

Through lecture and discussions this course will familiarize the student with legal terminology, laws, regulations and current legal issues dealing with sport, physical education and leisure. The issues covered will include: legal liability, negligence, risk management, contracts, equipment, facilities and product liability, warnings and waivers, Title IX and review of current court cases.

**SFL806 Perceptual Development and Motor Learning**

**3 Credits**

This course will focus on variables affecting the motor learning process and will include models for skill acquisition and motor control. In addition, this course will explore aspects pertaining to and affecting psychomotor and perceptual motor development over life span.

**SFL815 Physical Education for Students with Disabling Conditions**

**3 Credits**

This course is designed to give students the opportunity to develop a foundation in disabilities and adaptations appropriate for physical education settings. Students will extend their knowledge of legislation and the Individual Education Plan (IEP). Course includes principles and practices of inclusion, the use of case studies and the impact of Mass Education Reform and trans-disciplinary teams will be covered.

**SFL875, SFL876 Directed Study**

**Arranged**

An independent research project supervised by a member of the Physical Education Department.

**SFL967A Clinical Experience and Seminar in  
Physical Education Pre K-9**

**6 Credits**

A full-time 400 hour teaching experience with weekly seminar on topics related to effective teaching in Physical Education. Seminar topics include teacher-student and collegial relations; creating democratic classrooms; understanding peer-culture; critical thinking; expanding the curriculum canon; teaming and clustering; equitable teaching; and reaching special needs and bilingual students. Throughout the full-time clinical experience, students will be attending weekly problem-solving sessions with their mentor teachers and their clinical professors. Session topics will review and expand upon previous course work in the light of current experiences. New topics will be added to the agenda of the course as they arise from students' and practitioners' concerns. Sessions will be conducted as problem-solving seminars.



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**SFL967B Clinical Experience and Seminar in Physical Education 5-12****6 Credits**

A full-time 400 hour teaching experience with weekly seminar on topics related to effective teaching in Physical Education. Seminar topics include teacher-student and collegial relations; creating democratic classrooms; understanding peer-culture; critical thinking; expanding the curriculum canon; teaming and clustering; equitable teaching; and reaching special needs and bilingual students. Throughout the full-time clinical experience, students will be attending weekly problem-solving sessions with their mentor teachers and their clinical professors. Session topics will review and expand upon previous course work in the light of current experiences. New topics will be added to the agenda of the course as they arise from students' and practitioners' concerns. Sessions will be conducted as problem-solving seminars.

## Theatre and Speech Communication

**SPC875, SPC876 Directed Study****Arranged**

An independent research project supervised by a member of the Theatre and Speech Communication Faculty.

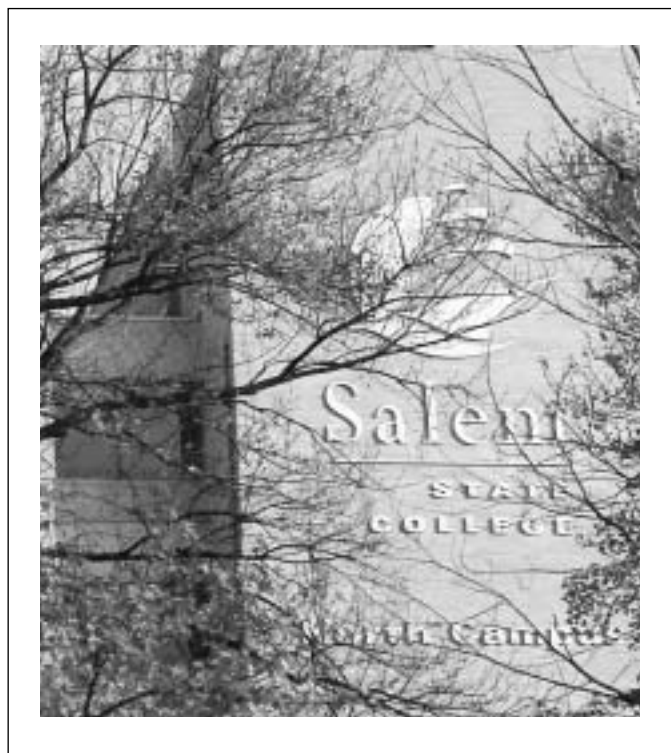






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## Faculty





## GRADUATE FACULTY

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## Index

Academic Advising 15  
Academic Appeal Procedure 18  
Academic Support Services 28  
Accreditations 7  
Administration and Staff 2  
Admissions 12  
Alumni Association 46  
American Studies Certificate Program 55  
Art Courses 154  
Assignment of Students to Practicum/Internship Experience 24  
Attendance 21  
Audit Courses 22  
Biology Courses 158  
Board of Trustees 4  
Bookstore 32  
Business Administration Courses 161  
Campus Police Escort Service 41  
Cancellation of Classes 42  
Career Services 47  
Center for Adult and Lifelong Learning (CALL Center) 46  
Center for International Education 29  
Certificate of Advanced Graduate Study in Education 125  
Certificate of Advanced Professional Studies in Counseling 128  
Certificate in Financial Planning 81  
Certificate in Geo-Information Science Program 132  
Certificate in Nursing Education 142  
Certificate Program/Teaching English as a Second Language 69  
Change of Grade 18  
Changes in Registration 22  
Chemistry Courses 169  
Commencement 27  
Commencement Honors 27  
Comprehensive Examinations 24  
Comprehensive Examinations, Thesis, Portfolio/MA in History 25  
Confidentiality of Student Information 27  
Corporate Tuition Reimbursement 37  
Counseling Services 47  
Course Load 21  
Course Privileges for Students Over Sixty 37  
Criminal Justice Courses 171  
Dining Service 49  
Directed Study 24  
Dismissal 22  
Early Childhood Education - Initial License Only 110



Early Childhood Education - Professional License Only 111  
Economics Courses 174  
Education Courses 175  
Educational Resource Library 31  
Elementary Education - Initial License Only 112  
Elementary Education - Professional License Only 113  
English Courses 209  
Faculty 276  
Fast Track Licensure Program Teacher of Biology /Teacher of Chemistry 120  
Fast Track Licensure Program Teacher of Mathematics 121  
Financial Aid 36  
Financial Responsibilities 34  
Foreign Languages Courses 220  
Geography Courses 223  
Geological Sciences Courses 228  
Goals of Graduate School 7  
Grading 18  
Graduate Assistantships 37  
Graduate Committees 8  
Graduate Education Council 8  
Graduate Management Admissions Test 14  
Graduate Program Coordinators 3  
Graduate Programs 10  
Graduate Record Examination 14  
Graduate School Mission Statement 7  
Health Insurance 40  
Health Services 48  
History Courses 230  
Honor Societies 26  
Information Technology – Academic Computing 31  
Institutional Review Board 16  
Instructional Media Center 32  
Interdisciplinary Studies Courses 237  
Learning Center 30  
Leave of Absence 22  
Licensure Only Certificate Program in School Counseling 122  
Library Services 28  
Library Science Courses 239  
Location of Graduate School Office 40  
Master of Arts in Teaching Art 57  
Master of Arts/Master of Arts in Teaching English 64  
Master of Arts in English 52  
Master of Arts in History 54  
Master of Arts in Teaching Biology 59



- Master of Arts in Teaching Chemistry 60
- Master of Arts in Teaching English 62
- Master of Arts in Teaching English as a Second Language 66
- Master of Arts in Teaching History 70
- Master of Arts in Teaching Mathematics 71
- Master of Arts in Teaching Middle School General Science 73
- Master of Arts in Teaching Middle School Mathematics 74
- Master of Arts in Teaching Spanish 76
- Master of Business Administration 78
- Master of Education – Bilingual Education 82
- Master of Education – Early Childhood Education/Initial License 84
- Master of Education – Early Childhood Education/Professional License 85
- Master of Education – Educational Leadership 86
- Master of Education – Elementary Education/Initial License 88
- Master of Education – Elementary Education/Professional License 89
- Master of Education – Higher Education in Student Affairs 90
- Master of Education – Library Media Studies 92
- Master of Education – Middle School Education/Humanities/Initial License 93
- Master of Education – Middle School Education/Math/Science/Initial License 94
- Master of Education – Middle School Education/Professional License 95
- Master of Education – Physical Education (Pre K-8) 96
- Master of Education – Physical Education (5-12) 97
- Master of Education – Reading 98
- Master of Education – School Business Officer 100
- Master of Education – School Counseling 101
- Master of Education – Secondary Education/Non Licensure Track 103
- Master of Education – Secondary Education - Initial 104
- Master of Education – Special Education - Initial 105
- Master of Education – Special Education - Professional 107
- Master of Education – Technology in Education 108
- Master of Science in Counseling and Psychological Services 126
- Master of Science in Criminal Justice 129
- Master of Science in Geo-Information Science 131
- Master of Science in Mathematics 133
- Master of Science in Nursing 136
- Master of Science in Nursing Advanced Practice in Rehabilitation 137
- Master of Science in Nursing/Master of Business Administration 140
- Master of Science in Occupational Therapy 147
- Master of Social Work 145
- Mathematics Courses 241
- Message from the Dean of the Graduate School 6
- Message from the President 5
- Middle School Education - Initial License Only 114
- Middle School Education - Professional License Only 115



Miller Analogies Test 14  
Music Courses 248  
Nursing – Health Requirements 40  
Nursing – Liability Insurance 40  
Nursing Courses 249  
Occupational Therapy Courses 253  
O’Keefe Physical Education Center 48  
Office for Students with Disabilities 30  
Parking 41  
Philosophy Courses 257  
Phone Numbers iii  
Plans of Study 15  
Policy Changes 43  
Policy on Equal Opportunity, Affirmative Action and Diversity ii  
Practica/Internships in Education 23  
Preschool Program 48  
Psychology Courses 257  
Public Notice Designating Directory Information 42  
Readmittance 23  
Reading Initial License Only 116  
Refund Policy 35  
Residence Halls 49  
Responsibility Statement 43  
RN/MSN Program 138  
Satisfactory Academic Progress 17  
School Adjustment Counselor Certificate Program 123  
Secondary Education - Initial Only 117  
Semester Calendar 16  
Shuttle Service 42  
Social Work Courses 262  
Sociology Courses 270  
Special Education - Initial Only 118  
Special Education - Professional Only 119  
Special Note 43  
Special Format Courses 11  
Sport, Fitness, and Leisure Studies Courses 271  
Student Absence for Religious Beliefs 21  
Student Judicial Process 46  
Student Lounge Areas 49  
Student Suggestions 43  
Students with Disabilities 40  
Syllabus Policy 23  
Teacher Test Preparation Center 31



The College ii  
Theatre and Speech Communication Courses 273  
Time Limits 21  
Train and Bus Information 42  
Transcripts 27  
Transfer Credit 14  
Tuition and Fees 34  
Veterans Benefits 37  
Withdrawal from Courses 23  
Withdrawal from Degree Program 22  
Writing Center 30