



**Elms College**  
**Graduate Catalog**  
*2018 - 2020*

*Revised February 2018*

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## General Information

President	Harry E. Dumay, Ph.D., MBA
Vice President of Academic Affairs	Walter C. Breau, Ph.D.
Vice President of Finance and Administration	Katie Longley, C.P.A.
Dean of Students	Teresa Winters, M.Ed.
Dean, School of Graduate and Professional Studies	Elizabeth T. Hukowicz, Ed.D.
Dean, Student Success and Strategic Initiatives	Joyce Hampton, Ed.D.
Director of Operations, School of Graduate and Professional Studies	Dana Malone, M.Ed.
Assistant Director of Graduate Enrollment	Donna Harvey, M.Ed.
Registrar	Brooke Andersen, M.S.
Director of Financial Aid	Kristin Hmielecki, B.A.
Director of Alumnae Library	Anthony Fonseca, Ph.D.
Director of Tutoring	Regina Tillona, M.Ed.
Director of Institute of Theological and Pastoral Studies and Coordinator of Lay Ministry Office	Martin Pion, D.Min.
Director of Master of Business Administration	Kim Kenney-Rockwal M.B.A. SPHR
Director, ABA and Autism	Laura Hanratty, Ph.D.
Chair, Division of Education	Mary Janeczek, Ed.D.
Chair, Division of Humanities and Fine Arts	Tom Cerasulo, Ph.D.
Dean, School of Nursing	Kathleen Scoble, Ed.D. RN
Chair, Division of Business	David Kimball, Sc.D.
Chair, Division of Natural Sciences, Mathematics, and Technology	Goose Berkowitz-Gosselin, Ed.D.
Director, Biomedical Sciences and Postbaccalaureate Premedical Program	Janet Williams, Ph.D.
Chair, Division of Social Sciences	John Lambdin, Ed.D.
Director of Graduate Nursing Studies	Cynthia Dakin, Ph.D. R.N.
Director, Doctor of Nursing Practice Program	Teresa Kuta Reske, D.N.P.
Doctoral Studies and Program Development	M.P.A., R.N.

## **Division/School Contacts**

### **Business-MBA**

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*Assistant to the Dean*

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Nancy Sullivan

*Administrative Assistant*

413-265-2576 and [neilla@elms.edu](mailto:neilla@elms.edu)

Andrea Neill, M.B.A.

*Social Work Program Coordinator*

Other important phone numbers at Elms College for graduate students are:

413-265-2273 Bookstore

413-265-2280 Alumnae Library circulation desk

413-265-2236 Registrar

413-265-2230 Assistant Registrar

413-265-2412 Student Accounts

413-265-2249 Financial Aid



## **Elms College Mission Statement**

Approved by the Board of Trustees October 28, 2011

The College of Our Lady of the Elms, a Catholic college, educates a diverse group of women and men in a supportive, vibrant learning community. Combining a liberal arts education with professional studies, Elms College empowers students to effect positive changes in the community and in the world.

Affirming the founding tradition of the Sisters of St. Joseph, Elms College challenges students to embrace change without compromising principle, to respond creatively to the demands of their chosen careers, and to advocate for people in need. Elms College is a community rooted in faith, educated in mind, compassionate in heart, and responsive to civic and social obligations.

## **Elms College Core Values**

Elms College Community affirms our Catholic identity and our relationship with the Sisters of St. Joseph. We, as trustees, faculty, staff and students, aspire to live and work as an academic community according to these core values:

### **Faith**

Elms College, empowered by love and faith, welcomes all, while seeking to promote the traditions of our founders, the Sisters of St. Joseph, through programs that challenge all members of the college community, spiritually, ethically and intellectually.

### **Community**

Elms College commits to compassion and relationship building, in an atmosphere of mutual respect and trust, creating a sense of belonging for the entire campus community. This encourages us to respond to the needs of others, in a spirit of hospitality, within and beyond the college.

### **Justice**

Elms College aspires to the highest standards of social responsibility as an institution and is committed to instilling values of equal opportunity and justice in our college community. Individually and collectively, we are dedicated to pursuing the common good and to improving the lives of all people.

### **Excellence**

Elms College fosters excellence in our students and in our community by educating the whole individual, intellectually, spiritually, emotionally and physically. We challenge each other to realize our full potential to impact the world through our knowledge and enhanced skills.

## Academic Calendars

### Traditional 15 Week Semester

#### Fall 2018

August 29, Wednesday	First Day of Classes for Fall 2018 Semester
September 3, Monday	Labor Day Observed ( <i>Holiday/College Closed</i> )
September 12, Wednesday	Last day to add or drop a course
September 14, Friday	Revised class list available on Blazernet
September 26, Wednesday	Opening Convocation Ceremony
October 8, Monday	Columbus Day Observed ( <i>Holiday/College Closed</i> )
October 9, Tuesday	Faculty Professional Day – ( <i>Classes/labs that meet in the morning are cancelled. Classes/labs that meet after 1 p.m. will be held.</i> )
October 12, Friday	Mid-Term grades to be submitted on Blazernet (15 week semester)
October 26, Friday	Last day to apply for graduation, Class of 2019
November 5–9, Monday–Friday	Spring semester online registration week
November 12, Monday	Veteran’s Day Observed ( <i>Holiday/College Closed</i> )
November 19, Monday	Last day to withdraw from a course
November 21 – 25, Wednesday–Sunday	Thanksgiving Recess ( <i>Classes resume on Monday, November 26</i> )
December 3 – 7, Monday–Friday	Finals Week
December 10, Monday	Fall grades due on Blazernet, by noon, for traditional 15 week semester
December 8 – January 23	Semester Recess
**Subject to change/Last revised 2/2/18	

#### Spring 2019

January 21, Monday	Martin Luther King Day ( <i>Holiday/College Closed</i> )
January 23, Wednesday	First Day of Classes for Spring 2019 Semester
February 1, Friday	Last day to add or drop a course
February 5, Tuesday	Revised class list available on Blazernet
February 18, Monday	President’s Day Observed ( <i>Holiday/College Closed</i> )
March 8, Friday	Mid-Term grades submitted on Blazernet (15 week semester)
March 4 – 8, Monday – Friday	Spring Recess – No Classes

April 19 – 22, Friday – Monday	Easter Recess ( <i>Holiday/College Closed</i> )
April 9 – 12, Tuesday – Friday	Fall semester online registration week
April 19, Friday	Last day to withdraw from a course
May 6 – 10, Monday – Friday	Finals Week
May 13, Monday	Seniors Final Grades due on Blazernet, by noon
May 17, Friday	Baccalaureate
May 18, Saturday	Commencement
May 19, Sunday	All Final grades to be submitted on Blazernet, by noon, for traditional 15 week semester
May 20, Monday	Grades available to students on Blazernet

### **Summer 2019**

SUMMER I: May 13, 2019 – June 21, 2019

SUMMER II: July 8, 2019 – August 16, 2019

EXTENDED SUMMER: May 13, 2019 – August 16, 2019

**\*\*Subject to change/Last revised 2/2/18**

## **MSN Semester Dates Summer 2018 through Spring 2019**

<b>Summer 2018</b>	<b>July 10, 2018 – September 24, 2018</b>
<b>Fall 2018</b>	<b>September 25, 2018 – December 10, 2018</b>
<b>Winter 2019</b>	<b>January 8, 2019 – March 25, 2019</b>
<b>Spring 2019</b>	<b>March 26, 2019 – June 10, 2019</b>

## **MBA Calendar Term Dates through 2020**

**Winter 2018:**  
**January 8, 2018 – March 23, 2018**

**Spring 2018:**  
**March 26, 2018 - June 8, 2018**

Program Break - June 9, 2018 - July 8, 2017

**Summer 2018:**  
**July 9, 2018 - September 28, 2018\***

Break the week of September 3, 2018\* (Labor Day)

**Fall 2018:**  
**October 1, 2018 - December 21, 2018\***

Break week of November 19, 2018 (Thanksgiving)  
Break week of Christmas and New Year's

**Winter 2019:**  
**January 7, 2019 – March 22, 2019**

**Spring 2019:**  
**March 25, 2019 - June 7, 2019**

Program Break - June 8, 2019 - July 7, 2019

**Summer 2019:**  
**July 8, 2019 - September 27, 2019\***  
Break the week of September 2, 2019\* (Labor Day)

**Fall 2019:**

**September 30, 2019 - December 20, 2019\***

Break week of November 25, 2019 (Thanksgiving)

Break week of Christmas and New Year's

**Winter 2020:**

**January 6, 2020 – March 20, 2020**

**Spring 2020:**

**March 23, 2020 - June 5, 2020**

Program Break - June 6, 2020 - July 5, 2020

**Summer 2020:**

**July 6, 2020 - September 25, 2020\***

Break the week of September 7, 2020\* (Labor Day)

**Fall 2020:**

**September 28, 2020 - December 18, 2020\***

Break week of November 23, 2020 (Thanksgiving)

Break week of Christmas and New Year's

\*Typical registration opens anywhere between 5-7 weeks prior to the semester start date (depends on holidays, breaks, etc.) and will close the Friday before pre-work opens; which is 2 weeks prior to the start date

**Elms College**  
**School of Nursing**  
**Doctor of Nursing Practice Program Full-Time Plan of Study – Nurse Practitioner Track**  
**(DNP-NP)**

**Class of 2019                      Cohort 3**  
**Fall 2016 through Spring 2019**

Foundational Core	Clinical Core	APRN Practice Specialty	DNP Theory Core
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<b>DNP - Post Baccalaureate - Post Master's</b>	
<b>YEAR 1</b>	
<b>FALL: September 27, 2016 – December 6, 2016 - (11 Weeks) - Classes held on Tuesdays.</b>	
NUR 505 Nursing Knowledge and Practice	3cr
NUR 601 Technology: Methods and Tools for Graduate Study	1cr
NUR 710 DNP Immersion I- Role Development of the APRN Nurse Practitioner	3cr
<i>Break (December 6, 2016 – January 3, 2017)</i>	
<b>INTERSESSION: January 3, 2017 – March 14, 2017 - (11 Weeks) - Classes held on Tuesdays.</b>	
NUR 515 Translating and Integrating Evidence into Practice	3cr
NUR 532 Health Care Policy and Advocacy	3cr
<b>SPRING: March 21, 2017 – May 30, 2017 - (11 Weeks) - Classes held on Tuesdays.</b>	
NUR 719 Information Technology for Advanced Nursing Practice	3cr
NUR 737 Research Methods and Translation for Advanced Clinical Practice	3cr
<i>Break ( May 31, 2017 – July 10, 2017)</i>	
<b>SUMMER II: July 11, 2017 – September 19, 2017 - (11 Weeks) - Classes held on Wednesdays on Elms Campus.</b>	
NUR 606 Advanced Diagnostic Analysis, Health and Physical Assessment including lab	4cr
NUR 604 A -Advanced Pathophysiology	2cr
<i>Break (September 20, 2017– October 3, 2017)</i>	
<b>YEAR 2</b>	
<b>FALL: October 4, 2017 – December 13, 2017 - (11 Weeks) - Classes held on Wednesdays.</b>	
NUR 607 Advanced Pharmacology and Therapeutics	4cr
NUR 604 B - Advanced Pathophysiology	2cr
<b>November 1, 2017 - December 20, 2017 - (8 Weeks) - Classes held on Wednesdays.</b>	
NUR 715 Organizational and Quality Improvement	3cr
<i>Break (December 14, 2017 – January 9, 2018)</i>	
AGACNP Track	FNP Track
<b>SPRING: January 10, 2018 – February 28, 2018 - (8 Weeks) - Classes held on Wednesdays.</b>	
NUR 711 DNP Immersion II: Scholarly Project – Project Idea (25 Immersion Hours)	2cr

NUR 734 Population Health and Epidemiology	3cr
<b>January 10, 2018 – April 18, 2018 - (15 Weeks) - Classes held on Wednesdays.</b>	
NUR 726 Adult Gerontology Health Care I: & Clinical Practicum (200 Hours)	5cr
NUR 723 Primary Care I: Infancy through Adolescence & Clinical Practicum (160 Hours)	4cr

*Subject to Change*

Effective: July 1, 2016 (Revisions based upon DNP Curriculum Model and Matriculation Plan – June 2016)

**Revised: May 22, 2018**

AGACNP Track		FNP Track		
<b>SPRING: March 7, 2018 – April 25, 2018 - (8 Weeks) - Classes held on Wednesdays.</b>				
NUR 712 DNP Immersion III: Scholarly Project – Project Development (25 Immersion Hours)	2cr			
NUR 736 Biostatistics	3cr			
<b>Break (April 26, 2018 – May 8, 2018)</b>				
<b>EXTENDED SUMMER: May 9, 2018 – August 15, 2018 - (15 Weeks) - Classes held on Wednesdays.</b>				
NUR 727 Adult Gerontology Health Care II: & Clinical Practicum (200 Hours)	5cr		NUR 724 Primary Care II: Young Adult to Older Adults & Clinical Practicum (225 Hours)	6cr
<b>May 9, 2018 – June 27, 2018 (8 Weeks) - Classes held on Wednesdays.</b>				
NUR 746 Leadership and Collaboration in Healthcare Organizations	3cr			
NUR 749 DNP Capstone Project Proposal Advisement- per faculty recommendation	*			
<b>July 4, 2018 – August 22, 2018 - (8 Weeks) - Classes held on Wednesdays. (Note: First class date July 11)</b>				
NUR 713 DNP Immersion IV: Scholarly Project – Project Implementation (75 Immersion Hours)	2cr			
<b>Break (August 23, 2018– September 4, 2018)</b>				
<b>Year 3</b>				
<b>FALL: September 5, 2018 – December 12, 2018 - (15 Weeks) - Classes held on Wednesdays.</b>				
NUR 728 Adult Gerontology Health Care III: & Clinical Practicum (200 Hours)	4cr		NUR 725 Primary Care III: Women & Clinical Practicum (160 Hours)	4cr
<b>September 5, 2018 – October 24, 2018 - (8 Weeks) - Classes held on Wednesdays.</b>				
NUR XXX new course	2cr			
NUR 740 Finance Management in Health Care Delivery	3cr			
NUR 749 DNP Capstone Project Proposal Advisement - per faculty recommendation (to begin on September 12, 2018)	*			
<b>October 31, 2018 – December 19, 2018 - (8 Weeks) - Classes held on Wednesdays.</b>				
NUR 739 Ethics for Advanced Practice	3cr			
<b>Break (December 20, 2018 - January 8, 2019)</b>				
<b>SPRING: January 9, 2019 – February 27, 2019 - (8 Weeks) - Classes held on Wednesdays.</b>				
NUR 750 DNP Capstone: Scholarly Project – Project Evaluation (75 Immersion Hours)	3cr			
<b>January 9, 2019 – April 17, 2019 - (15 Weeks) - Classes held on Wednesdays.</b>				

NUR 729 Adult-Gerontology Health Care IV: & Clinical Practicum (170 Hours)	4cr		NUR 742 Complex Health Problems in Primary Care & Clinical Practicum (225 Hours)	6cr
<b>March 6, 2019 – April 24, 2019 - (8 Weeks) - Classes held on Wednesdays.</b>				
NUR 744 Transition into Practice and Certification Seminar	2cr		NUR 744 Transition into Practice and Certification Seminar	2cr
NUR 750 A DNP Capstone Project Advisement - per faculty recommendation (to begin on May 15, 2019)				*

*Subject to Change*

\* = If student receives U in NUR712 or NUR713, required to take NUR749  
If student receives U in NUR750, required to take NUR750A.

Effective: July 1, 2016 (Revisions based upon DNP Curriculum Model and Matriculation Plan – June 2016)

**Revised: May 22, 2018**



**Elms College**  
**School of Nursing**  
**Doctor of Nursing Practice Program Full-Time Plan of Study- Nurse Practitioner**  
**Track (DNP-NP)**

**Class of 2020                      Cohort 4**  
**Fall 2017 through Spring 2020**

Foundational Core	Clinical Core	APRN Practice Specialty	DNP Theory Core
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<b>DNP - Post Baccalaureate - Post Master's</b>	
<b>YEAR 1</b>	
<b>FALL: September 26, 2017 – December 5, 2017 - (11 Weeks) - Classes held on Tuesdays.</b>	
NUR 505 Nursing Knowledge and Practice	3cr
NUR 601 Technology: Methods and Tools for Graduate Study	1cr
NUR 710 DNP Immersion I- Role Development of the APRN Nurse Practitioner	3cr
<b>Break (December 6, 2016 – January 1, 2017)</b>	
<b>INTERSESSION: January 2, 2018 – March 13, 2018 - (11 Weeks) - Classes held on Tuesdays.</b>	
NUR 515 Translating and Integrating Evidence into Practice	3cr
NUR 532 Health Care Policy and Advocacy	3cr
<b>SPRING: March 20, 2018 – May 29, 2018 - (11 Weeks) - Classes held on Tuesdays.</b>	
NUR 737 Research Methods and Translation for Advanced Clinical Practice	3cr
<b>April 03, 2018 – May 22, 2018 - (8 Weeks)</b>	
NUR 715 Organizational and Quality Improvement	3cr
<b>Break (May 30, 2018– July 10, 2018)</b>	
<b>SUMMER II: July 11, 2018 – September 19, 2018 - (11 Weeks) - Classes held on Wednesdays on Elms Campus.</b>	
NUR 606 - Advanced Diagnostic Analysis, Health and Physical Assessment including lab	4cr
NUR 604 A - Advanced Pathophysiology	2cr
NUR 607 A – Advanced Pharmacology and Therapeutics	2cr
<b>Break (September 20, 2018– October 3, 2018)</b>	
<b>YEAR 2</b>	
<b>FALL: October 2, 2018 – December 11, 2018 - (11 Weeks) - Classes held on Tuesdays.</b>	
NUR 607 B - Advanced Pharmacology and Therapeutics	2cr
NUR 604 B - Advanced Pathophysiology	2cr
<b>October 30, 2018 - December 18, 2018 - (8 Weeks) - Classes held on Tuesdays.</b>	
NUR XXX Clinical Reasoning	3cr

Break (December 19, 2018 – January 7, 2019)				
AGACNP Track			FNP Track	
SPRING: January 8, 2019 – February 26, 2019 - (8 Weeks) - Classes held on Tuesdays.				
NUR 711 DNP Immersion II: Scholarly Project – Project Idea (25 Immersion Hours)				2cr
NUR 734 Population Health and Epidemiology				3cr
January 8, 2019 – April 16, 2019 - (15 Weeks) - Classes held on Tuesdays.				
NUR 726 Adult Gerontology Health Care I: & Clinical Practicum (200 Hours)		5cr		NUR 723 Primary Care I: Infancy through Adolescence & Clinical Practicum (160 Hours) 4cr
SPRING: March 5, 2019 – April 23, 2019 - (8 Weeks) - Classes held on Tuesdays.				
NUR 712 DNP Immersion III: Scholarly Project – Project Development (25 Immersion Hours)				2cr
NUR 736 Biostatistics				3cr
Break (April 24, 2019 – May 6, 2019)				
EXTENDED SUMMER: May 7, 2019 – August 13, 2019 - (15 Weeks) - Classes held on Tuesdays.				
NUR 727 Adult Gerontology Health Care II: & Clinical Practicum (200 Hours)		5cr		NUR 724 Primary Care II: Young Adult to Older Adults & Clinical Practicum (225 Hours) 6cr
May 7, 2019 – June 25, 2019 (8 Weeks) - Classes held on Tuesdays.				
NUR 746 Leadership and Collaboration in Healthcare Organizations				3cr
NUR 749 DNP Capstone Project Proposal Advisement - per faculty recommendation (To begin on May 7, 2019)				*
July 2, 2019 – August 20, 2019 - (8 Weeks) - Classes held on Tuesdays.				
NUR 713 DNP Immersion IV: Scholarly Project – Project Implementation (75 Immersion Hours)				2cr
Break (August 21, 2019– September 2, 2019)				
Year 3				
FALL: September 3, 2019 – December 10, 2019 - (15 Weeks) - Classes held on Tuesdays.				
NUR 728 Adult Gerontology Health Care III: & Clinical Practicum (200 Hours)		4cr		NUR 725 Primary Care III: Women & Clinical Practicum (160 Hours) 4cr
September 3, 2019 – October 22, 2019 - (8 Weeks) - Classes held on Tuesdays.				
NUR XXX: “Cardiology Procedures”		2cr		
NUR 740 Finance Management in Health Care Delivery				3cr
NUR 749 DNP Capstone Project Proposal Advisement - per faculty recommendation (To begin on September 3, 2019)				*
October 29, 2019 – December 17, 2019 - (8 Weeks) - Classes held on Tuesdays.				
NUR 739 Ethics for Advanced Practice				3cr
Break (December 18, 2019 - January 13, 2020)				
SPRING: January 14, 2020 – March 3, 2020 - (8 Weeks) - Classes held on Tuesdays.				
NUR 750 DNP Capstone: Scholarly Project – Project Evaluation (75 Immersion Hours)				3cr
January 14, 2020 – April 21, 2020 - (15 Weeks) - Classes held on Tuesdays.				
NUR 729 Adult-Gerontology Health Care IV: & Clinical Practicum (170 Hours)		4cr		NUR 742 Complex Health Problems in Primary Care & Clinical Practicum (225 Hours) 6cr
March 10, 2020 – April 28, 2020 - (8 Weeks) - Classes held on Tuesdays.				
NUR 744 Transition into Practice and Certification Seminar (FNP and AGACNP)				2cr
NUR 750 A DNP Capstone Project Advisement- per faculty recommendation (To begin on May 18, 2020)				*

*Subject to Change*

\* = If student receives U in NUR712 or NUR713, required to take NUR749  
If student receives U in NUR750, required to take NUR750A.

*Subject to Change*

Effective: July 1, 2017 (Revisions based upon DNP Curriculum Model and Matriculation Plan - August 14, 2017); August 14, 2017, August 29, 2017

**Updated: May 31, 2018**

## Elms College Programs of Study, by Division (As of Spring 2020)

Please see the Elms website for the most up-to-date information

Division	Degree/Certificate	Major/Concentration
Business	Pre Baccalaureate Certificate	Entrepreneurship
	Bachelor of Arts	Accounting
	Bachelor of Arts	Business
	Bachelor of Arts	Digital Communications
	Bachelor of Arts	Entrepreneurship
	Bachelor of Arts	Graphic Design
	Bachelor of Arts	Healthcare Management
	Bachelor of Arts	International Studies
	Bachelor of Arts	Management
	Bachelor of Arts	Management/Marketing
	Bachelor of Arts	Marketing
	Bachelor of Arts	Social Media
	Bachelor of Arts	Sport Management
	Certificate of Advanced Graduate Study	Certificate in Public Accounting
	Graduate Certificate	Financial Planning Certificate
	Master of Business Administration	Accounting
	Master of Business Administration	Financial Planning
	Master of Business Administration	Healthcare Innovation
	Master of Business Administration	Healthcare Leadership
	Master of Business Administration	Lean Entrepreneurship
	Master of Business Administration	Management
	Master of Science	Accounting & Financial Planning
Education	Bachelor of Arts	Early Care and Education
	Bachelor of Arts	Early Childhood Education
	Bachelor of Arts	Education Moderate Disabilities
	Bachelor of Arts	Education Special Needs
	Bachelor of Arts	Education Studies
	Bachelor of Arts	Elementary Education
	Bachelor of Arts	English as a Second Language
	Bachelor of Arts	Secondary Education
	Certificate of Advanced Graduate Study	Education
	Master of Arts in Teaching	Teaching
	Master of Education	Education
Humanities and Fine Arts	Bachelor of Arts	Art/Fine Arts
	Bachelor of Arts	English
	Bachelor of Arts	English, Concentration in Writing
	Bachelor of Arts	History
	Bachelor of Arts	Liberal Arts
	Bachelor of Arts	Professional Studies
	Bachelor of Arts	Religious Studies
	Bachelor of Arts	Spanish
	Bachelor of Arts	Undeclared
	Master of Arts in Applied Theology	Applied Theology
	Non Degree	Graduate Level
	Non Degree	Undergraduate Level
Natural Sciences	Post Baccalaureate Certificate	PostBacc PreMed Studies Certificate
	Bachelor of Arts	Biology
	Bachelor of Arts	Chemistry
	Bachelor of Arts	Computer Information Technology & Security
	Bachelor of Arts	Computer Science

	Bachelor of Arts	Mathematical Science
	Master of Science	Biomedical Science
Nursing	Pre Baccalaureate Certificate	Nursing Education Haiti Partnership
	Post Baccalaureate Certificate	Global Health Graduate Certificate
	Bachelor of Science in Nursing	Accelerated Nursing
	Bachelor of Science in Nursing	Nursing
	Bachelor of Science in Nursing	RN to BS Nursing
	Graduate Certificate	Adult Gerontology Acute Care Certificate
	Graduate Certificate	Family Nurse Practitioner Certificate
	Graduate Certificate	Nursing Education Haiti Partnership
	Graduate Certificate	School Nurse
	Master of Science in Nursing	Nurse Educator
	Master of Science in Nursing	Nursing
	Master of Science in Nursing	Nursing/Business
	Master of Science in Nursing	School Nurse
	Doctor of Nursing Practice	Adult Gerontology Acute Care (from BSN level)
	Doctor of Nursing Practice	Adult Gerontology Acute Care (from MSN level)
	Doctor of Nursing Practice	Family Nurse Practitioner (from BSN level)
	Doctor of Nursing Practice	Family Nurse Practitioner (from MSN level)
	Doctor of Nursing Practice	Health Systems Innovation & Leadership
Social Sciences	Associate of Arts	Speech Language Pathology Assistant
	Pre Baccalaureate Certificate	Advanced Paralegal Studies Certificate
	Pre Baccalaureate Certificate	Legal Nurse Consultant Certificate
	Pre Baccalaureate Certificate	Speech Language Pathology Assistant Certificate
	Bachelor of Arts	Communication Sci & Disorders
	Bachelor of Arts	Criminal Justice
	Bachelor of Arts	Psychology
	Bachelor of Arts	Sociology
	Bachelor of Arts (Second)	Speech Language Pathology Assistant
	Bachelor of Arts	Speech Language Pathology Assistant
	Bachelor of Science	Social Work
	Certificate of Advanced Graduate Study	Autism Spectrum Disorder w/BSBA
	Master of Science	Applied Behavior Analysis
	Master of Science	Autism Spectrum Disorders

## **Programs of Study**

Elms College offers the following graduate programs:

### **Division of Business**

- Master of Business Administration (Accounting, Healthcare Leadership, Healthcare Innovation, Management, Financial Planning and Lean Entrepreneurship)

### **Division of Social Sciences**

- Master of Science in Applied Behavior Analysis
- Master of Science in Autism Spectrum Disorders
- Certificate of Advanced Graduate Studies in Autism Spectrum Disorders
- Master of Arts in Autism Spectrum Disorders and Social Communication
- Certificate of Advanced Graduate Studies in Autism Spectrum Disorders and Social Communication
- Certificate in Asperger's
- Master's in Social Work (M.S.W.) in partnership with St. Louis University, St. Louis, MO

### **Division of Education**

- Certificate of Advanced Graduate Study in Education (C.A.G.S.)
- Master of Arts in Teaching (M.A.T.)
- Master of Education (M.Ed.), not linked with teacher licensure

### **Division of Humanities and Fine Arts**

- Advanced Certificate in Theology and Pastoral Studies
- Certificate in Catechetical Studies
- Certificate in Parish Life Direction
- Certificate in Pastoral Studies
- Certificate in Social Justice Ministry
- Certificate in Theological Studies
- Master of Arts in Applied Theology (M.A.A.T.)

### **Division of Natural Sciences, Mathematics, and Technology**

- Master of Science in Biomedical Sciences
- Postbaccalaureate Premedical Certificate

### **School of Nursing**

#### ***Master of Science in Nursing (MSN)***

- Certificate in Nursing Education
- Certificate in Nursing Management
- MSN with a concentration in Nursing Education
- MSN with a concentration in Nursing and Health Services Management

- MSN with a concentration in School Nursing
- MSN and Master of Business Administration (MBA) (Dual Degree)
- RN to BS to MSN
- RN to MSN
- RN to MSN and Master of Business Administration

### ***Doctor of Nursing Practice (DNP)***

- DNP – Family Nurse Practitioner
- DNP – Adult Gerontology Acute Care Nurse Practitioner
- DNP – Health Service Innovation and Leadership

## **General Information About Elms College**

Elms College is a co-educational, Catholic, liberal arts college with undergraduate, graduate, and continuing education programs. Founded in 1928 by the Sisters of St. Joseph, Elms College provides an atmosphere in which women and men can grow in scholarship, leadership, caring, and commitment. An emphasis on the liberal arts and sciences gives students a broad background, enabling them to adapt to an ever-changing world. Career programs build on the liberal arts to educate professionals with solid credentials and more than one area of expertise. The size of the college promotes a friendly spirit among students, and between students and faculty. The low eleven-to-one student-to-faculty ratio promotes interaction since each student is recognized as an individual. Students often work with faculty and staff in preparing and directing special events, conducting research, and as academic student assistants and lab coordinators.

### **Location**

The college is located in Chicopee, Massachusetts, about two miles north of downtown Springfield in the historic Pioneer Valley. The nearby junction of Routes 90 (Mass Pike) and I-91 provides easy access from all directions. Boston is about 90 minutes away; New York City can be reached in three hours; and Bradley International Airport is only a half hour away. The region offers facilities for winter and summer sports, as well as cultural and social activities.

Our proximity to Springfield, Northampton, and Amherst makes a wide array of off-campus activities available. The MassMutual Center in Springfield is the site of many major concerts, sporting events, and entertainment activities. Other nearby attractions include the Quadrangle Museums, Symphony Hall, Six Flags New England, and other recreation and cultural sites.

Campus buildings are situated around a spacious quadrangle, blending Gothic and modern architecture.

## **School of Graduate and Professional Studies**

The School of Graduate and Professional Studies, located on the first floor of Berchmans Hall, supports adult students who wish to enroll in graduate courses or degree programs.

Elms College is adult-oriented and sensitive to the needs of the adult who must balance the demands of family, work, and school. The School of Graduate and Professional Studies works closely with the academic divisions / schools to develop and implement programs that respond to students' emerging needs.

Elms College offers day, evening, summer and online classes for full- and part-time graduate students. (Part-time matriculated graduate students at Elms College enroll in six or fewer credits each semester or academic session; full-time matriculated graduate students enroll in nine or more credits.) In one semester, a graduate student may register for day, evening or online classes, depending on the degree sought.

The School of Graduate and Professional Studies at Elms College welcomes inquiries about graduate degree programs and encourages adults who are thinking about returning to school to schedule an appointment to explore career options.

Contact Information for the School of Graduate and Professional Studies Students  
Berchmans Hall, first floor, room 125

Elizabeth Teahan Hukowicz Ed.D., dean  
Phone: 413-265-2360

Dana Malone, director of operations  
Phone: 413-265-2218

Donna Harvey, assistant director  
Phone: 413-265-2445

Jane McCarry, administrative assistant  
Phone: 413-265-2490

School of Graduate and Professional Studies Fax: 413-265-2459  
Course listings are found on the college website at <http://www.elms.edu>

### **Matriculated Students and Non-matriculated Students**

A matriculated student (also called an accepted student) is one who is accepted into and enrolls in a graduate degree or certificate program. Matriculated students register for courses



to fulfill requirements in their degree programs. To become a matriculated student at Elms College, one must submit an official application to the college, and be accepted into a graduate degree or certificate program.

Matriculated graduate students are assigned academic advisors according to the academic department of their major area of study and specialization. It is important that the degree-seeking student works with his/her academic advisor to select required and/or elective courses in his/her program of study.

A non-matriculated graduate student (also called a non-degree student) registers for courses for enrichment, but is not working towards a degree. The non-degree-seeking student must have completed any prerequisites for the course(s) in which s/he enrolls.

**Financial aid is awarded to matriculated students taking six or more credits per semester who have been accepted into a graduate degree program.** Non-matriculated students are ineligible for financial aid. A student may take up to nine semester hours towards a degree without official acceptance. For questions regarding financial aid, please contact the Financial Aid office at 413-265-2249.

### **Admission**

Elms College seeks diverse, energetic, and talented graduate students who are committed to academic development and professional success. Students must possess a bachelor's degree prior to entering a master's degree program; however, applications are accepted from college seniors, provided they can show evidence of graduation before beginning coursework. Students should have maintained a grade point average of 3.0 (on a scale of 4.0) in their undergraduate degree and field of study, or they must show evidence of successful completion (As and Bs) of at least six credits of graduate level work.

Students applying for a certificate of advanced graduate study (C.A.G.S.) must have successfully completed a master's degree program.

The School of Graduate and Professional Studies oversees admission to graduate programs, and encourages potential applicants to contact the School of Graduate and Professional Studies for general information.

Elms College has a rolling admissions policy for graduate students, meaning they can apply anytime during the year. Rolling admissions eliminate specific deadlines for applications, but students are encouraged to apply early to guarantee admission for the desired semester. *Please check with your graduate program director for additional admission requirements.*

## **How to Apply**

In general, the applicant submits the following required application materials, which become the property of Elms College. Application requirements may vary depending on the program.

- Completed and signed program specific application
- Non-refundable application fee of \$30
- Official transcript(s), with posted bachelor's degree date or master's degree date, signed and sealed by college or university registrar
- Official transcripts, signed and sealed by college or university registrar, for any non-degree graduate coursework completed
- Two reference letters (academic or professional, signed and on letterhead)
- Resume summary emphasizing relevant education and experience (one page)
- Goal statement for graduate study (one page). A writing sample may be required for specific programs.
- Copies of current certifications or licenses, if applicable
- Immunization records (if taking nine or more credits in any given semester). Graduate nursing students must supply immunization records once accepted into a nursing program prior to starting classes. These records must be kept current.
- International students only: T.O.E.F.L. (Test of English as a Foreign Language)

*Divisions / Schools reserve the right to modify admission requirements.*

Application materials for graduate students should be sent to the School of Graduate and Professional Studies unless otherwise designated by the academic Division / School.

School of Graduate and Professional Studies  
Elms College  
Rm. 125, Berchmans Hall  
291 Springfield Street  
Chicopee, MA 01013

Fax: 413-265-2459

Email: [mccarryj@elms.edu](mailto:mccarryj@elms.edu) (Jane McCarry, Administrative Assistant)

## **Expediting Applications**

Serious delays in processing applications for admission may be caused by the length of time it takes for transcripts and recommendation forms to reach the School of Graduate and Professional Studies. To expedite an application, please follow up original requests for transcripts and recommendations after about three weeks. It is the applicant's responsibility to see that transcripts and recommendations are furnished for the application file.

Once the applicant's file is complete, an interview may be scheduled with the chair or program director of the appropriate Division/School. The candidate will be notified of the acceptance decision via U.S. mail, and accepted students will be asked to return an enrollment form along with a non-refundable \$50 deposit to reserve his/her place. The \$50 deposit will be applied toward the cost of the first class in which the student enrolls.

For information regarding the status of an application, contact the School of Graduate and Professional Studies at (413) 265-2490.

### **Deferred Admission**

In some situations, applicants may need to defer enrollment to a later semester. Applicants may defer their enrollment for up to a year, after which they may need to reapply. A request for deferment should be sent in writing to the School of Graduate and Professional Studies. The applicant should also notify the Financial Aid Office.

### **International Student Admission**

International students are encouraged to apply to the Elms College graduate programs. International applicants must score at least 550 on the paper version Test of English as a Foreign Language (T.O.E.F.L.), 80 or above TOEFL iBT or 6.5 or above on IELTS.

## **Student Rights and Responsibilities**

This statement on rights and responsibilities is designed to clarify those rights that the student may expect to enjoy as a member of the student body of Elms College and the obligations that admission to the college places upon the student.

### **Goal**

To provide an atmosphere where sound intellectual and academic development is supported.

### **Student Rights**

1. to have the opportunity to pursue a higher education
2. to have the freedom to exercise the right of citizenship, association, inquiry, and expression.
3. to have the right of privacy and confidentiality.
4. to have the right of quality education, including but not limited to:
  - a. The right to competent instruction in courses and programs offered by Elms College.
  - b. The right to assistance in overcoming educational, cultural, emotional, and economic disadvantages that hinder the educational process.
  - c. The right to receive in writing from each faculty member during the first week of

classes of every semester/session, a brief written course description and outline of the material to be covered, course requirements including a specific list of information and techniques which the student is expected to acquire, and the grading system to be utilized.

5. to have the right to fair and equal treatment, including but not limited to instruction, evaluation, and services by faculty, staff, students, and administrators.
6. to have the right to procedural due process in grievance and disciplinary hearings.
7. to have the right to participate in student government.

### **Student Responsibilities**

1. to be knowledgeable of and comply with the directives, regulations, and laws as established by the Massachusetts Board of Regents of Higher Education, Elms College Board of Trustees, the college administration, and the Graduate Committee.
2. to respect the rights of individuals and groups to independent action as long as these rights do not interfere with the parallel rights of others—minorities and majorities alike—including the avoidance of action interfering with those educational processes under the auspices of Elms College.
3. to be knowledgeable of and comply with the directives, regulations, and laws of duly constituted civil authorities.

## **Academic Policies**

### **Academic Affairs**

When a question arises or a problem occurs regarding courses in any area of academics, the following protocol should be observed: consultation with one's professors, then consultation with academic advisor, division chairperson or dean. When questions go beyond the authority of the aforementioned faculty, one should consult the dean of the school of graduate and professional studies or the vice president of academic affairs. The vice president of academic affairs and the dean of SGPS are consulted in matters of credit load, leave of absence and withdrawal from the college, academic difficulties and the academic honesty policy.

### **Academic Conduct**

A major role of Elms College is the education of students of mature judgment and moral sensibility. True education is a process of free exchange of ideas involving the critical assessment of each individual's efforts and growth. An atmosphere that promotes intellectual freedom and rewards honest efforts of individuals furthers the Elms College mission.

Each member of the Elms College faculty has a specific responsibility to explain in the form of a course syllabus the conditions under which academic work in his or her course is to be

performed. It is also the faculty member's obligation to guarantee, insofar as is possible, that there be present a respect for intellectual pursuits and a reverence for honesty. Concurrently, it is the student's responsibility to ensure that work submitted for evaluation is one's own work. If there is clear evidence that a student is guilty of academic dishonesty, whether by cheating, plagiarism, or interference with another student's work, the faculty member should take appropriate action that will reflect the logical consequence of the dishonest deed or effort.

All members of the Elms College academic community are called upon to recognize their roles in creating an environment of intellectual integrity by using honest and open evaluative processes that acknowledge the responsibility of each member to all other members of the Elms College community, and by participating in upholding standards that will result in just, equitable decisions.

### **Academic Honesty Policy**

The Elms College Academic Honesty Policy applies to all graduate students, instructors, and instructional staff participating in academic classes, programs, and research, including online and distance learning.

Communication of knowledge and a free exchange of ideas, two essential aspects of a college community, require a fundamental standard of honesty. Students and faculty must be able to expect that thought and work presented for the class are the properties of the person claiming credit for them. To safeguard these principles, it is important to clarify the rules and procedures regarding academic honesty.

1. Students must refrain from all forms of academic dishonesty, including cheating on quizzes and examinations, abetting others in cheating, appropriating other students' work, and plagiarizing written assignments.

*“Plagiarism: the use of outside source(s) without proper acknowledgement. Quotations: Any quotation, however small, must be placed in quotation marks or clearly indented and must be accompanied by a precise indication of the source.”*

*Paraphrasing: Any material which is paraphrased must be specifically acknowledged in a footnote or in the text. A thorough rewording or rearrangement of an author's text does not relieve one of this responsibility.”*

*Source: Napolitano v. Princeton Univ., 453 A.2nd 279 (N.J. Super. Ch. Div. 1982).*

2. Faculty who find students in clear violation of the policy on academic dishonesty shall determine the appropriate response, which may include failure on the assignment or failure in the course.

3. Faculty shall report incidents of academic dishonesty, including copies of any documentation, and the action taken in response to them, in writing, to the vice president of academic affairs. Faculty shall inform the student that the notification has been sent to the vice president of academic affairs.
4. The vice president of academic affairs can elect to pursue further action up to and including dismissal from the college. The vice president will inform the student in writing that notification has been received, that it is confidential, and that the student has the right to question the charge.
5. Students who believe they are unjustly accused or punished for academic honesty violations may pursue the matter through the grievance procedure.

### **Civil Discourse and Respect for Diverse Viewpoints**

Elms College is committed to teaching and learning environments in which diverse viewpoints are expressed freely. All members of the Elms College community will treat one another with tolerance, civility, and respect at all times.

### **Academic Sessions**

The academic year on the main campus is composed of two traditional 15-week semesters and three summer sessions. MBA, MSN and DNP programs have alternate term lengths (11-week). Please contact the appropriate Division/School for additional information. Semester Credit Hours are used to determine the contact hours required for graduation.

### **Credit Load**

A course load of six credits or less is considered part-time. Ordinarily, part-time graduate students carry three or six credits per semester or academic session. A course load of nine or more credits is considered full-time at the graduate level.

### **Course Audit**

Students may audit courses by enrolling formally without the intention of receiving credit. Successful completion of the audit will be noted on the permanent record as “AU.”

### **Class Attendance**

Students are expected to attend all classes for which they are registered and are responsible for absences and late enrollment. Students should inform the instructor regarding emergency or illness and make arrangements to make up the missed work. It is the prerogative of the instructor to limit the number of allowed absences in his/her class. Students will be informed of these limits at the beginning of each course, by a statement on the course syllabus.

It is the student's responsibility to know the attendance policies. Non-attendance or verbal notifications of a withdrawal from a course does not constitute an official withdrawal from a course and/or program. Students should follow the policies for course and/or program withdrawal.

Students who are not registered for a course are not permitted to sit in that course. Please check Blazernet to verify enrollment.

### **Policy on Absence for Religious Reasons**

Any student in an educational or vocational training institution other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school.

No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of the provisions of this section.

### **Registration**

Three traditional registration periods (fall, spring and summer) are scheduled annually to permit students to pre-select courses for the following semester. There may be some variations by program. Students need to contact their academic advisors prior to registration. It is each student's responsibility to register for courses that will meet degree requirements in a chosen program of study. Assistance in planning a program should be sought prior to each semester from the assigned faculty advisor. All registration forms must bear the signature of the student's advisor or the equivalent.

Students who have an application in progress may register for up to nine (9) credits prior to matriculation, with permission from their respective program directors. Individuals interested in selected courses without intending to become matriculated, may do so with the approval of specific program directors and the registrar. Procedures for registration may vary by program.

Students who have not satisfied health or financial obligations, may not register at the designated time. Arrangements will be made for students on health, business, grade, or financial aid holds to register upon confirmation that accounts have been cleared. If students

are unable to satisfy terms of assigned holds within the first two weeks of classes, the student will not be able to register for that session nor attend class.

Payment is due upon receipt of a statement for current semester to avoid a 1.5% late fee.

### **Faculty Advisors**

All students are assigned faculty advisors. The faculty advisor serves as a resource for information regarding academic matters such as program requirements, course registration, and adding and dropping courses. If you do not know your advisor's name, please check your Blazernet account.

### **Add/Drop Period**

For 15-week academic terms, (fall, spring), adding or dropping a course(s) is allowed during the first eight business days of the term. For 8-week and 11-week terms, courses may be added or dropped within the first four business days of the term. Changing course schedules during the add/drop period requires the approval of the faculty advisor.

Credit cannot be earned for courses in which the student is not official registered.

### **Withdrawals**

Students must file a written withdrawal notice with the Registrar's Office. Charges will be calculated as of the effective date of the withdrawal. If no written withdrawal notice is submitted, the withdrawal date will be set to the date corresponding to the half-way point for the particular term.

### **Withdrawal from a Course (after the Add/Drop Period)**

Please note that students should consult with their instructors and advisors prior to any type of withdrawal. Withdrawals are only allowed through the end of the 13<sup>th</sup> week of the course for a 15-week term (prorated for other than regular semesters) and will be done without effect on the GPA. To withdraw from an individual course or courses, a student must complete an official "Add/Drop Form" obtained from the Registrar's Office, or submit a written request using their Elms email or USPS mail.

Official withdrawals after the add/drop period are indicated as Withdrawn (W), Withdrawn/Satisfactory (WS), or Withdrawn/Unsatisfactory (WU). The exact add/drop dates for each semester or session are published in the appropriate course schedules. For alternate term courses, such as summer sessions, specific dates are available in the Registrar's Office and the School of Graduate and Professional Studies.



### **Withdrawal from the College**

A student may officially withdraw from the college at any time by completing the official “Withdrawal Form” obtained from the Registrar’s Office and will receive a “W” on his or her transcript for that semester. As with dropping an individual course, failure of a student to withdraw officially can result in the awarding of “F” grades, and the withdrawal date will be set to the date corresponding to the half-way point for the particular term. Students will be responsible for all charges incurred. A student who has withdrawn from the college must formally reapply for admission to the School of Graduate of Graduate and Professional Studies.

NOTE: Students are strongly encouraged to consult with their instructors and advisors prior to any type of withdrawal. Financial and veteran’s aid recipients should check with the Financial Aid Office before withdrawing from a course or from the college. International students on an F-1 visa should consult with the director of International Programs prior to withdrawing from a course or from the college.

Any student who has not registered for a credit course within a two-year period will automatically be withdrawn from the college and will need to reapply for admission. If the student is readmitted, he or she will be required to meet the degree requirements of the catalog currently in force at the time of readmission.

### **Leave of Absence**

A Leave of Absence (LOA) is a temporary interruption in a student’s program of study. A student who must interrupt studies for a prescribed length of time, no longer than 180 days, must file a written LOA request, and have the request approved by the Registrar. The student may return from such a leave of absence by simply notifying the Registrar’s Office. If after a 180 day period the student does not return or apply for an extension of the leave, the student is automatically withdrawn from the college and reapplication through the School of Graduate and Professional Studies is required for return. A student who desires to study at an accredited college or university while on a leave of absence, and intends to transfer credits back to Elms College, must receive prior written approval from the Registrar of Elms College.

If the total leave of absence exceeds a total of 180 days in any 12-month period, the student is considered to have ceased attendance and to have withdrawn from the College.

NOTE: For students who have received federal loans, for example subsidized or unsubsidized Stafford loans, failure to return from a LOA may have an effect on a student’s loan repayment terms, including the expiration of the student’s grace period. Please contact the Financial Aid Office for additional information.

## **Voluntary and Involuntary Medical Leave of Absence Policy**

### **Voluntary Medical Leave of Absence**

At Elms College we define a voluntary medical leave of absence as a temporary interruption in a student's studies at Elms College due to a medical, physical or psychological condition that significantly impairs the student's ability to function successfully or safely in his or her role as a student. A student is encouraged to request a Voluntary Medical Leave of Absence in the event that he or she believes that medical, physical, and or psychological distresses are anticipated to last more than fifteen (15) calendar days and are significantly impacting his or her ability to succeed at Elms College.

To be granted a Voluntary Medical Leave of Absence the student must be in good academic standing (please see the academic catalog for the definition of good academic standing). It is the student's responsibility to know their current academic status in a course. The College requests that the student meet with the Director of Health Services, the Director of Counseling Services, or the Director of Student Accommodations & Support Services to discuss the issues impacting them and their options to remain in good academic standing at the College. Students are also required to complete a Voluntary Medical Leave of Absence Form (available at the Registrar's Office), and provide supporting documentation from a licensed medical and/or mental health provider. The medical or mental health provider may not be a family member unless prior permission is obtained from the College. Documentation must be on agency or provider letterhead and signed and dated by the provider. The completed documents should be submitted to the Health Center Office. The Director of the Health Center will review the request and make a decision. In some cases the Director of the Health Center will consult, as appropriate, with the Director of Counseling Services, the Director of Student Accommodations and Support Services, and/or the Dean of Students.

Voluntary medical leaves are granted on a case-by-case basis. Students should expect to be notified of the College's decision in writing within 3 business days of submitting a request with the required supporting documentation. The College will notify students if additional information is needed and if the review process will be delayed.

The leave may last a maximum of one hundred and eighty days (180). After 180 days the student is administratively withdrawn from the College. When a medical leave of absence is approved, grades of W (withdrawal) or I (incomplete) will be issued for each of student's courses depending on the individual circumstances, the timing of the request, and the discretion of the course instructor.

Residential students granted a Voluntary Medical Leave of Absence must vacate the residence hall within forty-eight (48) hours of approval notification or sooner at the

discretion of the Dean of Students or designee unless they have received a written agreement of an alternate plan.

Be aware that a leave of absence may affect your financial aid status and fall under general refund policies. For more information, please contact the Financial Aid Office.

### **Involuntary Medical Leave of Absence/Involuntary Leave of Absence**

In rare circumstances, the Dean of Students or designee, in consultation with the Director of Health Services, the Director of Counseling Services, or the Director of Student Accommodations & Support Services, and/or Director of Public Safety, may determine that a student needs to be placed on Involuntary Medical Leave/Involuntary Leave of Absence if a voluntary leave is rejected by the student. The determination will be based upon an individualized and objective assessment of the student's ability to safely participate in the College's programs and will examine whether the student presents an immediate and significant threat of substantial harm to him / herself or other members of the College community. Focusing on the student's observed or reported behavior and the most recent medical information available, the assessment will determine the nature, duration, and severity of the risk; the probability that the potentially threatening behavior will actually occur; and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk.

In the event such a determination is made, the College will immediately convey that determination in writing to the student via U.S. postal mail or Elms College email. A residential student placed on involuntary medical leave must vacate the residential hall within forty eight (48) hours of notification or sooner at the discretion of the Dean of Students or designee.

The involuntary medical leave of absence/involuntary leave of absence will be in place for a minimum of one semester and may be in place for up to 180 days. When an involuntary medical or involuntary leave of absence is required, grades of W (withdrawal) or I (incomplete) may be issued for each of the student's courses depending on the individual circumstances, the timing of the leave, and the discretion of the course instructor.

### **Readmission Criteria and Procedures**

Elms College requires the following documentation to be reviewed for readmission consideration following a voluntary or involuntary (medical) leave:

- Documentation from the student's licensed medical or mental health provider who provided the care, which includes a statement of the student's current health status. The statement must include that the student is medically qualified to resume collegiate level studies safely and, if applicable, that the student does not pose a significant threat of substantial harm to self or others. Included in the statement

should be the course of treatment undergone during the leave, and any specific recommendations made by the healthcare provider with respect to the student's successful return.

- Signed authorization for the Elms College Health Center or Counseling Center to speak with the student's healthcare providers regarding the student's condition for readmission.
- Documentation must be typewritten on agency or provider letterhead and signed and dated by the provider.
- This documentation must be submitted twenty-one (21) days prior to return. The documentation is submitted to the Director of the Health Center.
- An independent evaluation by the Elms College Health Center or Counseling Center staff may also be required.
- Completion of a readmit form which can be obtained from the Office of Admissions or for students in the School of Graduate and Professional Studies (SGPS), it would come from the SGPS Office.
- Other terms and conditions as determined in writing by Elms College to ensure a safe and successful readmission.

The Dean of Students or designee, will determine if a student may be readmitted. The Dean of Students will consult, as appropriate, with the Director of Counseling Services, the Director of Student Accommodations and Support Services, and/or the Director of Health Services.

### **Appeal Procedure for Involuntary Medical Leave**

If a student believes that a decision for an Involuntary Medical Leave/Involuntary Leave made by the College is unreasonable, or that the procedures and / or information relied upon in making the decision were unfair, the student may appeal the decision. The appeal must be made in writing to the Dean of Students or designee. Appeals should clearly identify the specific facts and conclusions being challenged and should present relevant supporting information. Once notified of the Involuntary Medical Leave, the student has ten (10) business days to submit his or her appeal. Extra time may be granted for good cause shown (for example, medical emergencies or the unavailability of healthcare providers). The student may not remain on campus during the appeal period. If no timely appeal is submitted, the decision about the Involuntary Medical Leave is final. The Dean of Students or designee will respond in writing to the student's written appeal within five (5) business days. The Dean of Students or designee may request additional medical and non-medical supporting documentation as a part of the appeal process.

Readmission criteria and procedures are outlined previously in this document.

### **Definition of Credit Hour**

In accordance with federal policy, Elms College defines a credit hour as an amount of work represented in the achievement of the intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

- (1) One hour (50 minute period) of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent. Courses with fewer than 45 credit hours ( or 37.5 clock hours\*) of instructional time must add instructional clock hours to make them equivalent to the number of clock hours in a traditional 3-credit, 45 credit hour or 37.5 clock hour course.
- (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Laboratories, internships, clinicals and practica vary by program in terms of the number of hours required, but in general are 2-3 hours/week per credit.

For courses with non-traditional formats, e.g. accelerated, Weekend, online or hybrid/blended, students are required to spend the equivalent amount of total time per credit hour as spent in traditional courses. However, the mix of time spent in direct instruction and time spent on assignments and other work, per week, will vary.

### **Grading Policy**

The quality of students' work is indicated by letter grades and quality points granted according to the grades earned. The grade point average (GPA) is obtained by dividing the total number of quality points by the total number of credits attempted.

#### **Grade    Quality Points**

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D	1.0
F	0.0

Other:

AU	Audit
S/U	Satisfactory/ Unsatisfactory (does not compute in the GPA)
W	Withdrew

W/S	Withdrew/Satisfactorily
W/U	Withdrew/Unsatisfactorily
NC	Noncredit
IP	In process (to be used for multi-term courses only)
I	Incomplete

An extension and a grade of incomplete (I) may be given by an instructor to a student who has completed satisfactory work up to that point. All requirements must be completed by the date set forth by the course instructor. If the work is not completed by the agreed upon time, the student may receive an F for the course.

Grades for transferred courses will not appear on the Elms College transcript, nor will they affect the Elms College GPA.

### **Course Evaluation**

Upon the completion of each semester, students are expected to complete an online course evaluation for each of their enrolled courses through their Moodle account. The information gleaned from these evaluations is used by faculty to improve their teaching, for department chairs to evaluate faculty, for department and committee to review candidates for tenure and promotion, and to advance the education at Elms College, in general. The online course evaluation system is easy, convenient, secure, anonymous, and confidential.

### **Grade Reports**

Grade reports are available to students online at the end of each semester for 15-week academic terms. Neither grade reports nor credit for any term's work is provided until all financial obligations to the college have been met. Once a final grade has been reported to the registrar, it cannot be changed without the instructor's filing the appropriate form.

### **Quality of Work – Grade Requirements**

To earn a graduate degree or certificate, students must have at least an overall 3.0 GPA, a "B" average. A student cannot remain in the program with more than two grades of "C" (2.0) on his or her record. All courses in which a student earns a C- or D must be repeated. Whenever a student's GPA falls below 3.0, there will be a conference arranged between the student and her or his advisor to discuss the reasons. For the MSN and DNP programs see the School Nursing section of this catalog.

### **Incomplete Grades**

Under certain circumstances, an instructor may award the grade "incomplete (I)" to a student who has been unable to complete course requirements because of illness or other reasonable causes. The definition of reasonable causes is left to the discretion of the instructor, but it is

understood that an “incomplete” grade should be infrequently and judiciously given. Contract forms are available in the Registrar’s Office and in each Division/School Office, and must be signed by the student and instructor, and approved by the registrar.

Upon the completion of the work within the time prescribed by the instructor (no later than the midpoint of the next session), the instructor will award the student a letter grade by filing a “grade change” form with the Registrar’s Office. An incomplete grade that has not been completed within the prescribed time period will automatically be changed to a grade of “IF” by the registrar.

### **Grade Change Policy**

A change in an assigned grade can be made by the instructor of the course up to one month following issuance of grades by the Registrar’s Office. All grade changes past the one month deadline must be requested by the instructor and approved by the academic dean. A student who, after consultation with the faculty member and the academic dean, wishes to challenge a grade on a transcript or grade report, should follow procedures outlined in the student handbook; specifically, the student grievance policy for academic matters.

### **Course Repeat**

A student who receives an unsatisfactory grade in a course may repeat the course by registering again for the course and by informing the registrar that the course is being repeated. Both grades, however, will remain on the permanent transcript, but only the repeated course will be calculated into the grade point average (GPA).

Some Schools/Divisions/Departments may not allow certain courses to be repeated, and some Schools/Divisions/Departments may limit the number of courses that may be repeated. There are also financial aid implications related to repeating courses. The Financial Aid Office should be contacted if there are any questions about course repeating.

### **Graduation Requirements\***

To receive a master’s degree, a student must:

- Comply with entrance requirements and be formally accepted into the program. (See descriptions of individual degree programs by divisions.)
- Complete a minimum of 30 credits and all program requirements (which may include additional credit requirements).
- Maintain an overall B (3.0) average with the exception of no more than two grades of C (2.0) permitted.
- Complete a minimum of 21 credits at Elms; only nine (9) transfer credits are allowed.
- Present the thesis or project by the required date (if applicable).



- Complete an “application for degree” form, which should be filed in the Registrar’s Office no later than a date in early fall, as determined by the Registrar’s Office, that is prior to May graduation.

To receive a certificate of advanced graduate studies (CAGS), a student must:

- Comply with entrance requirements and be formally accepted into the program. (See descriptions of individual degree programs by divisions.)
- Complete a minimum of 30 credits and all program requirements.
- Maintain an overall B (3.0) average with the exception of no more than two grades of C (2.0) permitted.
- Complete a minimum of 21 credits at Elms; only nine (9) transfer credits are allowed.
- Present the thesis or project by the required date (if applicable).
- Complete an “application for degree” form, which should be filed in the Registrar’s Office no later than a date in early fall, as determined by the Registrar’s Office, that is prior to May graduation.

\*MSN and DNP students should refer to the MSN and DNP policy on Graduation Requirements in the School of Nursing section of the catalog.

### **Time Limit for Degree Completion**

Students must complete all degree requirements within six years of matriculation or as specifically required by the program. Petitions for an extension may be made in the School of Graduate and Professional Studies, and must be approved by the program director and academic dean.

### **Student Grievance Policy for Academic Matters**

The Elms College goal is to preserve the college as an institution in which a personal relationship among students and faculty exists. Every effort should be made to maintain such relationships. However, if a relationship breaks down and efforts to communicate fail, the following grievance procedure will be followed.

An academic grievance is a claim by a student that a specific academic decision (such as a dispute over grades, plagiarism, cheating, or dismissal/failure of a student) that affects a student’s academic status has violated published policies and procedures, or has been applied to the student in a manner different from that used for other students. If the grievance is course related, the student is obligated to first discuss these concerns with the course instructor.



## **Procedural Steps**

### **Step 1: Initial Presentation of Grievance**

If a student has a serious grievance of an academic nature, he/she will present his/her grievance in writing to the party or parties involved, and they will attempt to resolve the grievance at this level. The procedure herein defined must be initiated by filing the written grievance no later than one month after the final grade for the course has been released by the Registrar's Office.

### **Step 2: Presentation of Grievance to Division Chairperson, Dean, or Vice-President of Academic Affairs (VPAA)**

If the grievance is not resolved, it should be presented in writing to the Dean or Chairperson of the school or division involved, who will review the grievance between the parties and attempt to resolve the grievance at this level. If the grievance is against the Dean or the Division Chairperson, the VPAA will review the grievance. This review will occur within one week of the initial written grievance presented to the Division Chairperson, Dean, or VPAA.

### **Step 3: Presentation to the VPAA**

If the review by the Dean or Chair is unable to resolve the conflict, the student will in writing, within a week, present the grievance to the VPAA. If the VPAA is unable to resolve the conflict, then the VPAA will notify the Chair of the Committee on Faculty and Academic Standards (FAST), and forward the grievance and any related materials to the Chair within one week of receiving the grievance.

If the grievance is against the VPAA, then the written petition should be submitted directly to the Chairperson of FAST.

### **Step 4: Preliminary Hearing of FAST**

The chairperson of FAST shall convene a preliminary hearing with the petitioner and two FAST committee members chosen by the petitioner and FAST committee chairperson to evaluate the merits of the petition and to recommend further action. At least one of the FAST members chosen will be a faculty member. Within one week after the notification by the VPAA, this preliminary meeting will be called.

### **Step 5: Hearing of FAST**

If the sub-committee recommends a meeting of the full committee, this meeting shall be held within two weeks of the preliminary hearing. All pertinent information will be submitted in writing by the party submitting the grievance to the Chair of FAST a week in advance of the scheduled meeting. At the meeting(s), the grieving party may be accompanied by one person of her/his choice. The invited extra person may not speak during the meeting. A quorum of a

simple majority of FAST members and at least one student member must be present. If possible, a satisfactory resolution will be a result of this meeting.

If a satisfactory resolution of the grievance is not reached at the full hearing, one or more additional meetings must be held within a week at which both parties have the option to attend. It is hoped that a mutual agreement between the parties may be reached at this point.

#### Step 6: Recommendation of FAST and Presentation of Appeal to the President

The VPAA will communicate FAST's recommendation to both parties. The committee's recommendation shall be final, subject only to the parties' right of appeal to the President via the VPAA. The petitioner must present the appeal in writing to the President within one week of the recommendation of FAST. If the student uses the right to appeal to the President, FAST will be informed of the decision, by the VPAA, within two weeks of the presentation of the written appeal to the President. The decision of the President is final.

#### **Procedures: Written Record**

The following steps should be taken to properly communicate in writing with all of the parties involved during the grievance process:

Step 1: The grieving party informs the party involved they have a procedural, academic dishonesty, or quality of work grievance.

Step 2: The Division Chair, Dean, or VPAA will inform the grieving student and the party involved of their assessment of the review.

Step 3: The VPAA will communicate to the Division Chair, Dean, or VPAA, the grieving student, and the party involved of their determination if the grievance merits further attention.

Step 4: If the grievance merits further attention, the sub-committee of FAST will inform the VPAA of their recommendation to hold a meeting of the entire FAST committee. The VPAA will then inform the grieving student, the party involved, and the Division Chairperson or Dean that the grievance will be heard by the entire FAST committee.

Step 5: At the conclusion of the entire FAST committee meeting, the FAST committee will report their recommendation to the VPAA.

Step 6: The VPAA will communicate FAST's decision to the Division Chair or Dean, the grieving student, and the party involved.

If the grieving party appeals, then the VPAA will present the appeal to the President. The VPAA will also inform FAST, the Division Chair or Dean, and the original party involved the student has appealed to the President.

All minutes and material of the formal process should be kept by the chairperson of FAST and filed in the office of the vice president of academic affairs no later than two weeks after the grievance process has been completed.

### **Transfer of Credits**

Up to nine (9) credits of graduate work completed at other institutions prior to acceptance as a degree candidate may transfer with the approval of the Program Director. These credits should have been earned within six (6) years prior to application of admission to Elms College. These transferred courses must have grades no lower than B.

After matriculation, students must receive permission from his/her academic department to take courses at another institution. Only nine (9) credits are allowed to be transferred to Elms College at any point during the degree candidate's program.

### **Waiver of Required Courses**

If the student has taken an equivalent course at another college or university within the past six (6) years and has passed the course with a grade of B or better, a waiver of a required course may be granted. It is the responsibility of the student to provide documentation that shows the course to be equivalent to what is required in the program. The Program Director or Chair approves the waived course. Credits for waived courses need to be replaced by the equivalent number of credits.

### **Verification of Student Identity**

For students enrolled in online or hybrid courses, or students utilizing online materials through a course management system associated with a traditional course, identification is determined by the use of a unique username and password that is securely distributed to every student once enrolled in the school. Elms College protects student privacy in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and will notify students at the time of registration or enrollment if there are any projected additional student charges associated with the verification of student identity.

### **Transcripts**

Transcripts should be requested from the Registrar's Office in writing and must be accompanied by a fee of \$3 for each transcript. Requests for transcripts are not accepted over the telephone. Official transcripts bearing the college seal must be mailed directly to the agency or institution requiring them. Unofficial transcripts are issued to students. Transcripts

will not be issued during the weeks of registration or commencement. All indebtedness to the college must be reconciled before a transcript of credits will be released.

### **Degree Completion Dates**

Elms College confers degrees three times a year: on the commencement date in May, and on August 31, and December 31. The graduation ceremony is held in May only. The commencement date for 2018 is May 19. The commencement date for 2019 is May 18. Degrees are conferred if all obligations to the college are fulfilled.

A graduate student with a maximum of six credits to complete in a degree program may participate in the May graduation ceremony only if the student is registered for the required number of summer session credits by May of that year. The coursework must be successfully completed and recorded in the Registrar's Office by August 31 of the same year.

## **Financial Aid and Responsibilities**

### **Financial Aid**

Elms College recognizes the fact that financing a college education is a significant investment for students. While it is the responsibility of the student to pay college expenses prior to the beginning of each semester, Elms College is aware that many students may require financial assistance. Students anticipating the need for financial aid should submit a complete financial aid application by the priority-filing deadline each year. The priority filing deadlines are as follows:

- March 1 – Incoming Students
- March 15 – Returning Students

Awards are based on demonstrated need. Financial aid is not renewable; students must reapply for aid each academic year.

*Note: All students must be accepted for admission to Elms College before financial aid eligibility will be determined and awarded. Financial need has no bearing on your admission to Elms College.*

### **Applying for Financial Aid**

A complete financial aid application consists of the following:

A completed Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA, available at <http://www.fafsa.ed.gov>. The Elms College code for FAFSA is 002140. The Department of Education will forward an electronic copy of your completed FAFSA to the college.

If requested by Elms College, mail a tax return transcript and the Federal verification form (supplied by the College) to the Financial Aid Office along with W-2s, or income statement for non-filers.

Financial Aid Office  
Elms College  
291 Springfield Street  
Chicopee, MA 01013  
Phone: 413-265-2249

Elms College's Financial Aid Office reserves the right to request additional information.

### **Determination of Financial Aid Eligibility**

Elms College awards federal financial aid to graduate students on the basis of demonstrated financial need. A federal formula is utilized in calculating a family contribution based on the information provided to FAFSA, along with all of the required supporting documentation. The expected family contribution is based on a review of the family's resources from taxed and untaxed income along with assets such as savings. The family contribution is deducted from the student's cost of attendance resulting in the family's need. The amount of need a family demonstrates determines the amount of assistance the student may be eligible to receive.

Students will receive a financial aid award statement indicating the aid for which they are eligible for the academic year. Prior to accepting that award, students must read and understand the financial aid enclosure guide provided with that statement. **Students who apply for and receive federal financial aid must be matriculated, degree-seeking candidates enrolled in at least half-time (six credits) per semester.**

Federal regulations specify that federal aid recipients must be U.S. citizens, U.S. nationals, or eligible non-citizens. Financial aid recipients may not be in default on any federal educational loan, owe a refund on any grant, or demonstrate an unwillingness to repay any federal education loan.

### **Conditions Affecting Awards**

Financial aid awards are based on the information that was received at the time of award, and will be changed if any of the following conditions occur:

### **Receiving Private Aid**

Federal regulations require that the student notify financial aid services if any scholarship/grants, tuition benefits or loans are received from sources outside the college. The outside resources must be considered as financial aid and therefore, may result in a decrease in the aid package offered on the financial aid statement.

### **Academic Schedule Changes**

Financial aid awards are based on the number of credits a student will take in each academic period as indicated on the financial aid application. Students registered for fewer credits than indicated are responsible for notifying the Financial Aid office in writing. Actual registered credits will be checked and awards will be adjusted accordingly.

### **Withdrawals and Leave of Absence**

The student should schedule an appointment with his/her financial aid officer to discuss the financial implications of withdrawing or leaving the college. Should a student withdraw or take a leave of absence, he/she must file the appropriate documentation with the Registrar's Office. A student's financial aid may require a recalculation based on the date the student leaves school or ceases attendance on at least a half-time basis. The total refund amount is determined according to the refund policy of Elms College and the United States Department of Education, as federal funds or portions thereof must be returned to federal programs according to a specific federally regulated formula.

### **Types of Financial Aid Available to Graduate Students at Elms College**

An Elms College financial aid award may be comprised of funds from federal sources. We encourage students to apply for all types of aid, including scholarship opportunities.

### **Sources of Need-based Financial Aid**

Need-based financial aid from federal, state, and institutional sources is available in the following forms:

**Federal Unsubsidized Loans:** These are federally insured loans awarded to students. The federal government does not subsidize these loans. Therefore, interest would accrue while the student is enrolled in school. **The interest rate, as of July 1, 2018, is fixed at 6.60%.** There may be an origination fee deducted from the loan prior to the minimum of two equal disbursements made to the student's account. Repayment begins on the date of the second disbursement but may be deferred while the student is enrolled at least half-time.

**Alternative Financing Options:** Elms College provides information and guidance about the most competitive payment and financing plans available. Several low-interest alternative loan programs are available through private lending institutions to help pay the difference between financial aid awarded and the total balance due to the college. We encourage students to investigate these sources, at [www.elmselect.com](http://www.elmselect.com).

**Assistantships:** A limited number of graduate assistantships are available each semester in various departments and offices on the Elms College campus. Information is available from program directors, and advisors.

**Tuition Vouchers in the Division of Education:** In appreciation for the learning experiences provided to full-time practicum and practicum-equivalent students in education, Elms College issues one three-credit graduate course voucher per student to the full-time off-campus practicum supervisor.

## Financial Information

### Graduate Tuition and Fees

Tuition and fees are published each semester on our website ([www.elms.edu](http://www.elms.edu)). All fees are payable in advance, and registration is incomplete until full financial obligations are met by the student. All financial obligations must be reconciled before a degree is conferred or a transcript is issued.

**For 2018-2019, graduate tuition is \$696 per semester credit hour**, plus a \$20 registration fee per semester. Audit costs per credit are 50% of the cost per credit per credit per program. Additional individual course/lab fees may apply.

*Tuition and Fees may vary with programs.*

***For the 2018-2019 or 2018-2019 academic year, per semester***

	<b>MBA Program</b>	<b>MSN Program</b>	<b>DNP</b>	<b>MAAT, ASD, CSD, EDU Programs</b>	<b>Biomedical Program</b>
<i>Non-refundable enrollment deposit (credited toward tuition)</i>	\$200	\$50	\$50	\$50	\$50
<i>Tuition per credit</i>	\$770	\$770	\$696* /\$750**	\$434	\$744
<i>Comprehensive fee</i>	\$520	\$35/semester	\$1030	\$0	\$1,000
<i>Registration fee</i>		\$20	\$20	\$20	
<i>Technology fee</i>	\$80 per registration period	\$50	\$50	\$50	\$50
	<b>MBA Program</b>	<b>MSN Program</b>	<b>DNP</b>	<b>MAAT, ASD, CSD, EDU Programs</b>	<b>Biomedical Program</b>
<i>Lab fee</i>			\$275 – NUR 603p		\$50

<i>Additional Fees</i>	<i>TDB</i>				
<i>Graduation Fee charged in final semester</i>	\$200	\$200	\$200	\$200	\$200

\*Foundations Core (10) and Advanced Clinical Core (12) courses are \$696 per credit.

\*\* Advanced Practice Specialty and DNP Theory (59) courses are \$750 per credit.

### **Program Costs for ITPS (Institute of Theology and Pastoral Studies) Units**

All M.A.A.T courses may be taken on a non-credit basis for ITPS units. One M.A.A.T. course qualifies for twelve (12) non-credit institute units. The cost per non-credit institute unit is \$11.25, so the cost for one ITPS non-credit course is \$135.

Each Diocesan lay minister who enrolls in an ITPS course for non-credit institute units pays a \$20 registration fee and a \$50 technology fee each semester. Full payment for ITPS units is due and payable prior to the start of classes each semester.

### **Payment Options**

#### **Payment options are:**

- Payment in full – due August 2 for the fall semester and January 2 for the spring semester (net of financial aid and excluding work study) to avoid a 1.5% late fee.
- Monthly Payment Plan – administered by Tuition Management Systems (TMS) This method allows tuition to be divided equally in 8 or 10 installments. Enrollment is done directly with TMS for a \$75 annual fee. They can be reached at 1-888-722-4867 or by visiting [www.afford.com](http://www.afford.com)
- Several low-interest alternative loan programs are available through private lending institutions to help pay the difference between financial aid awarded and the total balance due to the college. We encourage students to investigate these sources or call Student Financial Aid Services at 413-265-2249 for application information.

### **Refund Policy**

A student wishing to withdraw from the college must complete a leave of absence/withdrawal form from the Registrar's Office indicating the official date of withdrawal. Recipients of financial assistance through programs administered by the college must have an exit interview with the Financial Aid Office before submitting a withdrawal form. This form is required before refunds will be considered.

Refunds are determined as follows:

Tuition: A student who discontinues attendance within the semester will be refunded according to the schedule below:

15 Week Classes: Refund period is for four weeks.

- 100% prior to first class meeting



- 75% during first week of classes
- 66% during second week of classes
- 33% during third week of classes
- 25% during fourth week of classes
- No refunds after fourth week of classes

11 Week Classes: Refund period is for three weeks.

- 100% prior to first class meeting
- 75% during first week of classes
- 50% during second week of classes
- 25% during third week of classes
- No refunds after third week of classes

8 Week Classes: Refund period is for two weeks.

- 100% prior to first class meeting
- 75% during first week of classes
- 25% during second week of classes
- No refunds after second week of classes

Financial Aid: Refunds for recipients of financial aid are computed according to Federal Regulation #34CFR668.22. Students must have an exit interview with the Financial Aid Office before leaving Elms College. Please contact the Financial Aid Office at 413-265-2249 for further information. All other fees are non-refundable.

### **Standard of Satisfactory Academic Progress for Financial Aid Recipients**

Elms College is required by law to have in place and follow a policy on satisfactory academic progress for financial aid recipients. This policy can be the same as the policy used by academic administration, as long as it addresses three required components: qualitative, quantitative, and time.

#### **I. Qualitative**

Credit Hours Attempted	Minimum GPA
1-15	1.6
16-30	1.7
31-45	1.8
46-59	1.9
60+	2.0

#### **II. Quantitative**

Students must complete 75 percent of credit hours attempted, including transfer and incomplete hours, as a measure of this standard. (Elms College credit hours attempted + incomplete + transfer hours x .75 = minimum hours needed to satisfy this standard.)

### III. Time

The time standard allows 150 percent of the normal degree requirements (the federal maximum) for credit hours attempted (including transfer and incomplete hours) for degree completion. 120 hours (for BA/BS)  $\times 1.5 = 180$  maximum attempted.

If a student fails to meet either the qualitative or quantitative measure, the student will be placed on academic probation and notified of her/his status. The following semester, all students on probation will be reviewed for progress. If the committee (vice president of academic affairs, director of financial aid and registrar) determines that the student is not progressing at a satisfactory rate, the student will be notified that they have become ineligible for financial aid until these standard(s) are met. Students who become ineligible will be given the opportunity to appeal to the committee for further review. Appeals should be well documented. The decision of the committee is final.

There is no appeal or extension for exceeding the time measurement.

For the purposes of financial aid, the committee will complete this review at the end of each semester, after the semester grades have been posted, and apply the same standard to both undergraduate and graduate students.

#### **Satisfactory Academic Progress (S.A.P.)**

Federal regulations and Elms College policy require that students must make satisfactory academic progress in order to receive financial aid. Any student who fails to complete attempted course work or whose cumulative GPA falls below the required minimum (as defined in this catalog) will receive a warning, or will be placed on financial aid probation. Any subsequent failure to achieve S.A.P. will result in the revocation of financial aid eligibility and will prohibit the student from receiving assistance for the following semester. Students who are denied aid because of unsatisfactory academic progress may appeal in writing to the director of student financial aid services.

#### **Academic Probation**

At the end of each regular semester, the records of all students are reviewed. For a student to be in good academic standing, the student must give evidence of satisfactory academic progress, which is measured against both a quantitative and qualitative standard. Students who do not meet either standard are placed on probation and may not participate in a major student activity, participate in an intercollegiate sport, hold office, or represent the college publicly until the probation is removed. The probation period is for a regular fall or spring semester. Students on probation are notified by the registrar, and are to meet with their faculty advisors who will be monitoring the student's progress. The minimum standards are as follows, unless otherwise for your specific program: Qualitative Standard Credit Hours

Attempted 1-15 Minimum Cumulative GPA 1.6 16-30 1.7 31-45 1.8 46-59 1.9 60 credits and above 2.0 Quantitative Standard Students must complete 75 percent of credit hours attempted, including transfer, withdrawal, and incomplete hours, as a measure of this standard. Regardless of their cumulative average, students are automatically placed on probation for the following fall or spring semester if their semester average is 1.25 or lower. NOTE: A student's financial aid and scholarship/grant are subject to revocation if he or she is placed on probation for a subsequent semester, and if the student is not making appropriate "Standard Academic Progress" (S.A.P.) as defined by federal regulations. For more details, contact the Office of Financial Aid.

### **Financial Aid for the DNP Program**

Students may be eligible for financial aid through student loan programs. To learn more, visit <http://cfs.gwu.edu/sfa/>.

Elms College Office of Financial Aid can assist students with information on loans, grants and scholarships. Call the Office of Financial Aid to receive information on the Free Application for Federal Student Aid (FAFSA) at (413)265-2249. You may also go directly to the FAFSA website at <https://fafsa.ed.gov> to apply. Elms College's school code is 002140. The FAFSA does not apply to International Students.

Many business and healthcare organizations may assist in funding through employee tuition reimbursement programs. Check with your Human Resources office.

## **Student Success**

### **Student Success at Elms College**

The Student Success services and programs are designed to support students to be their very best! The team-based Student Success staff works with students holistically to achieve a transformative academic experience. Student Success staff provide resources overseen by Dr. Joyce Hampton, Dean for Student Success and Strategic Initiatives, in Academic Affairs. Dr. Hampton's Office is located in LIB102, on the first floor of the Alumnae Library. An appointment can be scheduled with Dr. Hampton by phone at 413-265-2287 or by email at: [hamptonj@elms.edu](mailto:hamptonj@elms.edu).

### **Tutoring Center**

Tutoring is available in a variety of formats for all Elms College students, regardless of program or location of studies. The Tutoring Center is located in the Center for Student Success, located on the second floor of the Alumnae Library. The Tutoring Center provides free, face-to-face tutoring services, group study sessions and Student Success Workshops. To schedule an individual or group appointment with a tutor, go to: <https://elms.go-redrock.com/TracWeb40/Default.html>. In person tutoring is available from September – May.

### **BrainFuse Online Tutoring**

BrainFuse is an online tutoring program. This resource can be accessed through Moodle. Once you log into Moodle, the link titled “Online Tutoring,” on the right side of the page, connects students directly with BrainFuse. This online system offers instant online tutoring, a writing lab, flash card creation tools, Spanish language practice and a learning library. Since BrainFuse is embedded into Moodle, it uses the same User Name and Password as Moodle, Gmail and Blazernet. Students should use Chrome as their browser when accessing BrainFuse.

### **Diversity and Inclusion Office**

The Diversity and Inclusion Office is an integral component of the Elms College experience. Students today are globally connected and interact with a diverse and multicultural community. For this reason, Elms fosters an atmosphere that advocates mutual respect, cultural identity and self-growth, no matter how individuals identify.

In a community as diverse as Elms College, it is no small feat to coordinate numerous multicultural activities celebrating the breadth of cultures and promoting inclusiveness, open-mindedness and cooperative learning. The office charged with this task is the Diversity and Inclusion Office, whose mission is to foster and sustain a diverse and culturally sensitive campus, and build community and collaboration among diverse groups, both within and outside of the college.

The Diversity and Inclusion Office is located in the Center for Student Success, located on the second floor of the Alumnae Library. To schedule an appointment, email [digiorgia@elms.edu](mailto:digiorgia@elms.edu) or you may call 413-265-2287.

### **International Programs**

The International Programs Office welcomes and supports students and scholars from around the world. The office coordinates immigration advising and support services for all international students and students learning the English language. Their goal is to help students be successful at Elms College.

The International Programs Office also welcomes students interested in learning about new cultures and all things international, by encouraging both international students and all globally-minded students to be a part of the International Club. The club meets twice a month and holds many events to celebrate diverse cultures and to educate others about global affairs.

Study Abroad, through traditional semester/year-long programs or faculty-led programs, are coordinated through the International Programs Office. To learn more about the many exciting opportunities in an international setting, please contact the office. International Programs is also pleased to collaborate with students, faculty, and other campus offices to

introduce the value of diversity and global awareness. The International Programs Office is located in the Center for Student Success, located on the second floor of the Alumnae Library. Appointments can be scheduled by phone at 413-265-2462.

## **Information Technology**

### **Computing Resources on the Elms College Campus**

Elms College provides the latest technology for students on campus, off campus and online, including over 120 computers in two computer classrooms, two computer lounges, and multiple small computer labs across the Elms Campus. All public computers have Internet access, Windows 7 and Microsoft Office Suite software. For technology resources and issues at off-campus sites, please contact your program coordinator.

The Elms computer classrooms and labs are open seven days a week throughout the semester. Students are required to follow a code of ethics for computing and must abide by the Acceptable Use Policy. An Elms College student ID is required to use any classroom or lab. Access to computers and printing is restricted to logging in with a valid Elms network account.

All computer locations are intended for academic work. Please respect fellow computer users and remember to keep the classrooms clean. These procedures have been developed to facilitate fair use of the facilities for everyone. IT staff and work study students are available during Elms College Help Desk operating hours to provide technical assistance.

### **Elms Computer Classrooms**

Computer classrooms are used for formal teaching, supporting curricula, and individual learning assignments. Two computer classrooms are located in the lower level of the Alumnae Library and one in the lower level of Berchmans Hall. Room schedules will be posted outside each computer classroom. Computer classrooms at off-campus locations are available upon request through their Program Coordinator.

### **Elms Computer Lounges/Labs**

Computer lounges are located in the Mary Dooley College Center and Berchmans Hall. Lounges are intended for general purpose use and are available on a first-come, first-serve basis. Additional space is located in the Alumnae Library Learning Commons and in the Center for Student Success.

### **Elms Wireless Network Access**

Wireless connectivity is available for Wi-Fi capable personal devices throughout the Elms College campus. There is wireless coverage in each of the dorms and in the Alumnae

Library, College Center, Maguire Center, CNHS and most classrooms in Berchmans Hall. In addition, the wireless network can be accessed outdoors in the Quad and in public spaces such as the Maguire gym and pool areas. Off-campus students sign into Wi-Fi through their host's guest portal or a given individual site log-ins depending on the location.

### **Elms Backup Storage**

Public computers are configured to "refresh" every night. Files should be stored on external media, such as a USB removable flash drive. Students may also email documents to their Elms College or personal email.

### **Elms Printing**

Students can print from any computer classroom or lab on the Elms College campus with a valid Elms User ID. Print jobs are managed through the Equitrac print management system. Elms College provides a \$25.00 printing allotment to each student at the beginning of the semester. Copies are \$.10 each and automatically deducted from the student's printing account.

Students are responsible for adding money to their student ID card for printing beyond the initial allotment. When the amount is exceeded during the semester, funds can be replenished at the Office of Student Accounts.

Several printers are located in the Alumnae Library, College Center, Berchmans Hall, and in each computer classroom and lab. In addition, the Alumnae Library offers fee-based printing services to the public.

Off-campus students may access printing as needed at their host site. Students request printing through their local Program Coordinator.

### **Student Email Accounts**

All students (full- and part-time) are eligible to use the college's email system. A unique email account will be created for each student. Students access their college email accounts at the email link found at [campus.elms.edu](http://campus.elms.edu). Email accounts are to be used in accordance with the College's Acceptable Use Policy. The college reserves the right to disconnect an email account if there is a violation of this policy.

A student's email account will remain the same during her/his entire time as a student. Student email accounts are deleted from the college email system one year after graduation or immediately upon withdrawal from the college.

### **Technology Acceptable Use Policy for Students**

#### **1. Introduction**

Elms College provides a wide range of computing resources to students for academic, research, and administrative activities of the College. These services include login credentials (network ID and password) to access computing systems, individual email accounts, wireless network access, use of licensed software applications, cable television, audio visual services, personal disk space, and access to public computers and printers.

The College has an interest in maintaining the security of these resources and ensuring its proper usage and care. The use of computing resources is a privilege that is extended to members of the Elms College community. The College encourages all members to use electronic communications and other information technology resources in a manner that is legal, respectful, responsible and ethical.

## 2. Scope

This policy applies to all individuals accessing or using Elms College computing resources. Individuals covered by the policy include Elms College faculty, adjunct faculty, staff, students, alumni, guests, external organizations, contractors, and the general public utilizing Elms College computing resources and facilities.

Computing resources in this policy include all College owned, managed, licensed or leased hardware, software, servers, data, email, Internet access, physical/wireless network connections and equipment, copiers, printers, scanners, fax machines, telephone and cellular systems and voice mail. In addition, any technology which connects to the College's computing resources, regardless of ownership is subject to this policy.

## 3. Rights and Responsibilities

Elms College provides members of the community with access to a wide range of computing resources. Members should have a reasonable expectation of privacy when using these resources and of protection from abuse and intrusion from others when used in a manner that is respectful, responsible, ethical and legal.

The College respects the confidentiality and privacy of all members, including the rights and obligations of academic freedom as defined by the AUP. Accordingly, the College will not engage in examinations of information technology resources unless such examination is necessary to protect the interests identified in Section 4 of this policy or are otherwise required by law.

Users are responsible for complying with all College rules and policies governing the use of computing resources, contractual obligations and licenses. Users must comply with all applicable federal, state, and local laws, and regulations governing electronic communications.

The computing resources of other organizations that are reachable via the Elms College network may have separate policies governing their use. Users are responsible for abiding by both the policies set forth in this document and the policies of the other organizations when accessing remote resources.

#### 4. Acceptable Use Policy

##### 4.1 Compliance

By using Elms College technology resources, the student agrees to the terms of this Acceptable Use Policy. Elms College reserves the right to immediately terminate the student's access to technology services without notice, at the College's sole discretion, if the student (or others who use student's service) violates this acceptable use policy. Elms College also reserves the right to immediately remove any material or information that violates this policy for any reason without prior notice.

##### 4.2 Federal, State and Local Laws

All members of the Elms College community are expected to abide by federal, state and local laws, regulations and licenses. College policies related to use of information technology and computing resources originate from laws regarding license and copyright, and the protection of intellectual property.

Elms College has legal agreements and contracts for many network, hardware and software resources which require all users to comply with the terms of the agreements. Users must observe the copyright laws applicable to music, media, video games, images, text, and other media in both personal use and in production of electronic resources. Since electronic information can be easily copied, reproduced, and sent electronically, users may not use, copy, or distribute copyrighted works unless legally authorized.

Email and other electronic messages are, for legal purposes, treated as a written record, and are therefore subject to all the normal legal restrictions on such records, including FERPA, HIPAA, and copyright and intellectual property laws.

##### 4.3 Contracts and Licenses

Elms College is bound by its contractual and license agreements with third party vendors, resellers and other associations. Users are expected to comply with all agreements and licenses when using computing resources.

##### 4.4 Resources and Capacity

The campus network, servers, computer labs, and other computing resources are shared and must be utilized with consideration for all members of the community. Excessive or



inappropriate use of computing resources by one individual or group may degrade performance for others.

The College reserves the right to limit resources through quotas, time limits, filtering, and other methods to ensure that these resources can be used appropriately.

Except as required under the data retention policy, the College is not obligated to retain email accounts, electronic messages or files saved in a home directory after students have graduated, transferred, withdrawn, or otherwise left the College. Student email accounts will be immediately deactivated upon transfer, withdrawal, or departure from the College. Graduating students will retain email access up to one year following the official date of graduation.

#### 4.5 Access and Restrictions

Individuals may use computing resources only with proper authorization and only in the manner and level authorized.

- Users must not attempt to access restricted systems, networks, security software, or other applications without appropriate authorization by the network or system administrator.
- Users are responsible for all resources assigned to them, including computers, hardware, software, and network access.
- Users may not allow unauthorized users to access Elms College computing resources by using an authorized computer or account.
- Users may not use software or tools to attack or probe a computing system or network without authorization.
- Computing resources may not be used in a manner that is intended to disrupt other systems or users, or to damage or degrade performance of software or components of a system.
- Individuals should be cautious about downloading material that could make the computer vulnerable to outside attack, increase the risk of viruses, spyware, keystroke loggers or other invasive software or that may interfere with other software on the machine or the network.

#### 4.6 Passwords

- Users are expected to protect their passwords to secure against unauthorized use or access and may not share passwords with others.
- Users should change their password often according to the password expiration policy.
- Users should respect the privacy of others and may not attempt to guess or capture passwords to gain access to another account.

#### 4.7 Inappropriate Activities

The following actions are inappropriate and may lead to disciplinary action:

- information through e-mail, messages or social media in a way that could be harmful to the College community
- using e-mail, voicemail, the Internet, social media or other forms of electronic communication to threaten, harass, intimidate or defame another person or discriminate against an individual on the basis of their age, race, national origin, religion, or any other protected classification
- using the email system to send offensive or disruptive messages, including those containing sexual implications, racial slurs, and/or gender-specific comments
- downloading, displaying, or transmitting obscene or pornographic material as defined by law
- unauthorized soliciting or transmitting of confidential, privileged, financial or proprietary information of the college

#### 4.8 Personal Use

All computing resources owned by Elms College, and data and files created using Elms College computing resources (including Elms College email accounts and messages) are the property of the College and are to be used solely to facilitate the business and academic mission of the College. Intellectual property rights regarding content created by faculty or students are governed by the Intellectual Property Rights Policy. Material may not be copied or transmitted to an outside party or used for any purpose not directly related to College business or academic or research endeavors endorsed by the College.

Computing resources owned by Elms College should contain only software and accessories needed for the performance of College business and purchased by and properly registered to the College. Users should refrain from using College owned resources for personal or commercial financial gain, and other advantages not related to the academic mission of the College.

Students are advised to use computing resources primarily for academic purposes. Personal use is permitted unless such use interferes with the study or working environment of other users or the mission of the College.

#### 4.9 Privacy

The College respects academic freedom and the confidentiality and privacy of its members and does not routinely monitor or limit content of information transmitted on the campus network. However, the College reserves the right to examine all College-owned computing resources, files, emails, databases, and network activity if there is reasonable belief that there

has been intentional disruption to the College's network or other shared resources or if there is suspected violation of College policies or applicable laws.

The College will take steps to enforce policies regarding:

- harassment and the safety of individuals
- posting of proprietary software or electronic copies of electronic texts or images in disregard of copyright restrictions or contractual obligations
- safeguarding the integrity of computers, networks, and data
- protection of the College against seriously damaging consequences

Computers or files may also be subject to search by law enforcement agencies under proper procedures or when properly requested, subpoenaed or ordered by a court.

## 5. Enforcement

The Acceptable Use policy is meant to ensure availability and quality of service of Elms College computing resources and compliance with licenses, contracts, laws and regulations. If an individual is found to be in violation of the Acceptable Use Policy, the Office of Information Technology will work with Academic Affairs, Student Affairs, Campus Public Safety, Human Resources and/or legal counsel to ensure fair and appropriate investigation.

Failure to abide by the Acceptable Use Policy may result in actions including:

- disconnection from the network and/or suspension of accounts
- disciplinary Action as outlined in The Employee/Student Handbook
- legal action under federal, state or local laws

## Student Services

### Division of Student Affairs

The services provided by the Student Affairs staff are important components of the Elms College student experience. The work of this team is based on the belief that learning occurs through all facets of the college experience. As stated in the student affairs mission statement:

*“The services, programs and practices of the Division of Student Affairs promote student learning, growth, and life skill development in an environment that is both challenging and supportive. Affirming our role as educators at a Catholic college, we commit to fostering in our students: faith, community, leadership, self-confidence, compassion, justice and excellence.”*

The following departments/functions are housed in the student affairs arena, and are supervised by the Dean of Students:

- Campus Ministry
- Career Center
- Food Services-Aramark
- Health Center
- Judicial Affairs
- New Student and Transition Program
- Student Accommodations and Support Services

### **Campus Ministry**

The Office of Campus Ministry is grounded in Catholic tradition with an ecumenical perspective. The office exists to deepen the spiritual life of the community as well as promote a compassionate and critical response to the social challenges of our world. The mission is derived from the Consensus Statement of the Sisters of Saint Joseph, which challenges us to “achieve unity both of neighbor, and neighbor with God without distinction.”

Campus Ministry is located on the first floor of the Mary Dooley College Center and the staff is available throughout the year. Involvement is encouraged in experiences designed to enhance one’s spiritual life, while inviting personal exploration in expanding student’s horizons.

The Office of Campus Ministry offers a variety of programs that center on a deep concern for all and seeks to build community through:

- sacramental and liturgical celebrations
- programs for spiritual growth and reflection
- ecumenical gatherings
- study of and response to social justice issues
- Agape Latte
- Lent and Advent daily prayers
- Soup and Substance

The Office of Campus Ministry can be reached by off-campus and online students by emailing [campusministry@elms.edu](mailto:campusministry@elms.edu).

### **Career Center**

The Career Center offers events, programs, workshops, information and career guidance for students and alumni in pursuit of their career, vocational, and educational goals. Online assessment tools are available to assist in identifying one’s strengths, interests, skills and personality profile. The Career Center also hosts an online career search board as a resource

where students are able to find job, internship and volunteer postings with descriptions and contact information. Please visit the Career Center webpage at <https://www.elms.edu/student-life/career-services/> to view a listing of the Career Center's services and programs.

The Career Center is located on the second floor of the Alumnae Library. Office hours are, Monday thru Friday, 8:30am to 4:30pm. Schedule an appointment by e-mailing [careers@elms.edu](mailto:careers@elms.edu) or calling 413-265-2272. Appointments may be made at the front desk of the Student Success Center as well.

### **Student Accommodations & Support Services (S.A.S.S.)**

*Formerly Office of Disability Services*

Our mission is to provide services which ensure equal access to education for qualified students in accordance with state and federal laws. The Office of Student Accommodations & Support Services (S.A.S.S.) will, in partnership with students, families, faculty, staff, and administration, provide reasonable accommodations designed to ensure no qualified student with a disability is denied equal access to, participation in, or benefit of the programs and activities of Elms College. It is also our goal to maximize student success, self-advocacy, and independence in an accessible academic environment.

The office is located in the Alumnae Library. Students in off-campus and online programs seeking disability related accommodations may contact the office by email at [sass@elms.edu](mailto:sass@elms.edu) or via phone at 413-265-2333. For additional information please review the S.A.S.S. Handbook or speak with the Program Director.

- *Academic or Campus Accommodations:* Registered students with disabilities who need academic accommodations or disability-related support services are asked to make their needs known and to file timely request forms each semester with the Student Accommodations and Support Services Office.
- *Assistive Technology and Supports:* Students with documented disabilities or who have questions about assistive technology and support services should contact the office directly for more information.

*Additional information may be found at the Elms College Student Accommodations & Support Services webpage.*

### **Health Center**

The Elms College Health Center, located on the second floor of the Maguire Center, exists to assist students with health promotion activities and practices that contribute to lifelong wellness. The Health and Counseling Centers work together to provide a holistic approach to health.

Students enrolled through the School of Graduate and Professional Studies may be seen at the Health Center for emergencies.

All health science students, and graduate students who are taking nine credits or more a semester, are required to have complete immunization records on file at the Health Center. Failure to comply with Massachusetts state immunization law will result in prohibition from class attendance and/or course registration.

Massachusetts state law also requires all students carrying nine credits or more to provide the college with proof of health insurance. Students who fail to provide timely proof of insurance as required will be automatically enrolled in the college student health plan, and the cost of the plan will be added to their college bill.

### **Lactation Room Policy and Procedures**

Elms College provides a supportive environment for nursing mothers by offering special work policies and lactation resources.

Under federal and Massachusetts law, employers are required to provide “reasonable break time for an employee to express breast milk for her nursing child for 1 year after the child’s birth each time such employee has need to express the milk.” Employers are also required to provide “a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.”

Consistent with these requirements, Elms College has established a space on campus for students, faculty, and staff nursing mothers. The examination rooms in the Health Center, located on the second floor of the Maguire Center, are accessible for pumping breast milk. The exam rooms provide a clean, private and quiet space for this purpose. Individuals using the room will need to provide their own means of refrigeration of breast milk.

The Health Center is open Monday through Friday 8:30 am to 4:30 pm but is available after hours as well. Procedure for use is outlined below:

Individuals seeking use of the exam room for pumping breast milk should call the Health Center at 413-265-2288 to arrange. If the times needed are after hours, the Health Center Director will notify Public Safety, who will arrange to unlock the office at the time needed and ensure the office is locked after use of the room.

### **Library**

The Alumnae Library is the major intellectual resource center of the college. This modern structure, with its Learning Commons, state of the art computers, communal project areas, quiet study spaces, book-lined shelves, individuated carrels, and communal lounge areas,

lends an atmosphere of both peer engagement and peaceful concentration, for study, project development, and research. The library's research collection includes almost 140 databases, which grant access to millions of articles, digital videos, art stills and hundreds of thousands of e-books. In addition, the library houses more than 60,000 print books and grants free access to virtually every book title ever published via the Eastern Academic Scholars Trust (EAST) and Interlibrary Loan. As well, the Alumnae Library belongs to The Cooperative Libraries of Greater Springfield (CLGS), which offers borrowing privileges at six Springfield area colleges.

Alumnae Library has been a selective U.S. Government Depository since 1969, and is a member of EAST. Its online catalog is supported by OCLC, the premiere national library consortium and choice of over 300 academic libraries, including many Doctoral institutions. The library's staff are readily available for one-on-one and group reference assistance, information literacy and library resource sessions, Interlibrary Loan, and other services during library hours. After hours Reference is available via e-mail, and text messaging until midnight daily. Technological services include web-based catalog and database searching, both in the library and remotely. Interlibrary Loan staff provide the capability of quickly borrowing print and electronic material not held in the Alumnae Library. The Learning Commons Service Desk staff provide front-line educational technology troubleshooting, including assistance with personal devices and with printing, scanning, or copying.

The lower level of the building contains classrooms, computer labs, a mid-sized theater, Educational Media support, and The Sisters of St. Joseph Archives. The main floor contains Circulation, Reference, the Learning Commons, the College Archives, and all library staff offices. The second floor houses the Tutoring Center and offices associated with The Center for Student Success: Advising, Career Services, International Programs, Diversity and Inclusion, and Student Accommodations and Support Services. The third floor houses the library's print collection and a number of faculty offices.

Dr. Anthony Fonseca, Michael Smith and Debbie Gomes make themselves available to work remotely with off-campus and online students to assist students in accessing library materials. They also present sessions on library resources at off-campus sites. Dr. Fonseca may be contacted at [fonsecaa@elms.edu](mailto:fonsecaa@elms.edu), Michael Smith may be contacted by email at [smithm@elms.edu](mailto:smithm@elms.edu) and Debbie Gomes may be contacted by email at [libraray@elms.edu](mailto:libraray@elms.edu).

### **Mary Dooley College Center**

The Mary Dooley College Center contains facilities that serve the academic and co-curricular needs of students. The dining room and an ATM are located on the main floor of this building. Also located on the main floor are the Office of Student Affairs, Student Activities, Campus Ministry, Fontbonne Room (classroom), Faculty Dining Room, the Elms Café, a computer lab, the game room, the Switchboard, and the Director of Public Safety. On the

lower level are the College Bookstore, the College Mailroom, Document Services for staff and faculty, and Student Government Association. The upper level houses the Borgia Art Gallery, Alumnae Room (classroom), International Programs, and Institutional Advancement which includes Constituency Relations (Alumni).

### **ATM Machine**

A Westfield Savings Bank ATM machine is located in the first floor lobby of the Mary Dooley College Center.

### **Elms College Bookstore**

The college bookstore, located in the lower level of the Mary Dooley College Center, provides textbooks, reference books, school supplies, magazines, imprinted gifts and clothing, gift cards, beverages, snacks, and health and beauty aids. Through the bookstore, arrangements are made for the purchase of academic caps and gowns, college rings, announcements, and nursing pins. Payment may be made by cash, check, MasterCard, Visa, American Express, or Discover credit cards.

Bookstore hours are extended at the beginning of each semester, and the store will be open on selected weekends to accommodate students. During the summer the bookstore is open on a reduced schedule, which is posted outside the entrance and on our bookstore's website ([www.elms.bkstr.com](http://www.elms.bkstr.com)). Textbooks may be purchased online as well. Please call the store for details. If you have any questions, call extension 2273 or 413-594-5500.

## **Judicial System and Conduct Standards**

### **Purpose and Goals**

All students at Elms College are voluntary members of a College community, whether enrolled on the Chicopee campus, off campus program, or an online program and attend to accomplish many purposes. Among these purposes are:

- the pursuit of knowledge through academic endeavors;
- spiritual, moral and personal growth;
- a greater understanding and appreciation of cultures different from one's own, and
- the opportunity to develop strong relationships with others and engage in activities and organizations that promote positive leadership development.

The College's programs and policies, including this conduct policy, have been developed to help support these purposes, and to reflect the standards and educational values of Elms College. It is assumed that all students attending a Catholic institution of higher education will maintain standards of conduct appropriate to membership in this College community. This includes students on our main Chicopee campus as well as students enrolled in off



campus programs or online programs. Good citizenship implies civility and respect for oneself and one's neighbors, and in the spirit of the Sisters of Saint Joseph, the founding community of Elms College, the student code of conduct hopes to support the development of respectful relationships.

The student conduct system provides a guide for the minimal standards of conduct that are expected of all students, and the consequences of failing to live within these standards. Among the reasons for establishing and enforcing conduct standards are:

1. The College has a concern with matters that impinge upon academic achievement and integrity.
2. The College has a concern with conduct that breaches the peace, causes disorder, and/or substantially interferes with the rights of others.
3. The College has a concern with conduct that threatens or imperils the physical and/or mental health of members of the College community.
4. The College has a concern with conduct repugnant to or inconsistent with an educational climate.
5. The College has an obligation to protect its property and reputation, and the property of community members from theft, damage, or misuse.

### **Authority/Complaints**

All violations of Student College policies/Student Code of Conduct are adjudicated through the Office of the Dean of Students hereafter referred to as the Dean of Students. Any member of the College community may file a complaint with the Dean of Students/designee regarding an alleged conduct violation by a student or guest. The Code of Conduct applies to all students and applies to conduct that occurs on campus and to student behavior that occurs off campus (including online student behavior) that is in violation of the Code or local, state, or federal laws and which could adversely affect the mission of the College, its relationship with the surrounding community, or the college community and its members.

### **Enforcement**

The responsibility for the enforcement of College policies must be assumed by all College staff, faculty, and students.

### **Student Code of Conduct**

The Code of Conduct applies to all students, including part time, undergraduate, graduate, full-time, on the Elms main campus or enrolled in any Elms off campus programs as well as online courses and programs. The Code of Conduct applies to conduct that occurs on campus and to student behavior that occurs off campus on property either owned or leased by Elms College. All student behavior, on or off campus that is in violation of the Elms College Code of Conduct or local, state, or federal laws and which could adversely affect the mission

of the College, its relationship with the surrounding community, or the college community and its members.

**Conduct Standard Violations:**

A. Forgery, alterations, destruction, or misuse of College documents, records, ID cards, or papers. Unauthorized reading, removing, duplicating, photographing of any College file, document, or record of any member of the College community.

Rationale: These violations are all forms of dishonesty. The college must at all times promote ethical and honest behavior.

B. Actions that interfere with, inhibit, or prevent regular and/or essential College operations including any behavior that disrupts the learning environment.

Rationale: Any behavior that hinders the delivery of education related services is unacceptable.

C. Furnishing false information to any College official or office, including acts of academic dishonesty.

Rationale: This is a form of dishonesty. The college must at all times promote ethical and honest behavior.

D. Failure to comply with the directions of, or cooperate with, a College official operating within the scope of his/her job responsibilities including, failure to present a College ID upon request to a College official. College officials include student employees/volunteers who have been assigned administrative or supervisory responsibilities as well as all faculty and staff.

Rationale: A responsibility of adulthood is the obligation to follow reasonable directions and instructions.

E. Failure to comply with sanctions resulting from disciplinary proceedings.

Rationale: In most cases, judicial sanctions are designed to assist the student with the process of learning to take responsibility for their decisions. Failure to complete sanctions undermines the educational benefit and is an indication that the student has not internalized the need to change their behavior.

F. Use, possession, providing, or selling of illegal drugs or drug paraphernalia.

Rationale: In addition to being illegal, use of drugs diminishes human potential and has a negative effect on individuals and communities.

G. Use, possession, or providing of alcoholic beverages on College premises, or at College events or activities, or violation of any other provision of the alcohol policy except as expressly permitted by College policy. Included in this policy is possession or construction of

any piece of furniture or any structure that would be thought of as being used to serve alcoholic beverages or used for games that involve alcohol consumption.

Rationale: It is a misconception to believe that alcohol use is an essential part of the college experience. While the responsible (and legal) use of alcohol is well established in many cultures, so too are the negative effects to individuals and communities when alcohol is abused. Transitioning to responsible adulthood requires legal behavior and behavior that is not potentially harmful to self, others, or community.

H. Possession or use of any weapon (including air, pellet, BB & paint guns) or incendiary device (including fireworks), or using any object in a way that creates a risk of bodily harm.

Rationale: Higher education in general and community living in general requires a safe and secure environment. There is no place in our community for weapons or instruments used to harm self or others.

I. Theft, burglary, attempted theft, unauthorized borrowing or use of property of the College, or property of any of its members or visitors on the main campus or at off campuses; possession of stolen property; damage to, malicious use or abuse of College, public, or private property.

Rationale: Trust is a cornerstone of our community. Behavior that betrays the trust we place in one another undermines our community and impacts all of us.

J. Unauthorized presence in, or use of College premises, facilities or property including but not limited to unauthorized presence in another student's residence hall room or any College building. Unauthorized possession, duplication or use of keys or key cards to any College premises. This includes unauthorized presence or use of facilities at our off campus programs or misuse or unauthorized use of facilities at off campus functions.

Rationale: It is critical in society that we learn our spatial limits and that we respect the physical space of others. This concept also extends to how loud we play music, talk, laugh, or engage in other behavior that interferes with others.

K. Any verbal abuse, harassment, sexual harassment, bullying, hazing, stalking, intimidation, making of racial slurs, offensive verbal or written statements (including those made on/using social media), or any other conduct that threatens or endangers a person's emotional, mental or physical well-being. Also, making unwelcome phone calls or sending unwelcome e-mails, or posting or sending unwelcome correspondence in any written or social media form.

Rationale: The golden rule truly comes in to play here. It is not a cliché to say that we should "do unto others as we would have them to do unto us." Any behavior that demeans another person or creates an unhealthy environment should not be tolerated in society and will not be tolerated in our community.

L. Sexual behavior including but not limited to: Sexual Harassment, unwelcome touching of another person; indecent exposure; acts of voyeurism; the use of force (actual, implied or threatened) to gain sexual favors; sexual activity with a person who is unconscious or substantially mentally impaired (including impairment through intoxication). (Please refer to the Sexual Misconduct Policy for specific definitions).

Rationale: Elms College supports the rights of all to live and study in an environment free from sexual coercion and violence. Sexual contact with another person without consent or with the use of threat of force violates the standards of civility, decency, and respect expected of all members of the campus community.

M. Fighting, assault, any act of physical violence or any conduct that endangers the health or safety of any person.

*(Minimum sanction of Disciplinary Suspension for fighting, assault, or acts of physical violence, including acts of sexual violence.)*

Rationale: Violence has no place in our community. We support the right of everyone to engage in civil exchanges of disagreement, but fighting or other behavior of a physical nature that puts individuals at risk undermines the reflective environment essential in a community of scholars.

N. Smoking on campus except in designated public areas on campus or smoking in unauthorized locations at off campus events or programs. This includes smoking in unauthorized locations at off campus properties.

Rationale: The effects of first and second hand smoke are well documented, and if you chose to smoke we ask that you do so in a manner that does not affect others.

O. Solicitation, including the distribution of advertisements and samples, except as authorized by College policy.

Rationale: We support the right of community members to be free from the constant barrage of commercialization while on our campus.

P. Disorderly conduct, or any conduct that disturbs the peace. Includes violations of residence hall quiet hours, includes disorderly conduct or conduct that disturbs or disrupts at off campus events and programs, and at off campus programs.

Rationale: Civility requires that we respect the rights of others. Being mindful of how our behavior affects others is a hallmark of responsible adulthood.

Q. Violations of policies, regulations or contracts pertaining to student organizations, residence, use of facilities, or other College related activities, or violation of any College policy.

Rationale: The need to live within the constraints of your chosen community is an important aspect of responsible citizenship.

R. Failure to meet financial or other obligations to the College.

Rationale: Learning to meet financial and administrative obligations is a life skill necessary in adulthood.

S. Tampering with or damaging fire equipment, causing a false alarm or arson.

Rationale: This is against the law and puts other community members at risk.

T. Any violation of federal, state, or local criminal codes.

Rationale: Learning to live within the law is necessary in a civil society, and should be expected from those who would be leaders.

U. Violations of approved policies regarding use of College computing resources or violations of computing resources at off campus locations or as an online student.

Rationale: Computing resources are allocated or shared with members of our community to further the mission of the college. Misuse of these resources has an impact on other students as well as the institution.

V. Violation of College parking/motor vehicle regulations, or the unsafe or illegal operation of a motor vehicle. This includes violations at off campus events or program locations as well as at our off campus program locations.

Rationale: This is both a safety issue and a resource issue.

W. Any other action not specified above which violates the College's purposes and goals as stated in this policy, or any other policy of the College, and/or which constitutes conduct unbecoming a student at Elms College.

Rationale: You are a voluntary member of the Elms community. Since the decision to join this community was yours, by so doing you have agreed to abide by the standards established by the institution.

## **Judicial Process**

### **Overview**

The Elms College judicial process is designed to be educational. We hope to help students who have violated conduct standards understand how their behavior affects other community members, the College, and themselves. Although repeated or serious violations can lead to suspension or dismissal, we want students to grow and learn from their mistakes while still continuing their education at Elms.

When a student is documented for violating a policy, in almost all cases the student will have a judicial meeting with a staff member to discuss the incident and determine a sanction. In cases of a serious nature, or where the facts are in serious question, the College may decide that the case is best adjudicated by the College Judicial Panel. The decision as to how a case is heard is made by the Dean of Students/designee.

Regardless of how the initial case is heard, a student always has the right to appeal the outcome as described elsewhere in this policy.

Questions about the process can be directed to the Office of the Dean of Students.

### **Due Process & Standard of Proof**

College disciplinary procedures are different from those used in criminal or civil courts. The focus of inquiry in disciplinary proceedings will be on whether it is more likely than not that the accused student violated disciplinary regulation(s). Formal rules of evidence will not be applicable, nor will deviations from prescribed procedures necessarily invalidate a decision or proceeding unless significant prejudice to an accused student exists. Unlike a criminal court where “beyond a reasonable doubt” is the “standard of proof” used to determine guilt, at Elms students will be found to be responsible for a policy violation when a “preponderance of evidence” is found to exist. Simply put, a *“preponderance of evidence” means that the act is more likely to have occurred than not to have occurred.*

In cases where criminal charges and College judicial charges are pending as a result of the same incident, the College has the option of proceeding or delaying judicial procedures as best meets the needs of the institution.

In cases of sexual assault or threats of violence, the Dean of Students may change time lines or judicial procedures to ensure the involved parties safety and/or to meet the needs of the institution. Both parties (Complainant and Accused) shall be informed of the outcome and sanction of any campus disciplinary proceeding alleging violence or sexual Misconduct. Either the complainant or accused in a sexual misconduct or violence hearing may appeal the hearing outcome as described in the published appeal procedures.

### **Complaint Procedures**

Normally within 20 working days of receipt of a complaint and provided that the Dean/designee finds the complaint to be a violation subject to these procedures, a written notice shall be sent to the student charged. The notice will include the charges, approximate time and place of the alleged offense, and the name of the party making the complaint. The notice will establish a time and location for the judicial meeting/hearing. In most cases the notice will be delivered to the student’s campus mailbox, or sent to the student via their Elms College e-mail address. The notice will also indicate that failure to attend the judicial

meeting/hearing will be considered an admission of responsibility, and appropriate sanctions will be assessed without the benefit of input from the accused student.

### **Rights of Accused Student**

1. The accused student is entitled to know the nature of the evidence that will be presented against him/her.
2. The student will have an opportunity to present witnesses and evidence.
3. The accused student has the right to have present an Elms faculty, staff, or student, who may serve as their advisor. At no time can this advisor participate directly in judicial proceedings or represent the student to the institution. In all cases the student must represent themselves during all phases of the judicial process. At no time may a student proceed through an attorney.
4. The accused student has the right to appeal sanctions as noted elsewhere in these procedures.

### **Rights of Complainants**

1. The complainant has the right to have present an Elms faculty, staff, or student who may act as their advisor. This person cannot participate directly in judicial proceedings.
2. The complainant may present witnesses and evidence in support of the case.

### **Hearing Officers and Judicial Panel**

Judicial cases will be adjudicated by either a *Hearing Officer* or the *Judicial Panel*, and the Dean of Students will make the final determination as to how a case is adjudicated. In making the determination as to whether a case is heard by the judicial panel or a hearing officer, the Dean/designee will take into consideration which route will best meet the needs of the campus community and the individuals involved. In general, the Judicial Panel is used for the most serious cases.

### **Hearing Officers**

The Dean of Students in Student Affairs, Director of Residence Life, Assistant Director of Residence Life, and the Assistant Residence Director will serve as the primary administrative *hearing officers*, and will hereafter be referred to as the “designee” for implementation of these procedures. The Dean of Students may appoint additional hearing officers as needed. As trained hearing officers the Director of Residence Life and the Assistant Director of Residence Life may hear cases that involve students who are not residents.

### **Judicial Panel**

The *Judicial Panel* normally consists of three students and four faculty or staff members. Student members of the panel will be nominated by the Student Government Association President, one student from the School of Graduate and Professional Studies will be nominated by the department administration and all are approved by the Dean of Students in

Student Affairs. Faculty and staff members will be appointed to the Judicial Panel by the President/designee.

#### Hearing Officer Procedures

1. During the judicial meeting with the hearing officer, the student will:
  - a. Be given the opportunity to share their side of the story regarding the alleged incident.
  - b. Be required (as necessary) to provide a written statement describing the incident(s) which led to the charges.
  - c. Be given an opportunity to admit or deny the facts as stated in the complaint.
  - d. Be given the opportunity to present evidence.
2. Judicial proceedings will be closed to anyone not directly involved in the case as determined by the Dean of Students/designee.
3. The “standard of proof” used in reaching a decision by a Hearing Officer will be a “preponderance of evidence.” Preponderance of evidence means that the act is more likely to have occurred than not occurred.
4. Judicial meetings may be tape-recorded or transcribed by the College.
5. The possible outcomes of a Judicial Meeting are:
  - a. A finding of “not in violation,” in which case all charges are dropped.
  - b. A finding of “responsible,” and sanctions are imposed.
  - c. A determination by the Hearing Officer that additional information is needed before a final decision can be made.
  - d. A determination by the Hearing Officer that the nature of the incident warrants a recommendation to the Dean of Students that the case be heard by the Judicial Panel.
6. Students will be notified in writing of the outcome of the hearing.

#### Hearing Panel Procedures

A hearing before the Judicial Panel is a more formal procedure.

1. Hearings are open only to those people involved in the proceedings as determined by the Dean of Students/designee.
2. The Dean of Students/designee shall serve as a non-voting moderator of the Judicial Panel.
3. A hearing panel member who is an interested party or witness in a proceeding shall be disqualified from participating.
4. The “standard of proof” used in reaching a decision by the Judicial Panel will be a “preponderance of evidence.” Preponderance of evidence means that the act is more likely to have occurred than not occurred.
5. Decisions will be arrived at by majority vote. Three members must be present to constitute a quorum.



6. Normally, within two (2) workdays of the hearing, the Judicial Panel shall deliver to the Dean of Students a written or oral notice of their decision along with the recommended sanction. The Dean may approve the sanction, amend the sanction, or refer the case back to the Hearing Panel for re-sanctioning.
7. Hearings will normally be tape-recorded or transcribed by the College.

### **Sanctions\***

The primary purpose of sanctioning is to educate a student as to why his/her behavior is inappropriate as well as to make the student aware of and sensitive to, the consequences of their behavior. Sanctions for violations will be made on a case by case basis, and will take into consideration the nature of the offense; the previous disciplinary history of the student, and the student's attitude and behavior throughout the disciplinary process. Sanctions may be comprised of two components: A written formal sanction and if deemed appropriate, an "active sanction" that requires the student to complete some form of service or assignment that requires the student's active participation. Formal sanctions imposed may include:

1. Disciplinary Warning is a written notice to the student that their conduct is in violation of College policies and that such acts of misconduct are not condoned. Students receiving a warning may be subject to monetary fines and/or additional stipulations.
2. Housing Probation places the student on notice that another violation of any College policy could result in their removal from the residence halls or any college operated housing.
3. Removal from Residence this sanction prohibits the student from residing in any college operated housing. If this action is assigned for a stated period of time, the student may reapply for housing at the end of that period. Students are typically given up to a 24 hour notice (depending upon the situation) in which they must completely vacate their room and return their keys to a member of the residence life staff. If your housing is terminated you may not be a guest in any residence hall at any time. Failure to return the key will result in a charge to the student's account for the replacement of a new lock and keys. (This applies to full-time, on campus students.)
4. Disciplinary Probation places the student in serious jeopardy with the College. This sanction may be imposed on any Elms College Student enrolled in any Elms program. Probation may be imposed for an indefinite period of time, although generally not more than twelve months. Students on probation may be subject to monetary fines, additional restrictions, and/or one or more of the additional stipulations noted below. Students placed on disciplinary probation are not eligible to hold positions of leadership in student organizations or student government, *nor participate in varsity athletics, dance team, cheerleading*, nor represent the College at conferences or other off campus events.

5. Disciplinary Suspension is an involuntary separation of the student from the College. This sanction may be imposed to any Elms College Student enrolled in any Elms program. Suspended students are prohibited from being present anywhere on College property or any College leased or shared property and includes all off campus programs. Disciplinary suspension means that a student may not attend any College function during the period of the suspension. Students who are a member of an off campus program are prohibited from being present at that campus location and are not allowed to attend any College function associated with the program. A suspended student shall not receive a refund for services not received during the period of the suspension, and will receive grades or marks that would be appropriate if they were voluntarily withdrawing. Official notification of the suspension will be sent to the Registrar's Office. A student suspended may be required by the Dean of Students to meet certain criteria prior to or after returning to the College.

6. Disciplinary Dismissal is permanent involuntary separation of the student from the College. Dismissed students are prohibited from being present anywhere on College property and may not attend any College function during the period of the dismissal. Students who are a member of an off campus program are prohibited from being present at that campus location and are not allowed to attend any College function associated with the program. A dismissed student shall not receive a refund for services not received during the period of dismissal and will receive the grades or marks that would be appropriate if they were voluntarily withdrawing. Official notification of the dismissal will be sent to the Registrar's Office.

7. Notice of Trespass: A student or any other individual who has conducted themselves in a manor deemed inappropriate or in violation of College policy may receive a trespass notice prohibiting their presence on the Elms College campus, or any particular building or area of campus. Students who are a member of an off campus program may be trespassed from the campus location associated with their program.

\*A student must be enrolled at Elms during the period a sanction is served. A student who leaves the College while under sanction will remain under sanction when they return to Elms. If a student has a pending disciplinary issue from a previous semester and does not enroll, the issue must be followed through with in the Dean of Students Office in Student Affairs at the Chicopee campus before the start of the new semester. This includes students attending on the Chicopee campus as well as students who enroll in an off campus or online program.

Additional Stipulations and Other Actions are the prerogative of the judicial panel, hearing officers and Dean of Students, and may be mandated as part of all disciplinary sanctions. Examples include but are not limited to: counseling, making oral or written apologies, alcohol or drug assessment, room changes, fines, restitution of damages, parental contact,

community service, loss of privilege of having electronic sound equipment, or loss of designated privileges or services.

Other Actions Include:

1. Alcohol Related *Minimum* Sanctions for first offenses

The sanctions listed below are the minimum for a first alcohol violation. The nature of the situation and the attitude of the student shall determine the actual sanctions. Subsequent alcohol violations will be sanctioned on a case by case basis. Alcohol violations are always taken into consideration during subsequent policy violations.

*Consumption, Possession, Intoxication, or Procurement:*

- Letter sent to parents if under the age of 21
- Completion of On-line Alcohol Education Program
- Letter of warning or probation depending on situation

*Display of alcohol containers/signs (hanging in windows or on doors), possession of a "bar," beer bong or other paraphernalia:*

- Verbal warning
- Time limit to remove or confiscation

2. Interim Suspension: Where it is believed that the health, safety, well-being and/or appropriate functioning of either the accused student or a member of the College community is in serious question, immediate interim suspension (prior to a hearing or finding of responsibility) can be enacted by the Dean of Students/designee. Before implementing interim suspension, the accused student shall be given oral or written notice of the intention to impose the sanction and shall be given the opportunity to present oral or written arguments against the imposition of interim suspension. Notice of the intention to impose interim suspension shall be provided in writing to the student. The accused student has a right to a formal or informal hearing within 9 working days. During the interim suspension the student may not enter the campus property nor attend any College function without obtaining prior permission from the Dean of Students/designee. Students who are a member of an off campus program are prohibited from being present at that campus location and are not allowed to attend any College function associated with the program.

3. Conduct Hold: A conduct hold is a restriction placed on a student's academic records for failure to complete a sanction, to pay a fine/restitution, or to attend a preliminary or formal hearing. A conduct hold prevents the student from registering for classes and receiving grades, and/or other services normally provided by the Registrar's Office. A registration hold is also placed on a student's record when the student is suspended from the college for a violation of conduct standards.

### **Appeal Procedure For Warning Or Probation**

Appeals will be made to either the Dean of Students or designee. In most cases if the Director of Residence Life or Assistant Director of Residence Life heard the case the appeal goes to the Dean of Students. If the Hearing Panel heard the case the appeal goes to the Dean of Students.

1. Appeals may be made for the following reasons:
  - a. A lack of due process (not due to disagreement with the decision) which has been substantial enough to have changed the outcome of the hearing.
  - b. The discovery of sufficient new evidence that might have had a significant effect on the hearing outcome.
  - c. On the basis of the severity of the sanction.
2. A third party may not file appeals, nor may third parties be involved in the appeal process except as the advisor to the student.
3. Appeals must be received in the Dean of Students Office in writing, within three (3) calendar days of receipt of the outcome of the hearing.
4. If the Dean of Students or designee finds that one of the criteria for an appeal has been met, the Dean may remand the case back to the Hearing Officer or Judicial Panel for reconsideration, amend the sanction, or overturn the finding of responsibility. The Dean will notify the student in writing of the outcome of the appeal.

### ***Appeals of Suspension/Dismissal***

In cases of suspension or dismissal, the appeal will be heard by the College Appeals Review Board. The Appeals Review Board is normally comprised of three faculty or staff and two students, one student from the School of Graduate and Professional Studies. Three members must be present to constitute a quorum. Student members of the panel will be nominated by the Student Government Association President and administration from the School of Graduate and Professional Studies. The students are approved by the Dean of Students. Faculty and staff members will be appointed to the College Appeals Review Board by the President/designee.

The appeal process shall be as follows:

1. Appeals may be made for the following reasons:
  - a. A lack of due process (not due to disagreement with the decision) which has been substantial enough to have changed the outcome of the hearing.
  - b. The discovery of sufficient new evidence that might have had a significant effect on the hearing outcome.
  - c. On the basis of the severity of the sanction in cases involving suspension or dismissal.

2. A third party may not file appeals, nor may third parties be involved in the appeal process except as the advisor to the student.
3. Appeals must be received by the Dean of Students in writing, within three (3) calendar days of receipt of the outcome of the hearing.
4. The Dean of Students shall schedule an appeals hearing at the earliest possible convenience, and shall serve as the moderator of the appeals hearing.
5. Upon completion of the appeal hearing and Appeals Review Board discussion, a member of the Appeal Review Board will summarize the Appeal Review Board's position and make its recommendation to the Dean of Students either verbally or in writing.
6. The Dean may accept the recommendation of the Appeal Review Board, amend the recommendation or reject the recommendation. Please note: Although the Dean of Students is obligated to seriously consider the recommendation of the Appeal Review Board, authority for a decision rests with the Dean. In all cases, the Dean will reach a decision as soon as practical.
7. The Dean will inform the student of the final decision in writing.

### **Presidential Review of Suspension or Dismissal Request**

If the suspension or dismissal is upheld, the student may request a review of the case by the Office of the President/President's designee. The request for a review must be made in writing to the Office of the President/designee within two (2) class days of receipt of the final decision of the Dean of Students. The President, or designee, may affirm or reverse the final decision and/or may modify or decrease the sanction imposed upon the student.

### **Discipline Records**

Records of disciplinary actions are maintained in the Office of the Dean of Students. Students have the right to review their disciplinary records.

## **Public Safety and Student Affairs Policies and Procedures**

### **Access to Buildings and Grounds**

The Elms College grounds and facilities are solely for the use of our students, faculty, staff, and their guests. Public safety is alert to the presence of unauthorized visitors on our campus. Access to our buildings and residence halls is permitted according to set policies pertaining to each individual facility.

Public safety must be contacted prior to accessing public buildings, offices, function rooms, or other facilities on campus during times other than scheduled business hours. If access during these off-hours is required on a regular basis, written notification from the appropriate department chairperson or administrator should be provided to public safety in advance. All staff members are instructed not to unlock doors for anyone unless they are certain that the

individual is authorized to access that space. When in doubt, a supervisor, public safety officer or appropriate professional must be contacted to make the determination. No staff member is allowed to enter a student's room unaccompanied, unless a written work order has been issued and/or without the permission of the Dean of Students/designee when deemed necessary. Entry doors or emergency exits are not to be left unlocked or propped open.

Students should carry the Elms College student ID at all times, and are required to present it upon request of a college official including student staff. Possession or use of someone else's ID is prohibited.

#### Access Policy: Berchmans Hall

Berchmans Hall is unlocked by public safety at 7 a.m. Monday through Friday on all scheduled college business days. The building is secured by public safety daily after the last scheduled classes have ended and the building has been cleared of people.

#### Access Policy: Computer Labs

To use any computer facility on the Elms College campus, students must have a valid Elms College ID. The computer labs are located on the first floor of the Mary Dooley College Center and the lower level of the Alumnae Library.

The computer lab in the Mary Dooley College Center is available 24 hours a day, seven days a week for academic work. Students may need to contact public safety at 413-265-2278 for access during late hours. The Alumnae Library Computer labs are open during regular Library operating hours (see below). The Alumnae Library computer labs function as computer classrooms and availability is dependent upon when classes are scheduled in those rooms.

#### Access Policy: Maguire Center for Health, Fitness, and Athletics

There is a front desk located in the lobby of the Maguire Center, and a staff person is stationed there at all times when the building is open. Elms College IDs or Maguire Center membership cards are needed to use the facilities and should be left at the front desk. Campus safety unlocks the main entrance doors to the building upon the arrival of the front desk monitor and locks the doors when the monitor leaves. The Maguire Centers hours of operation vary according to the schedule of classes and programs within it.

#### Access Policy: Mary Dooley College Center

The Mary Dooley College Center is unlocked at 7 a.m. daily by campus safety throughout the academic year. The building is secured daily according to the following schedule:

Monday-Thursday 12 midnight

Friday-Sunday 1 a.m.

#### Access Policy: Alumnae Library

The library is unlocked in the morning, and re-locked at night, after campus safety clears the building of people. Any access to the building at times other than during regular hours of operation is allowed only with the expressed permission of the director of the library. Entry to the library and use of the building's facilities are allowed only to students, employees of Elms College, alumni, CCGS students and faculty, C/W MARS card holders, and residents of Chicopee. Identification cards are issued to all who are eligible, and they must be shown for admittance or upon request.

The Alumnae Library hours of operation are:

Monday-Thursday 7:00 a.m. to 12 a.m.

Friday 7:00 a.m. to 10 p.m.

Saturday 9 a.m. to 5 p.m.

Sunday 10 a.m. to 11 p.m.

Note: Hours of service for holiday weekends, vacations, summer, and examination periods will be posted.

#### Access Policy: 15 Gaylord Street, Marian Hall, and Spaulding House

The following buildings provide office facilities to several campus departments: 15 Gaylord Street houses Humanities Division – History and English professors. It also houses the Institute for Theology and Pastoral Studies at Elms College. Marian Hall houses the Education Division. Spaulding House houses the Admission Office for full-time undergraduate students. Regular office hours for these departments are from 8:30 a.m. to 4:30 p.m. Monday through Friday.

#### *Active Shooter*

If you witness an armed individual on campus at any time or an individual who is acting in a hostile or belligerent manner, immediately call 911, Elms College Public Safety at 413-265-2278 or Public Safety/Campus Police at your off campus location.

#### Active Shooter Situation Definition

An active shooter is a person(s) who appears to be actively engaging in killing or attempting to kill people in a populated area; in most cases, active shooters use firearms, and there is no apparent pattern or method to their selection of victims. These situations are dynamic and evolve rapidly with immediate deployment of law enforcement to stop the shooting and mitigate harm to innocent victims.

If an active shooter is outside your building:

- Go to a room that can be locked. Lock the doors and windows, and turn off the lights.
- Get everyone to lie on the floor and out of the line of fire.



- Call 911 and inform the operator of the situation. Give your name, location and any other details that can be provided about the shooter(s), if possible.
- Stay at your location until the police or a known college official gives the “all clear.”
- Determine if the room you are in can be locked. If so, follow instructions above.
- If your room can't be locked, move to a room that can, or exit the building - ONLY IF IT IS SAFE TO DO SO.

If an active shooter enters your office or classroom:

- If possible, call 911 and alert the police to the shooter's location; if you can't speak, leave the line open so the dispatcher can listen and try to pinpoint your location.
- If you can't escape, attempting to overpower the shooter(s) by force is a LAST RESORT.
- If the shooter(s) leaves the area, proceed immediately to a safer place, if possible. Do not touch anything that was in the vicinity of the shooter(s).
- If you decide to flee, make sure you have an escape route/plan in mind. Do not carry anything; move quickly and quietly, keep your hands visible, and follow any instructions given by police officers.
- Do not attempt to remove injured people; tell the authorities of their location as soon as possible.
- Do not leave campus until advised to do so from the police.

If an active shooter is in your building, the police will:

- Respond to the last area where shots were heard in order to stop the shooting as quickly as possible.
- They will normally be in teams of four (4) and armed with rifles, shotguns, and/or handguns, as well as possibly using tear gas or pepper spray to regain control.
- Try to remain calm and do not be afraid; follow all instructions.
- Put down bags and/or packages, and keep your hands visible at all times.
- If you know where the shooter is, inform the officer of their location.
- The first officers to arrive will not respond to or aid those who are injured. Rescue teams and emergency personnel will assist injured as soon as the area is secure.
- The area will still be a crime scene; police usually will not let anyone leave until the area is secure and all witnesses have been identified and questioned. Stay where you are and follow instructions until released by the police.
- Please visit the Elms College website for further information in the case of an active shooter on campus.

### ***Alcohol and Drug Policies***

Elms College recognizes its obligation to maintain a drug-free, safe, and healthy academic and working environment for students, faculty, administration, and employees.



Elms College recognizes that its future is dependent upon the physical and psychological health of its members. Being under the influence of drugs or alcohol poses serious safety and health risks. The possession, use, and sale of an illegal drug or alcohol in this college community pose unacceptable risks for the safe, healthy, and efficient operation of the college.

In order to alleviate any potential problems, Elms College has adopted specific procedures including the policy and purpose statements that are specified above and constitute the President's Regulations for a Drug-Free Campus. Every member of the Elms College community is issued this information.

### **Alcohol**

The Massachusetts Legislature has set the legal drinking age at 21 years of age. It is illegal for underage persons to transport, possess, or consume alcohol. It is also unlawful to purchase alcohol for, sell alcohol to, or give alcohol to a person under the legal age. The law forbids the falsifying of IDs to obtain alcohol.

One area of decision-making and responsibility often faced by students involves the use of alcohol and other drugs. Sound decisions about the use of alcohol can only be made in an atmosphere where both abstinence and responsible use are accepted and respected.

The Higher Education Act of 1965 (FERPA) and Section 444 of the General Education Provisions Act (20 U S C. 1232g) allows colleges to notify parents if their underage children violate laws or rules regarding alcohol or drugs:

“Nothing in this Act or the Higher Education Act of 1965 shall be construed to prohibit an institution of higher education from disclosing, to a parent or legal guardian of a student, information regarding any violation of any federal, state, or local law, or any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student's educational records, if:

- (a.) the student is under the age of 21; and
- (b.) the institution determines that the student has committed a disciplinary violation with respect to such use or possession.”

Elms College reserves the right to contact parents or legal guardians in the event of illegal use or possession of alcohol or controlled substances on campus.

## **Drug Abuse Prevention Program**

The College conducts educational programs about drug and alcohol abuse that are open to all members of the college community: students, faculty, and staff. Counseling services are available for students, and referrals are made when appropriate for faculty or staff.

The federal and state laws prohibiting the use, possession, or sale of narcotics are strictly enforced at Elms College. Elms College prohibits the illegal possession, use, or distribution of any controlled drug or substance so defined in the statutes of Massachusetts. Where federal and state laws conflict, the college will enforce the federal statute.

Elms College students are responsible for informing themselves of state and federal laws on drug use. Resident Advisors will reinforce the college policy at residence hall meetings. In the interests of removing any possibility of misunderstanding on the part of the student body, the following is specified as official policy of Elms College with regard to drugs. Any subsequent changes in the law pertaining to drugs may well be reflected in this policy.

1. Drug Paraphernalia: Students shall not possess any items that are designed for the use of drugs (bowls, bongs, pipes, hookahs, etc.). Any items that are fashioned for the purpose of facilitating or disguising drug use will also be considered a violation of this policy.
2. Drugs: stimulants, depressants, hallucinogens, any substance which comes under the general heading of drugs or narcotics, including marijuana in any of its forms, will not be tolerated in the buildings or on the grounds of Elms College. This includes all paraphernalia used for illicit activities.
3. Exception: Prescription medication ordered by a physician for personal use of the identified individual that is approved at the federal level.
4. Note: Student-athletes should check the NCAA website ([www.ncaa.org](http://www.ncaa.org)) for a banned substance list.
5. The presence of drugs will be considered as evidence that such drugs are for use, sale, or dispensing.
6. Resident Advisors, by virtue of their position, have the duty and the authority to act for the college authorities in maintaining proper conditions in residence halls.
7. The presence of drugs in buildings, rooms, or in or on persons present on college property will be considered a violation of college policy.
8. Students will be held responsible for the behavior of their guests on college property.
9. Students in violation of college policy will be subject to disciplinary action, including suspension, dismissal, and/or prosecution within the law, depending on specific circumstances.

Any student who has been using drugs, and now recognizes s/he has a problem, with which s/he needs help, may approach the Dean of Students Office, Residence Life, Counseling

Center, or Health Center. No penalty will be involved and no disciplinary action will result. A helping program will utilize both on-campus and off-campus facilities. In some cases it will be necessary for students to bear part of the expense involved. The student will be advised of details of the program that is designed to overcome her/his drug dependency and to expedite recovery.

### **Medical Marijuana**

Although Massachusetts State Law permits use of medical marijuana, federal laws prohibit use, possession, and cultivation of marijuana; federal laws also do not recognize a distinction between medical and recreational use of marijuana. Therefore, in compliance with federal laws (specifically the Controlled Substances Act and the Drug Free Schools and Communities Act), the use or possession of marijuana prescribed for medical use is prohibited anywhere on the Elms College campus, at any college sponsored function or event and prohibited at all of the off campus programs.

### **Bomb Threats**

In the event of a bomb threat, campus safety, the Chicopee Fire Department, or a college administrator may require that the building be vacated immediately. If this is necessary, the fire alarm will be activated and you must exit the building. Use the stairways, not the elevator, and proceed away from the building. People leaving classrooms, meeting rooms or the cafeteria should take their personal belongings with them, and students leaving residence halls should lock their doors. Additionally, a search of the building conducted by college personnel may occur following a bomb threat. Before anyone will be allowed back into the building, public safety will consult with Chicopee Police and Fire officials. Once the building is deemed safe, public safety will notify occupants that they can re-enter the building. They will remain on the scene to assist any occupants or staff needing help to re-enter locked areas that they have authorized access to. At off campus locations, students will follow the direction of their site college personnel and local police.

### **Camera, Video and Audio Recording Privacy**

Elms College believes that advances in technology must be used in a manner that demonstrates respect for the dignity and privacy of individuals and the community. The advent of the internet, webcams, digital photography, micro recorders, cell phones, miniaturization of video recorders and other evolving technologies leave open the possibility that the voices and/or images of individuals can be recorded, preserved, duplicated and/or shared without permission. Please note the following:

1. On no occasion is it acceptable to record a conversation of another without his/her knowledge.
2. Camera phones, cameras, or other image capturing devices are not permitted in restrooms, showers or locker rooms.

3. It is not permissible to videotape or photograph an individual who is partially or fully undressed or in an embarrassing compromised position.
4. It is not permissible to utilize college computing resources to record or share images of partially or fully undressed individuals, or individuals in an embarrassing or compromised position.

Violations of these privacy rights will be subjected to disciplinary action up to and including expulsion from the institution.

This policy does not include institutional security cameras located on campus that exist for the safety of the community.

### **Campus Crime Report**

This report is written according to guidelines set in the Student Right to Know and Campus Security Act, Public Law 101-542. The criminal offenses that must be reported according to this law are murder, rape, robbery, aggravated assault, burglary, and motor theft. In the Elms College campus crime report, each criminal offense has been further delineated in order to better inform the public. The full report can be found at:

<https://www.elms.edu/about-elms/public-safety-and-parking/public-safety-logs/>

### **Children in Class Policy**

In order to support the learning and academic achievement of our students and ensure they can fully benefit from instruction in an environment free of disruption, the presence of children in the classroom shall be discouraged as a general practice. Children shall be permitted in class only under an extenuating circumstance and requires advance permission from the course instructor. Any child who is allowed in the classroom must be under the direct supervision of the parent/guardian and may not disturb or interfere with the learning environment. Children are not allowed in laboratories, in areas where equipment and weights are stored in the Maguire Center, or in clinical settings.

### **CORI Requirements**

Pursuant to Massachusetts General Laws Chapter 6, Section 172©, a general grant of access to Criminal Offender Record Information (CORI) is given by the Criminal History Systems Board to camp and recreational programs for children for the purpose of screening current and otherwise qualified prospective staff, who provide direct and potentially unmonitored care to children. CORIs are also required for those working with elderly and disabled populations. CORI obtained for purposes of this certification shall be utilized solely for such screening purposes. All copies of CORI shall be disseminated only in accordance with existing laws and regulations.

Students employed in the summer months who work with children at Elms College will be required to go through this CORI check. In addition, all students who will be doing off-campus clinical work in nursing, education, and social work may also be required to go through this CORI check.

If you have questions concerning CORI certification, please contact the Dean of Students Office.

### **Crime Prevention**

- Lock your door, even if you intend to leave the room for only a few moments.
- Be wary of isolated spots such as locker rooms, laundry rooms, computer rooms, library study areas, etc. Ask a friend to accompany you (especially at night).
- If you feel uneasy about walking alone from your car to the residence hall or office at night, call Public Safety at 413-265-2278. They will escort you from the parking area to your destination.
- Make sure that your keys are in your possession at all times. Do not lend them to anyone, and be careful not to lose them.
- Do not prop open doors that are meant to be locked....don't sacrifice security for a little convenience.
- Never permit someone who is not a resident to enter the residence hall behind you.
- Have your car key and room door key ready ahead of time for immediate use.
- At night, stay only on well-traveled streets in your vehicle, and keep ample gas in your tank.
- As a pedestrian, use well-traveled sidewalks, and avoid taking shortcuts off the beaten path.
- Personal belongings should not be left unattended in public places such as classrooms, lounges, offices, vehicle parking areas, etc.
- Cars should be locked at all times, with valuables concealed or locked in the trunk.
- Report any suspicious behavior immediately to Public Safety or call 911.

Please familiarize yourself with the emergency numbers and procedures.

While the college makes every effort to protect your property, it is ultimately your responsibility to care for your belongings.

### **Drone/Unmanned Aircraft System (UAS)**

#### **Policy Statement**

The operation of a drone, an unmanned aircraft system (UAS) or an unmanned aircraft vehicle (UAV), herein called “drone” is regulated by the Federal Aviation Administration (FAA). Operation by any person of a drone from or above the campus is governed by this

policy. The scope of this policy applies to, but is not limited to, the operation of drones on or over the lands of Elms College property, College controlled property, or for College-affiliated events held elsewhere and is applicable to all employees, students, contractors, volunteers, and guests. The scope of this policy encompasses civil, commercial, hobby or research purposes. This policy does not apply to use by law enforcement within the scope of their duties.

This policy is established to require and ensure compliance with ALL applicable laws, reduces safety risks, and preserves the security and privacy of members of the Elms College community. Any Elms College student or employee wishing to operate a drone on the College campus as defined above:

For educational or hobby use:

Everyone must obtain prior approval from Public Safety at least 48 hours prior to the use of the drone. (The applicant will be notified of approval in writing and advised if any additional restrictions will be necessary.)

- Must file a “flight plan” with Public Safety that provides date/time, purpose, and duration of drone operation, as well as the operational area of the campus where the drone will be used.
- Must comply with all federal and state laws.
- Must operate the drone in a responsible manner.
- Must not operate over areas of public assembly, stadium, or areas of construction.
- Must not photograph/video or monitor areas where other members of the Elms College community would have a reasonable expectation of privacy, such as, locker rooms, restrooms, individual residence rooms, or other private areas.

Any violations of law (trespassing/illegal surveillance) or violations of College policies may subject the individual to both criminal and/or disciplinary action. Damage or injury occurring to College property or individuals will be the responsibility of the drone operator.

For commercial use:

- A commercially owned (for hire) drone requires an FAA Sec.333 Exemption or a Special Airworthiness Certificate ([www.faa.gov](http://www.faa.gov)) must first obtain an authorization from the FAA for a Section 333 Exemption via [registermyUAS.faa.gov](http://registermyUAS.faa.gov).
- A commercially owned (for hire) drone operator must file a certificate of insurance with the College naming Elms College as the additionally insured. Liability insurance coverage must be for \$1M.
- A contract operator must be accompanied by a representative of the College at all times while operating a drone.

## Guidelines

1. Drones may not be operated in any way that would create a public safety hazard, an undue hazard to property or privacy, or in such a way that unduly affects the environment of those working or living within a building, to those entering or exiting a building, or those moving about the property. More information can be found at [www.knowbeforeyoufly.com](http://www.knowbeforeyoufly.com)
2. Operators must be under the control of the aircraft at all times, remain within the line of sight of the aircraft, and flown only during daylight hours.
3. Drone may not be operated directly above public open-air events (over crowds or sporting events), inside or directly above any public building or above public access road with or without traffic.
4. Drones cannot be flown within 30 feet of a building or other structure.
5. The Director of Public Safety (or his/her designee) or Dean of Students (or his/her designee) reserves the right to rescind the approved use of a drone at any time and/or for any reason.
6. Per FAA regulations, drones may not exceed a flying height of 400 feet or be operated within a 5 mile radius of any airport designated by the FAA without prior notice by the drone owner to the airport operator and/or air traffic controller.
7. There may be liability and property insurance considerations for bodily injury, personal injury, and property damage depending upon the size, weight, and flying altitude of the drone; privacy violations or other unlawful use. It is the responsibility of the owner and/or operator of each drone in each instance to assure these considerations are taken into account and addressed at all times.
8. The flight plan will include the following information:
  - a. Equipment to be used including make, model and weight, date and time to be used.
  - b. Specific location (flight path)
  - c. Purpose of the flight
  - d. The identity of the operator with contact information for the pilot
  - e. Data to be collected
  - f. A hard copy of the proof of registration from the FAA.
  - g. If the intent of the flight is to collect photography or video this must be stated in the plan.
9. Metal blade propellers are prohibited at all times.
10. Do not operate while under the influence of alcohol or drugs.
11. Drones may not be flown during inclement weather or when wind speed would jeopardize operational control.
12. Commercial operators must have proof of FAA registration in possession during flight operations. This certificate can be provided to the requestor in print or electronic format. More information can be found at [www.faa.org/uas](http://www.faa.org/uas)
13. Commercial drones must have their unique FAA registration number visibly displayed on the aircraft.



14. At the direction of Public Safety or Student Affairs, a flight can be terminated at any time.

### **Emergencies**

In the event of a serious injury, call 911 for an ambulance immediately, and then contact Public Safety 413-265-2278, or ext. 2278 if you are calling from an Elms campus phone. At an off campus location call 911, then your local campus safety/police.

If you see a crime in progress, regardless of the severity of its nature, call 911 immediately. After making this call, contact Public Safety (ext. 2278) or your local campus safety/police.

After a 911 emergency call has been placed, public safety at Elms College must be notified. They will document the notification with a written follow-up.

If other less serious security problems arise, Public Safety (2278 or your off campus number). In the event that public safety can't be contacted at ext. 2278 between 8:30 a.m. and 4:30 p.m., you can contact the switchboard at extension 0 and the operator may be able to assist you.

### **Emergency Notification System**

In case of an emergency, Elms College sends out an emergency email alert message to anyone with an Elms College email address. In addition, the college has a system to rapidly communicate with students, faculty, and staff by sending a voice message and/or a text message to home and cellular telephones. The system is active and always ready for use.

Individuals are responsible for submitting accurate and up to date phone numbers to the appropriate offices. Staff should submit up to date information to human resources. Faculty should submit information to the academic dean's office, and students should submit up to date information to the registrar's office or the Dean of Students Office. Anyone who is part of the Elms community will receive the notifications.

### **Weather Emergencies**

Class cancellations due to inclement weather will be posted on the Elms College website, [www.elms.edu](http://www.elms.edu) by 6 a.m. for Saturday courses.

The first-updated and most accurate information sources will be the Elms College Web site [www.elms.edu](http://www.elms.edu) and telephone system. To access information about weather-related closings or delays through the telephone system, call 413-594-2761 and dial 4 once the automated recording begins. An email will also be sent campus-wide. Closings may also be announced through the following local outlets:

Radio:



WHYN Springfield AM 560 and FM 93.1  
WUPE Pittsfield AM 1110 and FM 95.9  
WTIC Connecticut AM 1080 and FM 96.5  
Affiliate WRCH FM 100.5

Television:

Channel 40 WGGB ABC  
Fox 6 Springfield WWLP  
Channel 22 Springfield WSHM  
CBS-TV 3 Springfield

If inclement weather develops during classes, faculty must use personal discretion regarding early release. If students do not feel safe traveling in bad weather, the ultimate decision rests with them.

Safety will be our overriding consideration, but whenever possible, we will be having classes.

Faculty will determine appropriate arrangements with students for class make-up procedures.

The Director of Public Safety in conjunction with the Vice President of Academic Affairs and the Vice President of Student Affairs decide if and when the campus will be closed, have a delayed opening, or a mid-workday closing (early release) due to severe weather conditions. The Vice President of Academic Affairs will decide whether or not to cancel day, evening, or weekend classes. Students and teaching faculty should always assume that classes are in session, unless and until a specific announcement canceling or suspending classes is issued.

The Office of Public Safety will work closely with the Emergency Protocol Team should the College need to close due to non-weather-related emergencies.

### **Cancellation of Evening Classes**

The Vice President of Academic Affairs will make the decision whether or not to cancel evening classes as early in the day as is possible. If cancelled, the college will use the same notification system as is used for college closing announcements.

### **Statement of Equal Opportunity**

Elms College is committed to providing faculty, staff and students with an environment free of discrimination and harassment in which they may pursue their careers or studies. The College, through its President and Board of Trustees, reaffirms a policy of equal opportunity and nondiscrimination in employment as well as in the recruitment, admissions and retention of students. As an institution of higher education, Elms College constantly seeks a diverse

and talented student body, faculty and staff to enrich the educational experience of all. It is the policy of Elms College not to discriminate against any individual on the basis of race, color, religion, gender, age, national or ethnic origin, sexual orientation, or mental or physical disability.

Elms College is committed to ensuring that all education and personnel actions are administered on a non-discriminatory basis. Elms College also identifies and removes any barriers to equal access and equal treatment for all members of its community.

As an institution of higher education, Elms College implements federal law prohibiting discrimination in participation of and access to educational opportunity. Among these are Title VI of the Civil Rights Act as amended which prohibits discrimination on the basis of race, color or national origin; Section 504 of the Rehabilitation Act of 1973; and Title IX of the Education Amendments of 1972. Accordingly, Elms College does not discriminate on the basis of race, color, religion, gender, age, national origin, sexual orientation or mental or physical disability in the administration of the College's educational policies, scholarship and loan programs, athletics, housing and other College-administered programs, nor in recruiting, hiring, promoting, training and providing benefits for students employed by the College.

### **Federal Campus Sex Crime Prevention Act**

The federal Campus Sex Crimes Prevention Act was enacted on October 28, 2000 and became effective on October 28, 2002. (Section 1601 of Public Law 106-386). This act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The act requires registered sex offenders to provide to appropriate state officials notice of each institution of higher education in that state at which the offender is employed, carries on a vocation, or is a student.

### **How to Inquire**

Members of the Elms College community may request information about sex offenders in Massachusetts at the Massachusetts Sex Offender Registry Board, telephone 978-740-6400 or <http://www.state.ma.us/sorb> or the Chicopee Police Department 413-594-1700.

### **Penalties for Improper Use of Sex Offender Registry Information**

Information contained in the Sex Offender Registry shall not be used to commit a crime against an offender or to engage in illegal discrimination or harassment of an offender. Any person who improperly uses Sex Offender Registry information shall be punished by not more than two and one-half years in the house of correction or by a fine of not more than \$1,000 or by both such fine and imprisonment.

## **The Family Educational Rights and Privacy Act (FERPA)**

In accordance with the provisions of the Family Education Rights and Privacy Act (Section 438 of the General Education Provisions Act 20.U.S.C. 1232g, commonly referred to as the “Buckley Amendment”), Elms College has adopted the following regulations to protect the privacy rights of its students.

### **Disclosure of Information from Records**

Elms College shall consider as “DIRECTORY INFORMATION” subject to public disclosure the following items: name, enrollment status, dates of attendance, major, minor, degrees, graduation honors, academic honors, awards received, and graduation date. All other student information will not be released to students, parents, or outside agencies unless accompanied by a written release of information from the student.

Students may request that “directory” information not be released to any person by completing a Request to Prevent Disclosure of Directory Information Form available in the Office of the College Registrar. No office maintaining an education record of a student will disclose any non-directory information from that record to anyone other than the student himself/herself without the written consent of the student, except as provided below:

1. The records of a student will be disclosed without his/her written consent to any academic and administrative offices within the College who have legitimate educational interest in the information. “Legitimate educational interest” means the demonstrated need to know by those persons who act in the student’s educational interest. This includes the following persons and their professional and clerical staffs acting under their instructions: academic deans, the Registrar, Student Accounts, Director of Financial Aid, President and Vice Presidents, Dean of Students, Associate Dean of Students, faculty advisor, department director, or any faculty member or administrator to whom or to whose office the student has addressed an educational request, application, or inquiry for which the records are needed to prepare a reply.
2. The records of a student will be disclosed without his/her written consent to federal and state government agencies and officials as required by law.
3. The records of a student will be disclosed without his/her written consent to any agency to which the student has applied for or from which s/he has received financial aid, or which has made decisions concerning eligibility, amount, conditions, or enforcement of terms of such aid.
4. The records of a student will be disclosed without his/her written consent to certain educational agencies and institutions, as permitted by law.
5. The College reserves the right to furnish to parents or legal guardians of financially dependent students any information relating to academic status.
6. The records of a student will be disclosed without his/her written consent to comply with a judicial order or subpoena.

7. The records of a student will be disclosed without his/her written consent in a health or safety emergency, as provided by the law.

In accordance with FERPA, Students are notified of the following rights:

1. The right to inspect and review the student's education records within 45 days of the day Elms College receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Elms College to comply with the requirements of FERPA.
4. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

In addition, Elms College may, at times, disclose directory information without a student's consent. Directory information includes: student name, major field of study, and degrees and awards received. If a student does not want these items to be released to the public, he or she must notify the Office of the College Registrar in writing prior to October first.

NOTE: Students should be aware that the definition of directory information differs between FERPA and the Solomon Amendment as described below:

Under the Solomon Amendment, Elms College may not in policy or practice prohibit or prevent the Secretary of Defense from obtaining, for military recruiting purposes, entry to campus, access to students on campus, access to directory information on students or have an anti-ROTC policy.

According to the Solomon Amendment, Elms College must provide the military with access information including name, address, telephone listing, date and place of birth, level of education, academic major, degrees received and the educational institution in which the

student was most recently enrolled, unless a student has formally requested that such information be withheld from third parties.

## **Fire, Fire Drills, and Fire Regulations**

### **Incendiary Materials**

- Candles, incense, or any other open flame may NOT be burned in any campus building.
- Fireworks of all kinds are considered explosive agents by the state of Massachusetts, and are both illegal and prohibited from campus.
- Smoking is not permitted in any campus building.
- Halogen light fixtures are not allowed in any campus building.

### **In the Event of Fire**

If you see a fire, dial 911. Stay calm, speak clearly, and if possible give as much information, such as your exact floor location, a room or classroom number, where the building is located. Leave the area immediately.

Always exit the building when the fire alarms sound. Use the stairways, not the elevator, and proceed away from the building. Do not re-enter the building until the fire department has declared it safe.

### **Fire Drills**

All fire drills are serious. Anyone pulling an alarm when not necessary or not leaving the building during an alarm will be subject to disciplinary action and criminal prosecution. All members of the campus community are expected to participate in fire drills as though an actual fire were taking place. Should the alarm sound, please leave your building quickly in an orderly fashion.

If time permits:

- Close windows
- Close doors
- Proceed to the nearest exit (as designated in the fire drill plan) and report to your designated area as outlined in the fire evacuation plan.
- Walk quickly and carefully.

Fire extinguishers exist throughout all buildings on campus. Should you use a fire extinguisher at any point, please notify public safety.

## **Hate Crime**

When a person is victimized by crime, he or she often asks “Why did this happen to me?” Frequently there is no reason that can be identified as to why that person was targeted, however in certain cases there is a specific reason. If an individual is targeted because of their Religion, Race or Ethnicity, National Orientation, Gender, Sexual Orientation, or Disability then the crime that has been committed is called a Hate Crime.

According to the Massachusetts Hate Crimes Reporting Act, a hate crime is “. . . any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to a threatened, attempted, or completed overt act motivated at least in part by racial, religious, ethnic, handicap, gender or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seek to interfere with or disrupt a person’s exercise of constitutional rights through harassment or intimidation. Hate crimes shall also include, but not limited to, acts that constitute violations of sections thirty-seven and thirty-nine of chapter two hundred and seventy five, section one hundred and twenty-seven A of chapter two hundred sixty-six and chapter two hundred and seventy-two.” (Definition of “Hate crime” as amended by 2011, 199, Sec. 2 effective July 1, 2012, Massachusetts General Laws, Chapter 22c, section 32)

Take special note that retaliation against an individual who has reported a bias related incident/hate crime and against witnesses of a bias related incident/hate crime will not be tolerated by the College.

## **Procedure**

A student who has been a victim of or witness to a bias related incident or hate crime may report it in writing to any of the following campus professionals:

- Dean of Students Office
- Residence Life Staff

If the incident occurs between a member of the faculty, staff or administration and a student, the student or the witness may file a complaint with any of the following campus professionals:

- Director of Human Resources
- Dean of Students Office
- Vice President of Academic Affairs

## **Investigation**

When a report is received, the matter will be promptly investigated in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances.

### **Disciplinary Action**

Elms College students are expected to behave in a manner consistent with community standards outlined in this Handbook. A bias related incident or hate crime is contradictory to the community standards mentioned above. It may also, contribute to creating an unsafe, negative, or unwelcome environment for the victim, and/or other members of the college community.

Students who engage in behavior that can be classified as a bias related incident or hate crime are subject to disciplinary action through the Student Judicial System.

### **Hazing Policy**

Hazing is a crime under Massachusetts law, Massachusetts General Laws, Chapter 269, Sections 17-19, and will not be tolerated by Elms College. Whoever knows that another person is the victim of hazing, and is at the scene of such hazing, shall, to the extent that such person can do so without danger or peril to herself or others, report such crime to an appropriate law enforcement official, the Dean of Students Office or Vice President for Academic Affairs, as soon as reasonably practicable.

If any organization or individual is found to have engaged in hazing, the organization or individual may be sanctioned and the relationship between the College and the individual/organization may be severed. The Massachusetts Hazing Statute, Massachusetts General Laws, Chapter 269, Sections 17-19, is below:

#### **Section 17.**

*Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.*

*Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.*



Section 18.

*Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.*

Section 19.

*Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.*

*Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.*

*Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.*

*Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and*



*that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.*

Is it Hazing?

Make the following inquiries of each activity to determine whether or not it is hazing:

- 1) Is alcohol involved?
- 2) Will active/current members of the group refuse to participate with the new members and do exactly what they're being asked to do?
- 3) Does the activity risk emotional or physical abuse?
- 4) Is there risk of injury or a question of safety?
- 5) Do you have any reservation describing the activity to your parents, to a professor or
- 6) University official?
- 7) Would you object to the activity being photographed for the school newspaper or filmed by the local TV news crew?

If the answer to any of these questions is "yes," the activity is probably hazing and you should report this activity to the Dean of Students/designee.

### **ID Cards**

You should have your Elms College ID on your person at all times. If a public safety officer or any college official asks you for your ID, you must present it. Possession or use of someone else's ID is prohibited. The cost to replace a student ID is \$10.00. If you need to replace your ID, please contact the Dean of Students Office at 413-265-2210.

### **Jury Service**

According to the Office of the Jury Commissioner of the Commonwealth of Massachusetts, "Every U.S. Citizen 17 years or older who is a Massachusetts resident or an inhabitant for more than 50% of the time is eligible to serve as a juror. If you are a resident of another state but a student at a Massachusetts college, you are an inhabitant for more than 50% of the year and, therefore, eligible to serve as a juror in Massachusetts."

It is not unusual for students residing in Massachusetts to be summoned to serve as trial jurors. Jury service, on a short-term basis, can provide students with a good opportunity to fulfill one of their important responsibilities as members of the community. Elms College supports students in their fulfillment of this civic duty.

Students should carefully read all materials they receive with their summons to service, which contains helpful information about confirming, postponing, rescheduling, or relocating

service, and address many of the most frequently asked questions. Jury duty is an important legal obligation, and those who fail to respond are subject to criminal prosecution.

Students who must miss class in order to fulfill their jury service requirement should notify each of their instructors of the summons and make arrangements to complete any missed work. Staff in the Vice President of Academic Affairs or of Student Affairs may also be able to assist you in making arrangements for missed class time due to jury service. Students may be required to furnish their summons notice or the certificate of service when making these arrangements.

If you have any questions about jury duty, including confirming, postponing, rescheduling, or limiting service, please consult the Student's Guide to Jury Duty brochure which is available to you by contacting the Office of the Jury Commissioner (1-800-THE-JURY/1-800-843-5879). Further information can be found on the Office of Jury Commissioner's website at [www.massjury.com](http://www.massjury.com).

### **Parking Regulations**

Every student bringing a vehicle on campus must obtain a color-coded parking sticker from the switchboard operator or their local program coordinator. All cars parked on college property must be properly insured and legally registered. Off campus students must also adhere to the parking regulations at their off campus location.

You may park only in your designated parking lot. Designated parking areas are listed in the parking rules and regulations flyer obtained with your parking sticker. You may contact public safety at 413-265-2278 if you have questions.

Cars parked illegally in any area will be ticketed and/or towed at the owner's expense. Parking fines should be paid within one week to the Student Accounts Office in Berchmans Hall. Repeated violations may result in towing at the owner's expense. Fines will accrue. Notification of these unpaid fines will be given at the end of each semester. Unpaid tickets will remain on the student's account and the student may not be allowed to register for classes or receive their ID. Unpaid fines will also result in withholding of grades for underclass students, and a hold-up of application for degree for seniors.

In the event of inclement weather, students may be asked to move their cars as necessary so that lots may be plowed.

### **Campus Protest Policy**

#### *Rationale*

Elms College aspires to the highest standards of social responsibility as an institution and is committed to instilling values of equal opportunity and justice in our college community.

Individually and collectively, we are dedicated to pursuing the common good and improving the lives of all people. As an academic institution, our mission is to create an environment where minds are enlightened, ideas are expressed and examined, and critical analysis and creative thinking are encouraged. We encourage students to be aware of ongoing current events and to become engaged in the world around them. In order to prepare students for the challenges they face in the future, a respect for the diversity of other individuals in regards to beliefs, experiences, backgrounds and viewpoints should be developed, understood, and accepted. To accomplish this, Elms College encourages this exchange amongst individuals and understands that it is an important part of the educational process. Elms College also realizes that often this exchange may include individuals who may not agree and as result conflict may ensue. These conflicts may be the result of actions or policies that have transpired on or off campus. Disagreement is a reality and the challenge is to deal with it in a peaceful and respectful manner.

### *Process*

Part of the process in expressing dissent is the privilege to demonstrate in a peaceful and non-disruptive fashion. Elms College strongly feels that it is fundamental to our democratic process for the community to express their views and to protest if desired. However, these protests must be conducted in a peaceful, orderly manner with respect for the rights of all. The college community should maintain an understanding that civility, respect and tolerance are crucial in our interactions with each other when involved in campus protests. In order to keep the sense of community on the college campus, it is important that the exchange of ideas include the understanding and respect for the rights of all of the members of the college community. This is an integral part of the learning environment; to respect the rights of all individuals whether they agree with you or not.

### *Policy*

The following are guidelines for protests and demonstrations: Any assembly for protest or demonstrations may not interfere with the normal operations of the College and may not prevent access to any building or college facility. This includes disrupting a class, conference, meeting, athletic event or other type of college event. The assembly cannot threaten the wellbeing or safety of any individual. No posters, flags, banners, or any other item can be hung in association with the demonstration. Property cannot be damaged or defaced due to a protest. Individuals who are not affiliated with Elms College are prohibited from participating in demonstrations at the college, this includes individuals that may have been invited by a member of the college community. To ensure that the assembly and demonstration do not violate directly or indirectly the rights of others by interrupting the orderly operation of the college, applications for permits to assemble for the purpose of protest and demonstration must be submitted to the Dean of Students two business days in advance of the assembly. The Dean of Students reserves the right to determine the time and

place of any public demonstration. Unapproved assembly/demonstration could result in college disciplinary action.

### **Public Safety Officers**

Public Safety Officers on the Elms College campus provide 24 hour a day seven day a week security and safety coverage to the Elms Campus. Officer's work varied shifts patrolling the campus both on foot and in a vehicle.

Public safety officers have no arrest powers, nor do they carry firearms. They are equipped with radios and cell phone to communicate with the campus switchboard, the physical plant. These radios have a telephone interconnect, so when extension 2278 is dialed on campus, a campus safety officer can intercept the call.

When Public Safety officers are alerted to a crime in progress, or when an emergency situation arises, they have been instructed to contact Chicopee Police. They can also be in direct contact with Chicopee Fire and Emergency Medical Services.

When the Chicopee police are on campus, they have full arrest powers, carry a full complement of police equipment with them and are in direct contact with police headquarters and Elms College Public Safety. They have the authority to respond to a crime in progress, to investigate this crime and to make arrests or summons offenders. They will be assisted by Public Safety as needed or necessary.

All Public Safety officers log in at the beginning of each shift to make themselves familiar with the events or information from the previous shift. They are required to keep a police log, and follow written directions describing daily events, routines, and responsibilities. All officers are required to follow and be familiar with a written set of policies, procedures, and written directives issued through the director of public safety's office and approved by the college administration.

Officers file reports on incidents that occur during their shift, and submit them to the director of public safety, Dean of Students' Office and Residence Life if necessary. When a crime is committed or an emergency occurs, they also insure that a report is filed with the Chicopee Police Department. Officers are also asked to report needed repairs, structural safety problems, or natural obstructions.

### **Sexual Harassment Policy**

#### **I. Policy Statement**

Harassment of any employees, faculty, staff, or students at Elms College is unlawful and will not be tolerated. In keeping with the College's core values and mission, our institution endeavors to provide an educational and work environment free of all forms of harassment,

including sexual harassment for all faculty and staff. Elms College is dedicated to providing an environment that fosters and values diversity and emphasizes the dignity and worth of all individuals. While sexual harassment is one of the more commonly known forms of harassment, it should be understood that other types of harassment based on age, color, disability, ethnic or national origin, gender, race, religion, class, sexual orientation or gender identity, and harassment such as bullying, are forbidden.

## II. Purpose for the Policy

- Reaffirm Elms College's commitment to providing a positive, humane, harassment-free work environment.
- Inform the Elms community about the conduct that is expected.
- Inform victims of harassment, including sexual harassment, of their options and rights.
- Inform all Elms employees about the procedures available for addressing, investigating, and resolving harassment complaints, including sexual harassment complaints.
- Protecting the rights and confidentiality of all parties to harassment complaints to the fullest extent possible.
- Preventing retaliation against persons alleging sexual and other unlawful harassment or against persons cooperating in an investigation.

## III. Scope

This policy and all aspects of the harassment procedures described below apply to all employees of Elms College, its entities, and subsidiary organizations, whether they are on College property or participating in a college-related event or activity off-campus.

## IV. Prohibited Conduct

### Harassment

Acts or communications causing emotional stress to and directed toward individuals or groups because of: race, color, religion, national origin, ancestry, sex, age, disability, sexual orientation, genetics, gender identity, active military or veteran status, and participation in discrimination complaint-related activities.

*Harassment may take two forms:*

- 1) Verbal or physical conduct which may or may not be sexual in nature, but due to the severity and/or persistence of it, this form of harassment interferes significantly with an individual's work or education, or adversely affects an individual's living conditions.
- 2) An employee of the College using his/her position of authority to make unwelcome sexual advances, request sexual favors, or engage in verbal or physical sexual actions of nature when:

- submission to such conduct is explicitly or implicitly made a term or condition of an individual's employment or education; or
- submission to or rejection of such conduct is used as a basis for decisions affecting that individual's employment or education.

*Examples of impermissible harassment, including racial harassment, include but are not limited to:*

- the use of physical force or violence to restrict the freedom or movement of another person or to endanger the health or safety of another person based on the person's race, color, etc.;
- physical or verbal behavior that involves an expressed or implied threat to interfere with or has the purpose of, or has the reasonable foreseeable effect of interfering with an individual's personal safety, academic effort, employment, participation in college sponsored activities because of that individual's race, color, gender, etc., and which causes the individual to have reasonable apprehension that harm is about to occur.
- any type of conduct that has the effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or learning environment;
- epithets, slurs or derogatory comments based on a person's race, color, etc.

It should be emphasized that isolated instances (e.g. a single comment or joke) ordinarily will not constitute harassment unless they are repeated or egregious. Harassment may not be present if the conduct is welcomed or encouraged.

*Complainant:* refers to the person making an allegation or complaint of harassment.

*Respondent:* refers to the person about whom an allegation or complaint of harassment is made.

*Allegation:* statement by a complainant that he/she believes an act of harassment has occurred.

*Complaint:* notification, either verbal or written, asserting that harassment occurred.

Conduct alleged to constitute harassment under this Policy shall be evaluated from the perspective of a reasonable person similarly situated to the complainant and in consideration of the context of behavior.

Harassment may be distinguished from behavior that, even though unpleasant or disconcerting, is appropriate to carrying out of certain instructional, advisory, or supervisory responsibilities.

## **Sexual Harassment**

It is the policy of Elms College that all faculty and staff work and learn in an environment free from sexual harassment. Sexual harassment is a form of discrimination in violation of Title VII of Federal Civil Rights Acts of 1964, Title IX of the 1972 Education Amendment, and Elms College policy, and will not be tolerated at the College. The Equal Employment Opportunity Commission (EEOC) defines sexual harassment in an employment situation as follows:

*Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature constitute sexual harassment when:*

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment.

Sexual harassment can take many different forms. The determination of what constitutes sexual harassment will vary according to particular circumstances. Examples of sexual harassment include but are not limited to:

- Unwelcome sexual propositions, invitations, flirtations, solicitations and leering.
- Unwelcome and inappropriate touching, patting, pinching, fondling, or obscene gestures.
- Conditioning an employment-related action (e.g., hiring, promotion, salary increase, performance evaluation, corrective action, termination) on a sexual favor or relationship.
- Unwelcome verbal expression of a sexual nature, including graphic sexual commentaries about a person's body, appearance, dress, or sexual activities; the unwelcome use of sexually degrading language, innuendos, or jokes; unwelcome suggestive or insulting sounds, whistles, telephone calls.
- Sexually suggestive objects, pictures, videos, audio recording or literature, or computerized/electronic message transmissions generated from the workplace that may embarrass or offend individuals.
- Conduct engaged in by individuals in positions of authority at the College which has the effect of unreasonably interfering with the ability of individuals to perform their job or academic responsibility, or creating an offensive, intimidating and/or hostile work or learning environment.
- Engaging in "stalking" conduct that would cause an individual to fear for his or her safety or cause the individual substantial emotional distress.



Such unwelcome behavior has the potential to severely alter the condition of the victim's employment or academic surroundings and results in a work or educational environment that a reasonable person would find abusive or offensive.

#### V. Duties of the Elms College Community

A. All members of the Elms community have a responsibility to ensure the College is free of all forms of harassment and that any harassment is properly reported. Appropriate action to punish and deter harassment cannot be taken if the College is unaware of such acts occurring.

#### B. Supervisor Responsibilities

- Inform employees and students under their direction or supervision about this policy.
- Inform visitors, independent contractors, vendors and their representatives as well as other transacting businesses with the College of this policy.
- Notify the appropriate individuals when they receive reports or complaints of harassment or observe or otherwise become aware of incidents of harassments.
- Implement corrective actions that have been imposed as a result of a harassment finding.

#### VI. Procedures for Evaluation and Resolution of Claims of Harassment

It is the responsibility of the Human Resources Office to implement Elms College's policy and procedure regarding harassment incidents. At Elms College you have the right to perform your job and pursue your education in an environment free from harassment of any kind.

#### A. What to do if you believe you are experiencing harassment in any form:

Any member of the Elms community who believes he or she has been a victim of harassment as defined in this policy is urged to bring the matter to the attention of the Human Resources Office, or other appropriate individuals (see below). Any member of the community has a right to file a complaint with the College. This may be done in either writing or verbally. If you have experienced any form of harassment please do the following:

File a complaint with Human Resources. When complaints are received, allegations will be promptly investigated in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offensive conduct, and where it is appropriate, we will also impose disciplinary action. Such action may range from counseling to termination of employment.

#### B. Who to contact for assistance with harassment claims



If you think you are experiencing harassment, you are urged to contact one of the individuals listed below. If you receive a report of harassment or believe you have witnessed an incident(s) of harassment, please do not ignore it. If you have been accused of harassment, you should seek the advice from one of these individuals as well.

Deborah Methe  
Director of Human Resources  
Title IX Coordinator  
126 Berchmans Hall, 413-265-2365

Walter Breau  
Vice President of Academic Affairs  
112 Berchmans Hall, 413-265-2222

Katie Longley  
Vice President of Finance & Administration and Finance  
1st Floor Berchmans Hall, 413-265-2322

Teresa Winters  
Dean of Students, Student Affairs  
Dean of Students Office, Dooley Center 1st Floor, 413-265-2210 or 413-265-2274

Tom Foley  
Director of Public Safety, 413-265-2494

All complaints will be taken seriously and an investigation promptly conducted.

#### C. Confidentiality

Elms College acknowledges that the stages of any proceeding will be maintained with the utmost confidentiality. A breach of confidentiality compromises the ability of Elms College to investigate and resolve claims of harassment. Elms College will attempt to protect the confidentiality of the proceedings and circumstances leading to the dispute. Until resolution has been achieved, participants are expected to discuss the matter only with those persons on a “need to know” basis such as when:

- The College is required by law to disclose information (e.g. responses to legal process).
- Confidentiality concerns are outweighed by the College’s interest in protecting the safety and rights of others.

#### D. Retaliation

Retaliation is an action taken by the college or any employee or agent of the college to restrain, interfere with, coerce or otherwise adversely affect a person's employment, personal safety, academic effort or participation in college events/activities. No faculty member, administrator, staff person, or applicant for employment may be subject to retaliation for action taken in good faith to seek advice concerning a harassment matter, or to file a harassment complaint, or to serve as a witness or a panel member in an investigation or adjudication of a harassment complaint.

It is a violation of this policy, to retaliate against a complainant for making a claim of harassment. If warranted, the appropriate senior administrator may monitor performance review, promotion, or other personnel actions to ensure that retaliation does not occur. A claim of harassment is not proof of prohibited conduct. A claim shall not be taken into account during a performance review, or with respect to promotion, reappointment, or other personnel action unless a final determination has been made that the College's Policy has been violated. If necessary and appropriate, such decisions shall be deferred until the claim is resolved.

Retaliation, if established, may result in disciplinary action against the offending party up to and including discharge from employment or dismissal from the college.

Persons found in violation of this policy will be subject to disciplinary action up to and including dismissal.

#### State and Federal Remedies

In addition to the above, if you believe you have been subject to discrimination, you may file a formal complaint within 300 days of the alleged act of discrimination, the following government agencies:

1. The United States Equal Employment Opportunity Commission (Employees)

One Congress Street  
Boston, MA 02114  
617-565-2011

2. The Massachusetts Commission Against Discrimination (Employees & Students)

Boston Office:  
One Ashburton Place – Room 601  
Boston, MA 02108  
617-727-3990

Springfield Office  
436 Dwight Street – Suite 200  
Springfield, MA 01103  
413-739-2145

3. The Office of Civil Rights of the United States Department of Education  
J.W. McCormack Post Office and Courthouse – Room 707  
Boston, MA 02109-4557  
617-223-9662

### **Sexual Misconduct**

Elms College supports the rights of all students to live and study in an environment free from sexual coercion and violence. Sexual contact with another person without consent or with the use or threat of force violates the standards of civility, decency, and respect expected of all members of the campus community. While the college supports the teachings of the Catholic Church regarding issues of sexual behavior, we are also cognizant that not all members of our community are Catholic, and we are informed by law and court rulings that we must clearly define policies and procedures falling under Title IX.

#### **I. Prohibited Conduct**

##### **A. Non-Consensual Sexual Activity**

1. Non-consensual sexual activity includes, but is not limited to, any sexual activity that takes place without the effective consent of the other individual involved. Effective consent is shown by the exchange of mutually understandable words or actions between parties to a sexual interaction. Consent must be informed and freely and actively given. Silence in and of itself is not an indication of consent.
2. In order to be effective, consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear that he or she does not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive. In other words, consent may be withdrawn at any time.
3. In order to give effective consent, one must be of legal age. Sexual activity with someone a person knows to be--or should know to be--mentally or physically incapacitated (because of disability, alcohol or other drug use, sleep, unconsciousness, blackout, or bodily restraint) is a violation of this policy. Any time sexual activity takes place between individuals, those individuals must be capable of controlling their physical actions and be capable of making rational, reasonable decisions about their sexual behavior.

A person who has consumed alcohol may experience diminished capacity for effective decision-making and action, and thus may be incapable of consenting to sexual activity.

4. Sexual activity with someone whose incapacity results from the ingestion of a so-called “date-rape” drug is in violation of this policy. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc., is prohibited, and administering one of these drugs to another student for the purpose of inducing incapacity is a violation of this policy. Use of alcohol or other drugs will never function to excuse behavior that violates this policy.

For the purposes of this policy, Non-Consensual Sexual Contact is

- any intentional sexual touching,
- however slight,
- with any object,
- by a man or a woman upon a man or a woman,
- that is without consent and/or by force
- Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

For the purpose of this policy, Non-Consensual Sexual Intercourse is

- any sexual intercourse
- however slight,
- with any object,
- by a man or woman upon a man or a woman,
- that is without consent and/or by force.

#### B. Sexually Exploitative Behavior

Sexually exploitative behavior occurs when a student takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to: prostituting another student, non-consensual video/audio-taping or photographing of sexual activity, unauthorized posting or distribution of materials involving the sexual activity of another person, going beyond the boundaries of consent (such as voyeurism or secretly watching others), knowingly transmitting an STD or HIV to another student.

## II. Procedures for Filing a Report or Submitting a Complaint

A. *In an emergency, first contact the Chicopee Police Department 911.*

B. A student who wishes to report an assault or file a complaint against another student through the College should notify the Dean of Students Office. If a student wishes to file a complaint against an employee of the college they should contact the Director of Human Resources. A student who wishes to report an assault against a non-elms employee or student may contact the Chicopee Police, or the Dean of Students Office. The Dean/designee or director will explain support options, investigative steps, and hearing procedures.

C. Elms College believes that all students should retain the right to move forward (or not) with a complaint about sexual assault and leaves the decision to the student.

D. It is the goal of the College to fully resolve individual allegations of sexual misconduct within 60 days of receipt of a written complaint.

In addition to the above resources, Individuals who believe that they have been subjected to sex discrimination, sexual harassment, sexual misconduct or other acts of unlawful harassment, discrimination, or retaliation may file a complaint with the government agencies set forth below. (Using the College's complaint process does not prohibit an individual from filing a complaint with these agencies.)

### 1. The United States Equal Employment Opportunity Commission ("EEOC")

John F. Kennedy Federal Building  
475 Government Center  
Boston, MA 02203  
617-565-3200  
800-669-4000

### 2. Massachusetts Commission Against Discrimination ("MCAD")

Boston Office:  
One Ashburton Place  
Sixth Floor, Room 601  
Boston, MA 02108  
617-994-6000

Worcester Office:  
455 Main Street  
Room 100

Worcester, MA 01610  
508-799-8010

Springfield Office:  
436 Dwight Street  
Second Floor, Room 220  
Springfield, MA 01103  
413-739-2145

3. Office of Civil Rights (“OCR”) - Boston Office  
US Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
617-289-0111

### III. Investigation & Hearing Procedures

A. When a student makes a report of alleged sexual misconduct, they will meet with the Dean of Students/designee. At this meeting it will be explained that:

1. All parties involved will be treated equitably. There will be no presumption of guilt.
2. The alleged victim has the right to file criminal charges.
3. Counseling services are available both on and off campus.
4. Academic accommodations are available if necessary.
5. The College prohibits any form of retaliation against a student who makes a complaint of sexual misconduct, and that the school will adjudicate any retaliation that takes place.
6. If it has not already occurred, the alleged victim will be encouraged to seek medical attention.
7. The College has an obligation to investigate every complaint, even if the student does not wish the institution to do so. In conducting its’ investigation, the College will be discreet and only disclose information on a “need to know” basis. If a student requests anonymity, that the institution’s ability to investigate and respond may be limited.
8. If necessary, the College will impose a “no contact” order that prohibits contact between the alleged victim and alleged perpetrator.
9. The College investigation will not be delayed pending the outcome of criminal proceedings.
10. Any possible alcohol or drug violations will be dealt with separately.
11. That both the complainant and accused student will be kept abreast of the

investigation and will be informed of the outcome of the judicial proceedings in cases of sexual assault.

12. It is the goal of the College to fully resolve individual allegations of sexual misconduct within 60 days of receipt of a written complaint.
  13. The student will be asked for a written acknowledgment of the discussion.
  14. The student will be asked for a signed written statement indicating the course of action they wish to take.
  15. Mediation will not be used to resolve sexual assault complaints.
- B. Hearing procedures for cases of sexual misconduct will be conducted as follows:
1. In most cases, hearings will be adjudicated before the College Judicial Panel.
  2. Hearings will be recorded.
  3. Hearings are open only to those involved in the proceedings as determined by the dean of students/designee.
  4. A hearing panel member who is an interested party or witness in a proceeding shall be disqualified from participating.
  5. Cases will be decided using the standard of proof known as “a preponderance of evidence,” meaning that the event is more likely to have occurred than not occurred.
  6. Both parties will have the opportunity to present witnesses.
  7. Both parties may have present at the hearing a member of the Elms community to serve as a non-speaking advisor.
  8. The complainant and the accused student will not be permitted to directly ask each other questions. Questions will be put in writing and given to the Dean of Students/designee who will read the question at the hearing.
  9. If the Dean of Students deems it necessary, the complainant and accused student may be kept in separate rooms during the course of the hearing.
  10. Decisions will be arrived at by majority vote. Three members must be present to constitute a quorum.
  11. The Dean of Students/designee will serve as a non-voting moderator of the Judicial Panel.
  12. Normally, within two (2) workdays of the hearing, the Judicial Panel / Hearing Officer shall deliver to the Dean of Students a written or oral notice of their decision along with the recommended sanction. The Dean of Students may approve the sanction, amend the sanction, or refer the case back to the Judicial Panel / Hearing Officer for re-sanctioning.
  13. Both parties will receive simultaneous written notice of the outcome of the hearing and any appeal.
  14. Both parties have the right to appeal the outcome of the judicial proceedings.

## **Sexual Violence – Additional Information**

### **Risk Reduction Information**

Risk reduction information can often take a victim-blaming tone, even unintentionally. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk experiencing a non-consensual sexual act. Below, suggestions to avoid committing a non-consensual sexual act are also offered:

1. Make limits known as early as possible.
2. Tell a sexual aggressor “NO” clearly and firmly.
3. Try to remove yourself from the physical presence of a sexual aggressor.
4. Find someone nearby and ask for help.
5. Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
6. Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

These suggestions may help you to reduce your risk for being accused of sexual misconduct:

1. Clearly communicate your intentions to your partner and give them a chance to clearly relate their intentions to you.
2. Understand and respect personal boundaries.
3. DON'T MAKE ASSUMPTIONS about consent; about someone's sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent.
4. Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go. You must respect the timeline for with which they are comfortable.
5. Don't take advantage of someone's drunkenness or drugged state, even if they did it to themselves.
6. Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size. Don't abuse that power.
7. Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.



8. Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

Any retaliatory action or behavior taken toward an alleged victim as a consequence of his or her decision to report a violation, pursue conduct action, or criminal prosecution, is prohibited. Retaliation by either party may result in immediate judicial action.

### **What To Do After An Assault**

A. Get to a Safe Place Quickly. If the perpetrator is still in the area or his or her presence on campus is threatening, call the 911 or use a Blue Light emergency phone.

B. Contact Someone Trained to Help, including:

1. Residence Life
2. Counseling
3. Health Services
4. Dean of Students Office
5. Public Safety
6. Chicopee Police Department

C. Preserve Physical Evidence. Because evidence of the assault and the perpetrator's identity (hair, seminal fluids, bits of skin, etc.) may be left on the victim's body, it is important not to bathe, shower, douche, or even use the toilet if avoidable. If the victim was assaulted orally, drinking prior to an exam should be avoided. Victims should not straighten up the scene of the incident and should take a change of clothes to the hospital. If the victim must change clothes, put the items that were worn at the time of the attack in a paper bag (not plastic) to the hospital. Having physical evidence collected can strengthen a case if the victim pursues legal action.

D. Seek Timely Medical Attention. Victims are encouraged to go for a sexual assault exam as soon as possible because injuries should be treated promptly and evidence deteriorates quickly. Baystate Hospital employs trained Sexual Assault Nurse Examiners to collect evidence, check for injuries and deal with the possibility of pregnancy and exposure to sexually transmitted diseases. A victim may bring a friend to the hospital for support. A Rape Crisis Center advocate will be present to offer emotional support. If the assault occurred weeks or months before, medical attention is still important. Health Services can provide referrals for physical exams, pregnancy tests, and testing for sexually transmitted diseases and HIV.

E. Ask Questions. Victims have the right to ask questions throughout the process and decide what is best for them. Victims are encouraged to use both on- and off-campus resources to help understand available options.

#### Support and Resources for Students

A. After reporting alleged sexual assault or misconduct to College officials, a student may request the following:

1. Change of an on-campus student's housing to a different on-campus location;
2. Transferring class sections when available;
3. Assistance in exploring alternative housing, incompletes, leave, or withdrawal.

B. The following resources are available to students:

1. Counseling Center 413-265-2275
2. Medical Assistance/Advice (Health Center) 413-265-2288
3. The Student Affairs staff will make available a staff member to serve as an informal support person for both an alleged victim and an accused student to help each party navigate through the student conduct process. 413-265-2210
4. Campus Ministry

C. At times, students are hesitant to report the occurrence of a sexual assault to College officials because they are concerned that they, or witnesses to the misconduct, may be charged with other policy violations such as visitation or alcohol violations. These behaviors are not condoned, but the importance of dealing with alleged sexual misconduct or sexual assault outweighs the College's interest in addressing lesser violations. Accordingly, in these cases, the College will not pursue disciplinary action against a student who makes a complaint of sexual misconduct or sexual assault in connection with the reporting of that incident, or against students named as witnesses to the incident.

#### D. Additional Resources

##### Emergency Telephone Numbers

Police, Fire, or Ambulance 911

(Dial 911 and be sure to tell the dispatcher your location)

Elms College Public Safety 413-265-2278

Elms College Switchboard Operator 413-594-2761, or ext. 0

Wellness Center 413-265-2288

Student Affairs/Dean of Students Office 413-265-2210

### Hospitals

Gardner – Heywood Hospital 978-632-3420  
Greenfield – Baystate Franklin Medical Center 413-733-0211  
Hartford – Hartford Hospital, 860-545-5000  
Saint Francis Hospital, 860-714-4532  
Holyoke – Holyoke Medical Center 413-534-2500  
Pittsfield – Berkshire Medical Center 413-447-2000  
Springfield – Baystate Medical Center 413-794-0000;  
Mercy Hospital 413-748-9000  
Worcester – Saint Vincent Hospital 508-363-5000;  
UMASS Memorial Medical Center 508-334-1000

### Women's Shelters

Domestic Violence Safelink 877-785-2020 (TTY 877-521-26001)  
Enfield – Network Against Domestic Abuse 860-763-7430  
Gardner and Worcester – Pathways for Change 800-870-5905 (TTY 888-887-7130)  
Greenfield – New England Learning Center for Women in Transition 413-772-0871  
(TTY 413-772-0806)  
Holyoke Womanshelter/Companeras 413-536-1628  
Main Street Shelter 413-534-2466  
Springfield 413-733-7100  
Worcester – New Hope Inc. 800-323-4673 (TTY 800-323-4673)  
YWCA Central Massachusetts Domestic Violence Services (Daybreak) 508-755-9030  
YWCA of Western MA 800-796-8711 (TTY 800-796-8711)

### Pregnancy Centers

Birthright 800-550-4900  
Amherst 413-549-1906, Springfield 413-732-6104 or in CT 860-290-8800  
Brightside 413-788-7366  
Fitchburg – CareNet Pregnancy Resources Center 978-342-4244  
Greenfield – Alternatives Pregnancy Center 413-774-6010  
Pediatric Unit at Baystate Medical 413-794-5641  
Pregnancy Center of Worcester 888-310-7217  
Springfield Pregnancy Care Center 413-732-2006  
Tapestry Health 413-733-6639  
Visitation House 508-798-0762  
Worcester – Catholic Charities 508-798-0191

### Sexually Transmitted Disease Resources

AIDS Hotline 800-235-2331

STD Testing 413-794-8354  
STD Hotline 800-227-8922  
Baystate Emergency Room 413-794-3233  
Baystate Medical Center 413-784-0000  
Caring Health Center, Inc. 413-739-1100  
Community Health Services: Sexually Transmitted Disease Screening 860-249-9625  
Great Barrington Community Health Programs, Inc. 413-528-8580  
HIV/AIDS Treatment Information Service 800-448-0440  
Planned Parenthood 860-741-2197  
Tapestry 413-733-6639  
The Massachusetts HIV/STD Hotline 800-235-2331  
Turners Fall Community Health Centers of Franklin County, Inc. 413-772-3748  
Worcester Area:  
    Central Massachusetts Health Center 800-258-4448  
    Family Health and Social Services Center 508-860-7700  
    Great Brook Valley Health Center 508-852-1805

#### Sexual Assault Resources

AIDS Hotline 800-235-2331  
ARCH (Rape Crisis) 413-733-7100  
Everywoman's Center Crisis Hotline 413-545-0800  
Freeman Center 413-499-2425, Hotline 866-401-2425, TTY 413-499-2425  
Greenfield – New England Learning Center for Women in Transition 413-772-0871  
    (TTY 413-772-0806)  
National Sexual Assault Hotline 800-656-4673, <http://www.nelcwit.org>  
Pittsfield – Elizabeth Freeman Center 413-499-2425, Hotline 866-401-2425  
    (TTY 413-499-2425)  
STD Testing 413-794-8354  
STD Hotline 800-227-8922  
The Women and Family Center 888-999-5545  
Worcester Pathways for Change 508-852-7600, Hotline 800-870-5905  
    (TTY 888-887-7130)

#### **Smoking Policy**

Elms College is committed to providing a safe and healthy environment for students, faculty, staff, and visitors. In order to limit exposure to the effects of secondhand smoke and reduce the risk of fires, the College has adopted this Smoking Policy. No smoking is allowed anywhere on the Elms College Quad area.

The following areas shall be smoke free:

- All rooms in all campus buildings

- Lobbies, entranceways, and exits
- Balconies and porches
- Roofs
- Athletic fields and spectator areas
- Exterior areas near windows or air intakes
- All Elms College vehicles
- Any other area on campus unless the College has clearly designated it as a smoking area.

#### *Permitted Distance*

Smokers must be at least 25 feet from any entrance, exit, or air intakes to prevent smoke from entering buildings.

#### *Smoking Definition*

Smoking refers to an individual carrying a lighted cigarette, pipe, cigar or other lit smoking device.

#### *Smoking Receptacles*

Smoking receptacles should be kept away from building entrances, exits and air intakes.

#### *Responsibility for the Policy*

All members of the campus community share in the responsibility of ensuring that the Smoking Policy is adhered to. Individuals who choose to use tobacco products in designated outdoor areas must be at least 25 feet away from the entrance or air supply intake of campus buildings and properly extinguish and dispose of smoking materials in the receptacles that are provided.

The Human Resources Director will assist department heads with smoking issues related to College personnel. The Dean of Students should be contacted regarding smoking issues related to students. The Public Safety Director is available to answer questions concerning fire safety and enforcement of permitted distances for smoking.

#### *Smoking Cessation Information*

Faculty and staff who are enrolled in Health New England (HNE) insurance should contact HNE regarding smoking cessation benefits and programs. Elms College students may consult the Wellness Center Director or Counseling Center Director regarding smoking cessation information resources.

#### *Applicable Law*

The Massachusetts Smoke-Free Workplace Law, M.G.L., Chapter 270, section 22.

Questions?

Questions concerning the Smoking Policy may be directed to the Director of Human Resources, 413-265-2365.

#### *Smoke-Free Environment*

All of our residence halls and buildings are smoke-free environments. All of our off campus program facilities are also smoke-free.

#### **Travel Policy**

This policy applies to students participating in college sponsored events that require travel away from campus. All international travel follows the Elms College International Policy and includes any travel outside the United States. These policies apply to all students which includes the Elms College Chicopee campus and all satellite campus programs.

College policies and the Student Conduct Standards are in effect during all phases of College sponsored activities. The College is not responsible for any loss, damage, injury or other consequence resulting from a student's participation in the trip.

Participants are responsible for following of the guidelines, requirements, and expectations set forth by the administrator, staff, faculty member, or recognized student or individual in charge of the trip. Students with disability related needs should contact the Student Accommodations and Support Services Office to discuss their situation and arrange for reasonable accommodations. The director can be reached by email: [sass@elms.edu](mailto:sass@elms.edu) or by phone 413-265-2333.

Participants are responsible for following the necessary travel requirements and getting the required medical or travel documents. Failure to do so may require the participant to postpone or cancel their travel.

Any financial obligations are the responsibility of the participant. A participant who is unable to participate and/or is not permitted to participate may not receive a refund and may still have financial obligations

#### **Accreditations**

The College of Our Lady of the Elms is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational

programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road, Suite 201  
Bedford, MA 01730-1433  
(781) 271-0022  
E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)

### **Interstate Certification Licensure**

The National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Compact is a teacher licensure reciprocity agreement among the District of Columbia, Overseas Dependent Schools, and most states. Initial licensure programs include the M.A.T. in: Biology (5-8) (8-12), Chemistry (5-8) (8-12), Early Childhood (PreK-2), Earth Science (5-8) (8-12), Elementary (1-6), English (5-8) (8-12), English as a Second Language (PreK-6) (5-12), General Science (5-8), History (5-8) (8-12), Humanities (5-8), Mathematics (5-8) (8-12), Math/Science (5-8), Moderate Special Needs (PreK-8) (5-12), Physics (5-8) (8-12), Political Science/Philosophy (5-8) (9-12), Reading Specialist (All Levels), and Spanish (5-12).

## Division of Business

### *Welcome Message from the MBA Program Director*

Today's most successful companies' demand well trained leaders equipped with the knowledge and the tools to lead their organizations forward in an ever-evolving global economy. The Elms College MBA program has been uniquely designed to exceed those demands by providing our students with hands-on, practical experience, as well as the critical analytical skills that will set them apart in the workplace.

As an Elms College MBA student, you will be equipped with the competencies, financial skills, and problem solving capabilities required of successful leadership. You will learn by doing – through courses designed in collaboration with leading companies in the community to address what matters most to hiring managers. Our professional faculty members impart real-world experience they apply every day on the job, to you, the student.

Key competencies like critical thinking ethical decision making and emotional intelligence are invaluable behaviors for successful leaders. A learning agile leader with the ability to adapt to a rapidly changing environment, coupled with the experience obtained through an advanced degree, is pivotal to success.

By staying on top of current and future trends, the MBA department instructs students on how to leverage human resources from within their organization, creating opportunities to compete, grow and be effective in the workplace.

The Elms College MBA program will challenge you to analyze and balance bottom-line business decisions, with a strong emphasis on the ethical, social, and political aspects of the ever-changing business landscape, providing you with the platform for personal and professional growth.

I encourage you to join us for a class, and experience the Elms difference.

Sincerely,

***Kim Kenney-Rockwal***

*Elms College MBA Program Director*



**What makes our program different?**

Today's executives know that success depends on a strong understanding of business principles. But more important is the ability to apply those principles and create change that resonates on many levels. Our flexible schedule allows for one night per week on campus from 6 pm - 9:30 pm and no weekends.

The Elms Masters of Business Administration was devised with this in mind – taking its cues from accomplished corporate executives with expertise in myriad fields. These industry leaders serve as both advisors and professors, maintaining strong ties to the evolving business landscape at every step.

With a solid emphasis on communication and ethics, the Elms MBA is structured to provide the tools needed to make an impact, both socially and financially, in the local community and globally.

Tracks of study – Healthcare Leadership, Healthcare Innovation, Lean Entrepreneurship, Accounting, Financial Planning, and Management – are offered in an accelerated, flexible hybrid format that pairs online and on-campus courses, that allows students to maintain the proper balance of work, life and school.

In short, Elms' MBA students are charged with not just addressing existing business issues, but envisioning the strategies of tomorrow's leaders, and putting them in motion.

**A Focus On: Community**

The Elms MBA revolves around the concept of community, and strives to prepare its students to have a positive, lasting impact on business. This vision is guided by a dedicated panel of executive advisors and focused on building a network of students, faculty, and business leaders that will ultimately shape corporate teams and place alumni in key positions.

Whatever study track one chooses, Elms MBA students will establish relationships through teamwork and coursework designed to include community-building events and mentoring opportunities developed in tandem with a wide range of business and community organizations, such as Chambers of Commerce, professional alumni groups, non-profit organizations, and beyond.

The topics of entrepreneurship, marketing, accounting, and management are just a few of the areas of study MBA candidates will explore. They'll create comprehensive business plans focused on augmenting strengths, correcting weaknesses, avoiding threats, and finding new opportunities for success.

### **A Focus On: Ethics**

As troubling headlines will sometimes prove, the moral landscape of the corporate world is not always easily navigated. At Elms, we challenge our students to think using an ethical compass, and provide practical tools to further guide their way.

MBA students will apply ethics-based decision-making skills to budgeting and finance, policy creation, transparent vs. non-transparent business practices, and more. All students will participate in the cornerstone course Globalization and Social Responsibility, which explores core issues facing business in the areas of social responsibility and sustainability.

This focus on ethics in business truly differentiates Elms College from other MBA programs. It's the key to helping professionals develop well rounded strategies that will enhance quality in the workplace as well as society at large.

### **A Focus On: Experience**

Like many MBA programs across the country, Elms has taken great care to blend strong research components into each level of study. However, our overall philosophy is more heavily based in application, interaction, and collaboration.

Each course has been designed to serve as a valuable resource that offers immediately applicable skills. Practical business tactics are not just introduced – they are expanded through deep discourse and thought demanding examination.

## **Faculty Profiles**

**David Kimball**, *chair, Division of Business, professor of business management*

413-265-2300 | kimballd@elms.edu

B.S., B.A., M.B.A., Western New England University

Sc.D., University of New Haven

David Kimball is the Chair of the Elms College Division of Business and Law. He co-authored the text Sport Management: Principles, Applications and Skills, now in its second edition. Dr. Kimball is interested in the role that mission statements play in the role of being a globally, socially, oriented organization. He also applies his doctoral research on corporate mission statements to assist students in analyzing organizations such as Starbucks, Nike, Blockbuster, and Ford. As the faculty advisor for the Grinspoon Entrepreneurship Initiative, Dr. Kimball mentors students developing business concepts and opportunities.

**Kim Kenney-Rockwal, SPHR, SCP**

*Elms College MBA Program Director, assistant professor business management*

kenneyrockwalk@elms.edu

M.B.A., Western New England University

Kim Kenney-Rockwal is the Elms College MBA Program Director. Prior to joining the college she was the Director of Human Resources at Health New England, located in Springfield, MA, where she oversaw HR Operations, Process Improvement, and contributed to the strategic direction of Talent Management. Ms. Kenney-Rockwal served as an internal Executive Coach, supporting the delivery of High Performance programs and coaching activities throughout HNE. Ms. Kenney-Rockwal obtained a Senior Professional in Human Resources (SPHR) designation from the Human Resource Certification Institute, is a Lominger® Practitioner, a Myers-Briggs® Type Indicator Master Practitioner and a Certified Executive Coach. She is a member of the Society for Human Resource Management, Board member of the Western Mass Training Consortium, and a member and past president of the Human Resource Management Association of Western New England.

**Kathleen Scoble, Dean, School of Nursing**

416 Berchmans Hall

413-265-2204 | scoblek@elms.edu

B.S.N., Madonna College

M.A., M.Ed., Ed.D., Teachers College, Columbia University

Dr. Scoble has over three decades of experience in academic, administrative and consultant roles. Beginning as Director of the Division in 2003, she has lead the division's development from a traditional baccalaureate nursing program to now include several educational pathways for advancing the education of RNs and a Master of Science in Nursing. Dr. Scoble has previously held faculty appointments at Teachers College, Columbia University and the University of MA Boston; and several administrative positions in acute care organizations ranging from unit manager to chief nurse executive. Her areas of expertise include nursing services and health administration, organizational assessment, professional practice models for nursing and management and leadership development. Recognized for her leadership in professional nursing both nationally and abroad, Dr. Scoble currently serves as President of the MA Association of Colleges of Nursing and co-chairs the MA Institute of Medicine Action Coalition. Consulting internationally for the Institute for Nursing Healthcare Leadership and Partners Healthcare International (formerly Partners Harvard Medical International) since 1999, Dr. Scoble has had programmatic experience in multiple countries including Colombia, India, China, Dubai, and Turkey. Dr. Scoble is a member of Sigma Theta Tau International and the National Honor Society of Alpha Sigma Lambda.

## **Adjunct Faculty**

### **Cindy Bisner**

MBA, Elms College

### **Charlotte Cathro**

CPA, MSA, Suffolk University

### **Emmanuel Cheo**

RN, MSN/MBA, Elms College

### **Peter DePergola**

MTS, Ph.D., Duquesne University

### **Sally Fenton**

MBA, Purdue University

### **Julie Quink**

CPA, BA, Elms College

### **Kristin Morales-Lemieux**

MBA, Elms College

### **Angelina Stafford**

J.D., Western New England University

### **Albert F. Kasper**

MBA, University of Massachusetts

*Savage Sports Corporation, President and CEO*

*MBA Executive Advisory Council Member*

[kaspera@elms.edu](mailto:kaspera@elms.edu)

B.S., Western New England University

M.B.A., University of Massachusetts

Since 2001, Al Kasper has been the President & Chief Operating Officer of Savage Sports Corp., a leading manufacturer of hunting and sporting firearms, archery equipment, shooting ranges, shoot houses, and targeting systems. Mr. Kasper joined the company in 1996 as its Vice President and Chief Financial Officer and has quickly grown to be a strategic leader for the Company. Previously, Mr. Kasper worked as a Group Controller and Operations Manager for The Conair Group, Inc. in Pittsburgh and an Operations Manager for divisions

of Danaher and United Technologies Corporation. He received an MBA from the University of Massachusetts and a BS in Accounting from Western New England University.

**Gary Russett**

MBA, Elms College

Earned his MBA, with a major in Accounting, from Elms College and his BA, with majors in Accounting and Finance, from Massachusetts College of Liberal Arts. He is currently Controller of Elms College and has over 25 years of financial experience. His industry experience includes public accounting, health care and higher education. Courses taught are ACC602 Accounting for Managers and HTH200 Introduction to Health Services.

**Thomas Waskiewicz**

B.A., University of Massachusetts, Amherst

MBA, Western New England University

M.Ed., University of Massachusetts, Amherst

Professional Experience:

Educator IV, UMASS Amherst Outreach

Executive Advisory Committee – 2014

## **Master of Business Administration**

The MBA program offers the following concentrations: Accounting (30 credits), Financial Planning (36 credits), Healthcare Leadership (36 credits), Healthcare Innovation (36 credits), Lean Entrepreneurship (36 credits), and Management (36 credits). The program format is structured in a series of 11 week flexible hybrid blocks. This allows the student to take courses in a way that suits his/her learning style. Students select weekly delivery options: face-to-face one night a week and online live using WebEx technology.

The program is designed for students to complete two classes at a time (6 credits is the equivalent of full time graduate status in the MBA program) or can be customized to allow students a slower pace (3 credits = part-time graduate status). If a student completes the program as designed (full time status) they will earn their Accounting MBA in 15 months, and all other tracks in 18 months.

### **MBA Program Learning Outcomes**

#### **General Program Intended Student Learning Outcomes (General Program ISLOs)**

1. Students will develop as leaders who critically analyze business problems to find ethical solutions.
2. Students will demonstrate the ability to view business problems as multi-dimensional, enabling students to make decisions using a holistic approach within a diverse society.
3. Students will master effective communication skills: oral, interpersonal and written.
4. Students will demonstrate the ability to collaborate and work effectively in diverse teams.
5. Students will be able to apply technological tools to the solution of practical management problems.

## **MBA Curriculum**

### **Core MBA Courses (15 credits)**

BUS600 Managerial Finance and Data Analysis  
 BUS610 Globalization and Social Responsibility  
 BUS620 Leadership and Teamwork  
 BUS630 Current Events-Impact on the Economy  
 BUS640 Strategic Management Practicum

### **Accounting Concentration (15 credits)**

ACC613 Business Law and Ethics for Accountants  
 ACC625 Principles of Forensic Accounting and Fraud Examination  
 ACC603 Corporate Taxation  
 ACC633 Non-Profit and Government Accounting  
 ACC643 Contemporary Financial Accounting Issues

### **Financial Planning Concentration (21 credits)**

FIN600 Principles of Financial Planning  
 FIN610 Tax Management & Strategy  
 FIN620 Employee Benefits and Retirement Planning  
 FIN630 Risk Management & Insurance Planning  
 FIN640 Principles of Estate Planning  
 FIN650 Investment Analysis & Portfolio Management  
 FIN650 Capstone in Financial Planning

### **Intended Student Learning Outcomes: *Concentration in Accounting***

1. Students will apply ethical theories and professional standards to address business problems in accounting.

2. Students will apply accounting theory in accordance with GAAP in analyzing problems to make business decisions.
3. Students will effectively communicate accounting information in oral and written formats.

**Healthcare Leadership Concentration (21 credits)**

ACC602 Accounting for Managers

BUS655 Project Management

HCL625 Budgeting in Healthcare

HCL645 Healthcare Operations Management

HCL635 Managing Human Capital in Healthcare

HCL650 Information Systems in Healthcare

HCL660 Global Perspectives in Healthcare Management

**Intended Student Learning Outcomes: *Concentration in Healthcare Leadership***

1. Students will compare and contrast how care is delivered and influenced globally and domestically using ethical frameworks, values and cultural dimensions in the decision making process.
2. Students will examine and analyze current and emerging issues in global healthcare and healthcare management.
3. Students will identify workforce drivers impacting human capital in the healthcare system.

**Management Concentration (21 credits)**

ACC602 Accounting for Managers

BUS622 Production and Operations Management

BUS624 Organizational Behavior & Development

BUS642 Managing Innovation and Technology

BUS652 Strategic Human Resource Management

BUS655 Project Management

BUS662 Global Marketing Management

**Intended Student Learning Outcomes: *Concentration in Management***

1. Students will construct quality business documents and create effective presentations that articulate tactics and strategies within a business environment.
2. Students will examine business problems through global, regulatory, political and legal lenses to understand impact.

## **Admission for the MBA**

### **Admission Requirements**

- Completed application and \$30 application fee
- One page goal statement for graduate study
- Two letters of recommendation, academic or professional
- Current Resume
- Copy of official undergraduate transcripts
- Interview with the MBA Program Director

### **Graduate Assistantships**

The MBA graduate assistantships are filled on a competitive basis. The positions available change each semester, and the criteria for appointment, procedures for application, as well as graduate assistant privileges and responsibilities are subject to change each semester.

Information about graduate assistantships will be provided by the MBA Program Coordinator. Please contact (413)265-2592, for next semester's available position(s) and the application procedure.

### **Academic Requirements Prior to Admission**

Candidates must possess a baccalaureate degree with a 3.0 or higher grade point average. Applicants must also carry a grade of B or higher in the following prerequisite coursework:

- Principles of Accounting II
- Economics II
- Elementary Statistics
- Principles of Finance
- Principles of Management
- Principles of Marketing

\*Applicants who do not have the prerequisite coursework can enroll in our Accelerated Business Foundations course (BUS 501) in addition to Excel Foundations for the MBA (BUS 502) prior to formal matriculation in the program.

### **Prerequisites for the Accounting + Financial Planning Track**

Some of these prerequisites are waived for candidates who are not interested in becoming certified public accounting (CPA) exam candidates.

- Intermediate Accounting I and II
- Taxation



## **MBA Technology**

Our MBA is founded in solid knowledge and values, and continuously looks to the future. In order to accommodate our blended format, as well as those students who choose to complete the program online, we utilize the following technologies.

### *Moodle*

An entirely online course management system, Moodle enables students and faculty to easily share assignments, lecture files, grades, and any course materials required. It is also a platform for sharing messages and discussions among everyone registered for a class.

### *Smart Classrooms*

All MBA classrooms on our campus are outfitted with SmartBoards that enable instructors to capture everything that happens on their screens and share it live with their students.

### *WebEx Technology*

WebEx provides on-demand collaboration, online meeting, web-conferencing and videoconferencing applications. It is used in the MBA classrooms to deliver and record the “live” class experience to online and asynchronous users alike. Which means that day’s lecture, is recorded and either streamed live to a student in another location, or replayed later on. Even if you miss a class, you will never miss anything.

## Course Descriptions

### ***MBA Core Courses – (15 credits)***

#### **BUS 501 Accelerated Business Foundations – Bridge course (3 credits) (If required)**

The Accelerated Business Foundations Course is an efficient way for non-business students to gain basic business knowledge. This dynamic face to face course is taught by faculty who bring their academic knowledge and business background together, to create a strong platform of business essentials. The course is ideal to refresh your business background, gain exposure in business concepts that prepare you to enter into the MBA program. The Foundations course is organized into four modules tailored to student success: Accounting, Finance, Economics, Marketing and Management concepts.

#### **BUS 502 Excel Foundations for the MBA - (3 credits) (If required)**

Students who are required to take BUS 501, will also be required to take this class as an extension to the prerequisites for MBA Non-Business Undergraduate Majors, in order to enhance overall student success.

Financial coursework within the MBA requires financial modeling, analysis and quantitative work via Excel. This course is designed to enhance your success using hands-on practice that is directly tied to spreadsheet creation and covering more complex work assigned in our financial classes.

#### **BUS 600 Managerial Finance and Data Analysis (3 credits)**

General Managers require a sophisticated understanding of what can and cannot be inferred, from data analysis. The aim of this course is to enable the student to understand financial problems facing businesses. Students will analyze models used to make corporate financial and operational decisions. The importance of capital budgeting, capital structure, investing, business research and data analysis, and the impact of the decisions made by using these models, will be examined.

#### **BUS 610 Globalization and Social Responsibility (3 credits)**

Businesses face new and expanding challenges in the complex, ever-changing global economy. Often, business crosses political and cultural boundaries and must interact with international social and political institutions, which can significantly impact business goals as well as ethics and social responsibility. Topical and relevant analyses of the ethical, political and economic dimensions of conducting business in a global marketplace are explored. This course explores the social and ethical impact of corporate decisions through the investigation of cases, current events, class discussion and team presentations.

**BUS 620 Leadership and Teamwork (3 credits)**

In today's competitive business environment, managers must understand the process and strategies of human capital. This course focuses on managing direct reports, as well as building relationships with co-workers and senior management. Group dynamics, and dealing with varied personalities, will be examined. Topics include fostering creativity, making group decisions and leading a group to create a vision, mission and strategic plan. Contemporary readings are assigned to compare theories of leadership and teamwork, to current business applications.

**BUS 630 Current Events-Impact on the Economy (3 credits)**

Everyday businesses face unknown challenges due to the ever-changing global economy. Current events impact business decisions, and shape policy formation, financial decisions and our economic outlook. This course will discuss current topics and how they impact everyone from consumers, to small businesses, to Fortune 500 companies. Topics include the effect on supply and demand, financing, investing and overall economic impact.

**BUS 640 Strategic Management Practicum (3 credits)**

This graduate course is the capstone of the Elms College MBA which affords the student an opportunity to integrate, synthesize and apply the MBA program's core learning outcomes with field experience. Graduate level work in quantitative and qualitative analysis, project and company leadership, and micro and macro-economics are applied to the focal challenge of creating sustainable and transferable enterprise level excellence and value. Concepts taught are solidified through application in case study and a student project. Students will work with a local firm, using assessment tools and course concepts to diagnose current conditions, select appropriate interventions, and create effective, ethical, roadmaps for execution.

***Accounting Concentration – (15 credits)*****ACC 603 Corporate Taxation (3 credits)**

Advanced issues in taxation are examined. An overview of the taxation of corporations, S-corporations, Partnerships, LLCs and LLPs is provided. Students will gain knowledge of tax planning, tax compliance, distributions to owners, liquidations and reorganization and property transactions.

**ACC 613 Business Law and Ethics for Accountants (3 credits)**

This course focuses on ethical and legal issues facing the accounting profession with a focus on the origins of ethics and developing a basis for modern day ethical decision making. Topics include contract law, the uniform commercial code, agency, and government regulation. Students will also study the laws governing the accounting profession.

**ACC 625 Principles of Forensic Accounting and Fraud Examination (3 credits)**

This course provides an understanding what forensic accounting and fraud examination is and what the accountant's role is in these examinations. It teaches students to identify and explain fraud risk areas through analysis of financial statements and review of documentation of internal control systems; Document and apply fraud prevention and detection techniques through evaluation of case studies and fact patterns; Develop and implement investigative techniques in a forensic engagement, including the use of information technology; Differentiate the role of the accountant in both civil and criminal litigation cases, including role play in a mock trial situation.

**ACC 633 Nonprofit and Government Accounting (3 credits)**

**COURSE DESCRIPTION:** This course examines the accounting principles of not-for-profit organizations including municipalities, educational institutions, hospitals and 503 (b) organizations. Topics include: government-wide financial statements, governmental fund statements, Comprehensive Annual Financial Report (CAFR) as well as financial statements and revenue recognition of non-governmental not-for-profit organizations.

**ACC 643 Contemporary Financial Accounting Issues (3 credits)**

This course focuses on issues that affect the accounting profession. The conceptual framework of accounting and the standard setting-process are examined. International Financial Reporting Standards (IFRS) appear to be the upcoming global standard for financial reporting. Students will discuss the impact of IFRS, including in class debates arguing for/against convergence of standards.

***Certificate in Financial Planning (21 credits)*****FIN 600 Introduction to Financial Planning (3 credits)**

This is the introductory course in the Financial Planning (FP) program. As the name suggests, this course will introduce students to the general principles of Financial Planning. The course will begin by describing the FP process including the collection of data, financial statements and the budgeting process and the requirements of both the planner and of the profession (ethics, competencies, standards, regulations, etc.). The course will then establish the different areas of FP (law, taxes, insurance, investments, estate planning, etc.). The course will provide the appropriate foundation for the rest of the FP courses.

**FIN 610 Tax Management and Strategy (3 credits)**

The coverage in this course will primarily be in the following three areas: tax planning considerations, tax computations and tax planning strategies. Taxation issues in ethics and compliance, accounting, cost recovery, property will be explored and students will be

exposed to different thoughts on tax strategies. Successful students would attain basic competencies in tax advice and management.

**FIN 620 Employee Benefits and Retirement Planning (3 credits)**

An introduction to retirement planning concepts, procedures, and issues for individuals, businesses, and business owners. Topics include understanding and evaluating client retirement objectives, qualified and non-qualified retirement plans, tailoring retirement plans to client needs, funding retirement plans and investing plan assets, retirement planning for individual clients, post-retirement monetary needs, tax considerations in retirement planning, and retirement plan distributions. Public plans such as Social Security, Medicare, Medicaid, etc. are explored. Student will also discuss the impact of life changing events and the effect on retirement planning.

**FIN 630 Risk Management and Insurance Planning (3 credits)**

Insurance is an important aspect of a financial plan. In order to acquire and develop the requisite skills, students will be provided with a knowledge base in the evolving area of risk management. This course in Risk Management and Insurance will provide students with an understanding of the modern methods of appraising risk and the different tools and techniques used to manage it. The course will provide an in-depth introduction to insurance as the traditional tool of risk management. Life, health, property and casualty, liability and other forms of insurance will be examined in detail in this course. At the end of this course, students should be able to assess the risk exposure and tolerance of clients and the different ways in which different types of insurance can be used to manage risk.

**FIN 640 Principles of Estate Planning (3 credits)**

This 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.

(Prerequisite FIN 600)

**FIN 650 Investment Analysis and Portfolio Management (3 credits)**

This course examines key concepts and practices of investments. Included are topics in introduction of 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.

(Prerequisite FIN 600)

**FIN 660 Capstone in Financial Planning (3 credits)**

This course is designed to provide a capstone experience, challenging students to apply financial planning techniques, procedures and practices to actual problems and cases. This is the capstone course in Financial Planning and it will attempt to integrate the material in all other dedicated FP classes. Students will take this course only when they have finished all other courses successfully. This course will be structured as a casework course and the cases used will closely reflect the types of cases they may encounter both as financial planners and as part of their CFP TM Exams or Certification. Hence, each case will have components of all other FP courses and will integrate such material to reflect the complexities of real life clients. The course ends with an exam styled after the CFP Certification Exam. Successful students will not only be proficient in basic and advanced financial planning skills and competencies but also will most likely be successful in attaining their CFP certification.

***Healthcare Leadership Concentration – (21 credits)*****ACC 602 Accounting for Managers (3 credits)**

Managerial Accounting is concerned with the information necessary to effectively plan, control company operations and make sound business decisions. Discussion topics will include: financial statement overviews, cost classification, break even and target profit analysis, budgeting, and overall performance analysis. We will emphasize how the information is used to make decisions, rather than how to create the information.

**HCL 615 Business Dynamics of Healthcare (3 credits)**

The Healthcare environment is continuously changing. This presents unique challenges for leaders and managers. They must be able to navigate effectively through these business complexities, as well as, leverage staff to meet organizational objectives. The focus of this course is to identify key business issues facing healthcare organizations, and gain an understanding of the core behavioral competencies essential for success.

**HCL 625 Budgeting in Healthcare (3 credits)**

This course prepares clinical and non-clinical professionals in management and leadership roles to contribute to financial decisions of healthcare organizations. Content will include the review of basic accounting principles/terminology, and an introduction to financial management, including budgeting for managerial control, planning, cost accounting and financing health programs.

**HCL 645 Healthcare Operations Management (3 credits)**

Healthcare delivery faces continuous business challenges. Operations Management is essential in controlling costs, protecting margins, enhancing quality of care and maximizing service within a healthcare system. The focus of this course is centered on leveraging methodologies and performance improvement techniques towards achieving operational excellence within a healthcare system.

**HCL 635 Managing Human Capital in Healthcare (3 credits)**

A High Performing Organization's Workforce is its greatest investment. In making Human Capital Management a source of sustainable competitive advantage, it's important to appropriately integrate HR processes into strategic objectives. This course examines key drivers impacting the Healthcare industry including Recruiting, Talent Development, Performance and Retention systems while leveraging HR Staff as a Business Partner.

**HCL 650 Information Systems in Healthcare (3 credits)**

This course provides an overview of informatics and the theoretical foundation for information management within the healthcare setting. A state-of-the-art view of the role of information technology in nursing will be explored. Emerging trends in information technology will be examined. The influence of automated data management through advances in information technology, healthcare information systems, and telehealth are explored. Students will gain knowledge, skill, and attitudes necessary to function effectively in the modern healthcare environment.

**HCL 660 Global Perspectives in Healthcare Management (3 credits)**

This course addresses healthcare and healthcare systems from a global perspective by examining factors that shape and drive healthcare in a global context and analyzing their implications for healthcare management. Understanding the global healthcare environment and international healthcare systems is recognized as an important component for improving the quality of health and healthcare systems in the US and abroad. This includes an examination of how external factors such as international law, economic policies, regulatory systems and cultural beliefs influence healthcare delivery and healthcare systems. Principles of management and leadership are introduced and applied in the context of interdisciplinary study and collaboration. Health systems of selected countries will be compared using a structured framework. Current and emerging issues in global healthcare management are also explored.

## ***Management Concentration – (21 credits)***

### **ACC 602 Accounting for Managers (3 credits)**

Managerial Accounting is concerned with the information necessary to effectively plan, control company operations and make sound business decisions. Discussion topics will include: financial statement overviews, cost classification, break even and target profit analysis, budgeting, and overall performance analysis. We will emphasize how the information is used to make decisions, rather than how to create the information.

### **BUS 655 Project Management (3 credits)**

Students will explore essential components of project management and expose students to the complexity and challenge of managing public or private projects with tight budgets, schedules and limited resources. This course focuses on applying tools and techniques in the stages of project management relevant to their own work environment.

### **BUS 622 Production and Operations Management (3 credits)**

This course develops a conceptual framework which is useful in describing the nature of the production and operations function in manufacturing and service organizations. Production and operations activities, such as facility location and layouts, production planning, capacity and inventory control, scheduling activities, and waiting line problems will be addressed. Quality will be discussed from the perspective of supply chain management. The philosophy of Just-In-Time (JIT) is highlighted.

### **BUS 624 Organizational Behavior and Development (3 credits)**

Organizational behavior is the study of human behavior in organizations. The goal of this course is to understand human behavior in the workplace. Therefore, it is necessary to study employees as individuals, as working in groups, and their role in the overall organization. Topics to be addressed include motivation, communication, decision making, and organizational culture. The course also examines planned approaches to organizational change. These additional topics include exploring behavioral and structural approaches to changing corporate culture. Various intervention methods, such as using change agents, are analyzed for their effectiveness.

### **BUS 642 Managing Innovation and Technology (3 credits)**

This course provides a comprehensive introduction to the management of technology and innovation. The focus is on the strategic management and implementation of new technologies to produce streams of marketable products and services. Technology sourcing, technology forecasting and life cycles, economic and financial analysis of technology will be covered. The course will also examine the role of IT within an organization and how it



supports its business goals and objectives. Current popular business technologies and best practice methodologies will also be studied.

**BUS 652 Strategic Human Resources Management (3 credits)**

The purpose of this course is to examine Strategic Human Resource management and planning to gain a sustainable competitive advantage. Students will analyze the Human Resource management programs available in their own workplace. Recruiting, training and development, performance management, compensation, succession planning are key areas of development. Aligning Human Resource practices against Business strategy will be included.

**BUS 662 Global Marketing Management (3 credits)**

This course reviews the marketing strategies and tactics of multinational corporations in an increasingly dynamic and challenging global trading environment. The various choices of entry strategies to sell products and services in foreign markets are a key building block in the course. A group project developing a graduate-level country notebook will apply the entry strategies to real world situations. The country notebook places emphasis on understanding the cultural, economic, and marketing issues of selling products in other countries.

***Lean Entrepreneurship Concentration – (21 Credits)***

**ACC 602 Accounting for Managers (3 credits)**

Managerial Accounting is concerned with the information necessary to effectively plan, control company operations and make sound business decisions. Discussion topics will include: financial statement overview, cost classification, break even and target profit analysis, budgeting, and overall performance analysis. We will emphasize how the information is used to make decisions, rather than how to create the information.

**ENT 602 Lean Launchpad (3 credits)**

Unlike traditional lectures and case studies Lean LaunchPad promotes experiential learning through the search and discovery process that cultivates entrepreneurial thinking. The Lean LaunchPad curriculum uses the scientific method of testing a hypothesis and applies this to a “startup” business. The goals can change depending on the audience, but overall the goal is to create an entrepreneurial experience with all of the pressures and demands of an actual early-stage startup. In the Lean LaunchPad Advanced course, you will already have completed a draft business model canvas and customer interviews prior to starting this course. We will also discuss turning the canvas components into a working plan.

**ENT 620 Startup Finance (3 credits)**

Finance is the language of business. This course discusses key financial concepts and terminology, including basic profit and loss accounts, balance sheets and cash flow statements. Different pricing models will be discussed. Students will analyze pricing methodology and create initial pricing for their product(s) or service(s). Students will compare the advantages and disadvantages of ownership structures, bootstrapping, raising capital, the funding landscape and basic valuation methods. In addition to these topics, the course will discuss non-financial measures of success such as customer acquisition costs, average selling price, time to close, sales force productivity and burn rate.

**ENT 640 Get, Keep and Grow- Startup Sales and Marketing (3 credits)**

Sales and marketing are very important to get, keep, and grow customers. This course compares the difference between online and physical channels, but also discusses the need for all physical channels to have an online presence in today's technology driven world. Topics include customer acquisition, activation, retention, upsell, cross-sell, viral components, and other sales and marketing techniques. Students will create a startup sales and marketing plan using lean startup methodology.

**Electives (9 credits)****ENT 600 Customer Discovery and Business Models (3 credits)**

How do you identify markets, customer segments and opportunities? This course teaches students how to validate a business model hypothesis. The goal in customer discovery is to identify the problem or need in the marketplace and then determine how your product or service will fill that need or solve that pain. Students will identify the market types and customer segments and learn techniques to determine product/market fit. Students will evaluate different business models and determine the appropriate business model for their product or service.

**ENT 630 Building the Team-Startup Culture and HR (3 credits)**

The course examines "what is a startup culture?" and "why is it different from general business culture?" This course will compare culture versus management style. Topics include the roles of founders, early employees, mission, intent, and values. Students will analyze strategies on how to manage the growing startup and the importance of building the right team. Students will create a hiring plan based on initial needs and their desired startup culture.

**ENT 650 From Founder to Executive (3 credits)**

Most founders don't make the transition to operating executive, yet the most successful, large companies (especially technology) are still run by founders. Students will evaluate "what skills are needed?" and "why is the transition so difficult?" This course examines the skills

necessary for entrepreneurial success and compares those with the skills necessary for success as an executive. Students will analyze different case studies related to successes and failures of the transition from founder to executive. Students will also evaluate their own skills and create a personal development plan.

### **ENT 660 Social Entrepreneurship (3 credits)**

Social Entrepreneurship engages students in identifying significant global problems and innovative solutions that drive social change. The triple bottom line is a common phrase today; students will explore launching nonprofits, for-profits with a tie to a social mission, or philanthropic activities. Topics include strategies that social entrepreneurs employ to create high-impact ventures and to scale social impact. The primary objective is to provide students with practical knowledge and experience in developing proactive, accountable, and sustainable business strategies to meet the needs of social problems and make an impact on society.

### **ENT 680 Entrepreneurship Practicum (3 credits)**

The entrepreneurial practicum is granted to students who have established an ongoing business. While in the practicum, students will work with an entrepreneurial mentor/advisor. The student and mentor will set performance goals and submit progress reports on the performance goals. Another option for practicum credit is for students to be accepted into an approved mentorship or accelerator program. (Approval from Program Director required).

### **HIN 620 Healthcare Innovation and Entrepreneurship (3 credits)**

This course examines through case students the analytical framework for the Six Forces that critically shape new health care ventures and impact their business models for three different kinds of healthcare innovations; consumer-focused, technology-drive, and consolidations. Students will identify the alignments between healthcare ventures and the Six Forces; structure, financing, technology, consumers, accountability; and public policy. Students will work in teams to identify real-world problems in the healthcare systems, conduct stakeholder and market analysis to identify possible solutions. This course includes an introduction to the Lean Launchpad methodology and business model canvas. Teams will present their proposals and use peer-assessments to explore entrepreneurial opportunities and evaluate the viability of the proposals.

### **HIN 630 Agile Healthcare Project Management (3 credits)**

This course will provide an overview of project management techniques and tools as they apply to healthcare. Agile project management methodologies, tools and techniques will equip students with the experience needed to participate and manage agile projects in new product development and projects for change in the internal process. The course will provide hands-on agile project experience. A focus will be placed on learning how to boost team

performance, engaging in adaptive planning, executing problem detection and resolution, and nurturing continuous process and product improvement.

**HI 640 Leading Innovation and Change (3 credits)**

Leading innovation and change in business, education, healthcare, and other organizations is complex. It requires people to embrace “failure” and learn from it as well as understand the innovative process and what potentially kills good ideas. Students will learn how to build, lead, and maintain a creative team. Creating new business and technologies, new delivery methods, and process improvements is what drives new and existing organizations to foster innovation. The course will examine successful frameworks, strategies, techniques to identify barriers and risk for introducing innovations to new and existing business.

***Healthcare Innovation Concentration- (21 credits)***

**ACC 602 Accounting for Managers (3 credits)**

Managerial Accounting is concerned with the information necessary to effectively plan, control company operations and make sound business decisions. Discussion topics will include: financial statement overview, cost classification, break even and target profit analysis, budgeting, and overall performance analysis. We will emphasize how the information is used to make decisions, rather than how to create the information.

**HCL 615 Business Dynamics of Healthcare\* (3 credits) (current course)**

The healthcare environment is continuously changing. This presents unique challenges for leaders and managers. They must be able to navigate effectively through these business complexities as well as leverage staff to meet organizational objectives. The focus of this course is to identify key business issues facing healthcare organizations and gain understanding of core behavioral competencies essential for success.

**HCL 645 Healthcare Operations Management\* (3 credits) (current course)**

Healthcare delivery faces continuous business challenges. Operations management is essential in controlling costs, protecting margins, enhancing quality of care and maximizing service within the healthcare system. This course is centered on leveraging methodologies and performance improvement techniques towards achieving operational excellence within a healthcare system.

**HIN 602 Lean Launchpad for Healthcare (3 credits)**

Lean LaunchPad promotes experiential learning through the search and discovery process that cultivates entrepreneurial thinking. The Lean LaunchPad curriculum uses the scientific method of testing a hypothesis and applies this to a “startup” business. The overall goal is to create an entrepreneurial experience with all the pressures and demands of an actual early-

stage startup. You will work in teams to talk to customers, partners, and competitors as you encounter chaos and uncertainty of how a startup works. The best part is that before you invest significant funds you can find out what the customers want and “pivot,” if necessary: this is essential for a startup. The goal for healthcare and life sciences is to move researchers from the academic lab to commercialization. By “pivoting” early before you raise or spend millions, you can avoid potential disaster. The goal is to create cross-discipline teams that will assess regulator risk before they design and build; gather data essential to customer purchases before doing the science; define clinical utility now before you spend millions; and identify financing vehicles before you need them.

### **HIN 620 Healthcare Innovation and Entrepreneurship (3 credits)**

This course examines through case students the analytical framework for the Six Forces that critically shape new health care ventures and impact their business models for three different kinds of healthcare innovations; consumer-focused, technology-drive, and consolidations. Students will identify the alignments between healthcare ventures and the Six Forces; structure, financing, technology, consumers, accountability; and public policy. Students will work in teams to identify real-world problems in the healthcare systems, conduct stakeholder and market analysis to identify possible solutions. This course includes an introduction to the Lean Launchpad methodology and business model canvas. Teams will present their proposals and use peer-assessments to explore entrepreneurial opportunities and evaluate the viability of the proposals.

### **HIN 630 Agile Healthcare Project Management (3 credits)**

This course will provide an overview of project management techniques and tools as they apply to healthcare. Agile project management methodologies, tools and techniques will equip students with the experience needed to participate and manage agile projects in new product development and projects for change in the internal process. The course will provide hands-on agile project experience. A focus will be placed on learning how to boost team performance, engaging in adaptive planning, executing problem detection and resolution, and nurturing continuous process and product improvement.

### **HIN 640 Leading Innovation and Change (3 credits)**

Leading innovation and change in business, education, healthcare, and other organizations is complex. It requires people to embrace “failure” and learn from it as well as understand the innovative process and what potentially kills good ideas. Students will learn how to build, lead, and maintain a creative team. Creating new business and technologies, new delivery methods, and process improvements is what drives new and existing organizations to foster innovation. The course will examine successful frameworks, strategies, techniques to identify barriers and risk for introducing innovations to new and existing business.

## **Division of Social Sciences**

### **Applied Behavior Analysis and Autism Spectrum Disorders**

The Elms College currently offers several degree options in the studies of applied behavior analysis and autism spectrum disorders. Elms College created one of the country's first Master of Science degree programs in Autism Spectrum Disorders with an embedded Applied Behavior Analysis course sequence. Courses in Applied Behavior Analysis have been verified by the Behavior Analyst Certification Board.

### **Faculty Profiles**

**Laura A. Hanratty**, BCBA-D, LABA, *director of Applied Behavior Analysis and ASD Graduate Program, assistant professor*

B.A., Western New England College

M.A., University of South Florida

Ph.D., Western New England University

Laura Hanratty is a Board Certified Behavior Analyst and a Licensed Applied Behavior Analyst in Massachusetts. Her research background is in teaching children safety skills, assessment and treatment of severe problem behavior, and reinforcement parameters. Laura has presented her research at local and international conferences, as well as published and served as a guest reviewer for peer reviewed journals. Laura has experience working with children and adults with and without developmental disabilities, in schools, group homes, and the foster care system. She teaches courses in applied behavior analysis, assessment and treatment of behavior concerns, and research methods, verbal behavior, behavioral consultation.

### **Adjunct Faculty**

**Allan S. Blume**

B.A., State University of New York

M.Ed., University of Vermont

M.S., Ed., Simmons College

Allan Blume has been a full-time assistant professor at Simmons College since 1995 and is currently chair of the Department of Special Education. His primary area of instruction is on the laws, regulations, and processes of special education. In addition, he supervises full-time graduate interns/teachers in classrooms from Pre-K to grade 12. He is currently engaged in collaborative research with a member of the Department of Sociology focusing on the overrepresentation of boys in special education in early elementary school years. Prior to his work at Simmons, Allan taught for 18 years as a special education teacher in public schools

and educational collaboratives in Massachusetts. He has consulted for schools throughout the Commonwealth regarding federal and state special education regulations. He has guided school personnel with understanding and implementing individualized education programs, disability awareness, special education process, inclusion, eligibility, section 504, linking instruction to standards, and district evaluation of inclusion and special education provision.

**Christina Czuchra, BCBA, LABA**

B.A., University Of Massachusetts Amherst

M.A., Westfield State University

Christina Czuchra has worked with adults and children with Autism Spectrum Disorders and intellectual disabilities in various roles for over 15 years both in Massachusetts and Connecticut. She has been a Board Certified Behavior Analyst (BCBA) since 2009 and is a Licensed Applied Behavior Analyst in Massachusetts. Currently, Christina is employed as a behavior analyst at CREC River Street School in Windsor, CT providing ABA consultation to multiple classrooms.

**Nerissa Hall, CCC-SLP**

B.S., University of Massachusetts

M.A., University of Massachusetts

Ph.D., University of Massachusetts

Nerissa Hall is the co-founder of Communicare, LLC, specializes in augmentative and alternative communication, assistive technology, telepractice, and tele-AAC. She is a practicing clinician in Massachusetts and Connecticut, with over 12 years' experience providing specialized, evidence-based assessment, intervention and consultation services primarily in the schools. She is an affiliate of ASHA Special Interest Groups 12, Augmentative and Alternative Communication; and 18, Telepractice.

**Program Policies for All ABA/ASD/CSD Graduate Programs**

- Students must maintain a minimum GPA of 3.0/4.0 throughout the program
- A grade no lower than "B" (3.0) must be earned in each Board Certified Behavior Analyst (BCBA) sequence course.  
(ABA 602/702, ABA 603/703, ABA 604/704, ABA 605/705, ABA 610/710, and ABA 612/712)
- Should a student earn a grade of B- or lower in a BCBA sequence course, or withdraw from the course they must retake the course before enrolling in another BCBA sequence course.
- Students can enroll in ABA690-ABA698 University Approved Practicum as an elective, and will allow the student to acquire hours under Independent Field Work or University Approved Practicum. Students not enrolled in a practicum course can acquire hours under Independent Field Work.



- Should a student's GPA drop below the required 3.0 the student will be placed on probation until the minimum 3.0 GPA is achieved. A student must have a final GPA of 3.0 in order to earn a master's degree or a certificate of advanced graduate study.
- If a student does not complete the program requirements within six years of matriculation, the program director or the College has the authority to dismiss the student from the program.
- Transfer credits will not be accepted for BCBA sequence courses, unless hours of content align with the course sequence in place at Elms College. Up to six credits of non-BCBA courses may be accepted based on evaluation of the courses by the Verified Course Sequence Coordinator. Content hours may or may not match, so students may still be required to take courses to accumulate the necessary content hours necessary from the Behavior Analyst Certification Board.

## **Master of Science in Applied Behavior Analysis, Master of Science in Autism Spectrum Disorders, CAGS in ASD**

Applied behavior analysis is a leading science in the assessment and treatment of severe problem behavior and skill deficits for individuals with and without disabilities. The 36 credit Master of Science in Applied Behavior Analysis will teach students how to work with children and adults with behavior problems or skill deficits.

Elms College created one of the country's first Master of Science in Autism Spectrum Disorders Program. This 36 credit Master's program will teach students how to work with children and adults with autism spectrum disorders using the principles of applied behavior analysis. There is an option for students who already have a master's degree to earn a Certificate of Advanced Graduate Study in Autism Spectrum Disorders.

The Behavior Analyst Certification Board, Inc., has approved Elms College's six-course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst examination as well as the Board Certified assistant Behavior Analyst Exams following completion of the Verified Course Sequence, as well as practicum requirements outlined by the BACB under the 4th Edition Task List.

The mission of the Applied Behavior Analysis and Autism Spectrum Disorder programs at Elms College is to prepare students to become Board Certified Behavior Analysts (BCBAs) and work within a variety of fields using the concepts of Applied Behavior Analysis. Students are taught to be scientist practitioners through coursework and field experiences.



**Program Goals**

- Understand the principles of applied behavior analysis and how it is used to help individuals with behavior problems.
- Assess, design, and implement interventions based on the principles of applied behavior analysis.
- Extract relevant information from various sources for planning interventions and communicating with consumers
- Use research to design, implement, and evaluate behavior analytic interventions for persons with and without disabilities.

**Master of Science in Applied Behavior Analysis (MS in ABA)****36 credit minimum****Required Coursework**

ABA 602 Applied Behavior Analysis

ABA 610 Research &amp; Experimental Design

ABA 603 Assessment and Interventions I

ABA 604 Assessment and Interventions II

ABA 605 Positive Approaches to Behavioral Intervention

ABA 611 Consultation for the ABA Practitioner

ABA 612 Professional Practice of Applied Behavior Analysis

ABA 613 Functional Communication

ASD 675 Classroom Applications of ABA

9 Credits of Electives

**Master of Science in Autism Spectrum Disorders, Certificate of Advanced Graduate Studies in Autism Spectrum Disorders (MS in ASD; CAGS in ASD)****36 credit minimum****Required Coursework**

ASD 601/701 Autism Spectrum Disorders and ABA

ABA 602/702 Applied Behavior Analysis

ABA 610/710 Research &amp; Experimental Design

ABA 603/703 Assessment &amp; Intervention in ASD I

ABA 605/705 Positive Approaches to Behavioral Intervention in ASD

ABA 604/704 Assessment &amp; Intervention in ASD II

ABA 612/712 Professional Practice of Applied Behavior Analysis

ASD 670/770 Use of Pragmatic Lang. for Social Comm.

ASD 672/772 Social Comm. In The Preschool/Primary Environment  
ASD 675/775 Classroom Applications of ABA  
9 Credits of Electives

**Master of Arts in Autism Spectrum Disorders, CAGS in ASD, Master of Arts in Autism Spectrum Disorders and Social Communication, CAGS in ASD and Social Communication, Certificate in Asperger's Studies (CAGS)**

As autism spectrum disorders become more prevalent, there is an increased need to learn about the disorder, and individuals diagnosed with ASD. Additionally, social communication in the field of autism has been a growing need. One of the defining characteristics of autism is a deficit in communication skills. The MA and CAGS in social communication and autism spectrum disorders, and the MA and CAGS in ASD are unique degrees that will prepare students to work in professional settings and to interact with individuals with autism such as educators, group home staff, and those within other service agencies.

**Program Goals**

- Understand the unique diagnosis of Autism Spectrum Disorders and the range in which it affects individuals on the spectrum.
- Understand the culture that surrounds ASD communities, including family units, classrooms, and individuals themselves.
- Prepare students to work with individuals with ASD.
- Understand the importance of interdisciplinary teamwork to provide services for individuals with ASD.

**Master of Arts in Autism Spectrum Disorders and CAGS in ASD**

**Required Coursework 36 Credits**

ASD 501 Introduction to Autism Spectrum Disorders  
ASD 601/701 Applied Behavior Analysis and Autism Spectrum Disorders  
ABA 602/702 Applied Behavior Analysis  
ABA 605/705 Positive Approaches to Behavioral Interventions  
ASD 614/714 Behavior Plan Implementation & Interdisciplinary Teamwork  
ASD 662/762 Principles of Social Cognition & Communication  
ASD 664/764 Social Communication Interventions  
ASD 665/765 Executive Functioning in Individuals with Asperger's  
ASD 670/770 Use of Pragmatic Language for Social Communication  
15 Credits of Electives

## **Master of Arts in Autism Spectrum Disorders and Social Communication, and CAGS in ASD and Social Communication**

### **Required Coursework 36 Credits**

ASD 501 Introduction to Autism Spectrum Disorders

ASD 601/701 Applied Behavior Analysis and Autism Spectrum Disorders

ASD 614/714 Behavior Plan Implementation & Interdisciplinary Teamwork

ASD 662/762 Principles of Social Cognition & Communication

ASD 663/763 Practical Strategies: Make & Take

ASD 664/764 Social Communication Interventions

ASD 665/765 Executive Functioning in Individuals with Asperger's

ASD 667/767 Asperger's in Workplace

ASD 670/770 Use of Pragmatic Language for Social Communication

ASD 672/772 Social Communication in the Preschool Early Primary Environment

CSD 645/745 Sensory Integration Intervention Techniques

CSD 649/749 Preparing Students with Disabilities for Transitions

14 Credits of Electives

### **Certificate in Asperger's Studies (CAS)**

The certificate in Asperger's studies is a 12 credit minimum certificate. Individuals must hold a bachelor's degree to enroll in 600 level courses and a master's degree to enroll in 700 level courses. Course work is as follows:

#### **Required Coursework: 6 credits**

ASD 660/760 Introduction to Asperger's Syndrome and Related Social Communication  
Challenges

ASD 662/762 Principles of Social Cognition and Communication

ASD 665/765 Executive Function in Individuals with Asperger's

#### **OR**

CSD 646/746 Executive Function in Children: Development, Assessment, and Intervention

ASD 670/770 Use of Pragmatic Language for Social Communication

CSD 643/743 Sensory Integration

6 Credits of Electives

## **Certificate of Advanced Graduate Study in Communication and Sciences Disorders (CAGS in CSD)**

**30 credit minimum**

### **Program of Study (30 credits)**

The certificate of advanced graduate study (CAGS) program in communication sciences and disorders (CSD) is a minimum 30-credit post-master's course of study. Students in the program, in consultation with the program director, determine the courses that comprise the 30-credit certificate program. Students may enroll in up to nine credits of graduate coursework at Elms College before applying to the CAGS program. A maximum of nine post-master's credits may be transferred from another college and applied toward the CAGS at the time of matriculation.

### **Audience**

The CAGS in CSD is appropriate for individuals holding master's degrees in:

- Communication sciences and disorders
- Speech-language pathology
- Audiology
- Special education
- Educational psychology
- Education of deaf or hard-of-hearing persons.

### **Program Outcomes**

The following program outcomes meet the needs of speech-language pathologists or professionals in related areas:

- To provide professionals with an opportunity to further develop their clinical skills and knowledge in the field of communication sciences and disorders.
- To facilitate the growth of professionals in a specific area(s) of interest/concentration.
- To provide professionals with experiences that will enable them to continue developing critical and creative thinking skills and to apply these skills in therapeutic/educational settings.
- To provide information to professionals regarding cultural and linguistic variations in human communication and to develop appropriate assessment tools and therapeutic/educational methodologies for individuals who have a broad range of backgrounds.
- To enable professionals to utilize technology in therapeutic/educational settings.

### **Course Format**

Courses are offered in a variety of formats. Some courses are offered during the traditional fall and spring semesters, and others in a one- or two-credit workshop/seminar format, including during the summer. Utilization of varied formats allows for maximum flexibility

and educational benefit to the practicing clinician who enrolls in the C.A.G.S. in C.S.D. program.

### **Professional Development**

Students can enroll in an unlimited number of C.A.G.S. courses on a non-credit basis for professional development.

### **Coursework**

The 30-credit program is designed in three parts:

- **Part 1. Required Coursework (9 credits)**  
Each student completes nine credits in required core courses.
- **Part 2. Concentration Area (minimum 12 credits)**  
Each student selects an area of interest/concentration and completes a minimum of 12-15 credits in that area.
- **Part 3. Elective Coursework (9 credits)**  
The student selects nine credits from any area.

### **Part 1. Required Coursework (9 credits)**

Students enroll in 9 credits of required core courses (3 in education and 6 in CSD).

**Education (required)** *EDU 503* Thinking Skills in the Classroom (3)

### **Communication Sciences and Disorders**

The required 6 credits of CSD coursework are chosen from the following 3 areas:

- **Area 1: Technological Applications**  
*CSD 602* Augmentative & Alternative Communication & Assistive Technologies (3 cr.)  
*CSD 603* Diagnostics and Implementation in A.A.C. (3 cr.)
- **Area 2: Bilingual and Multicultural Assessment & Intervention**  
*CSD 612* Two Languages, Speech-Language Patterns or Problems in the Schools? (1 cr.)  
*EDU 647* Bilingualism and Applied Linguistics (3 cr.)  
*EDU 652* Issues in E.S.L./Bilingualism (3 cr.)
- **Area 3: Professional Issues and Ethics**  
*CSD 613* Implementation of ASHA's Workload Model (1 cr.)  
*CSD 614* Counseling Methods in Communication Disorders (3 cr.)  
*CSD 620* Professional Issues in SLP (1-3 cr.)  
*CSD 621* Supervision of the SLP Assistant (1-3 cr.)  
*CSD 622* Curriculum Consultation: Integration of Therapeutic Intervention and Classroom Curriculum (1 cr.)  
*CSD 623* NCLB and IDEA (2 cr.)  
*CSD 627* Neuropsychological Bases of Communication Disorders (1 cr.)  
*CSD 629* The Individualized Education Program: Strategies for Development and Implementation (2 cr.)

**Part 2. Concentration Area (12-15 credits)**

Students focus coursework in one of three curriculum areas: auditory disorders, child disorders, or autism spectrum disorders.

**Curriculum Area One: Child Disorders (Select 12 credits)**

- CSD 630* Autism Spectrum Disorders (3 cr.)
- CSD 631* Language and Literacy Development (1 cr.)
- CSD 632* Tracheostomies in School-Aged Populations (1 cr.)
- CSD 633* Feeding and Swallowing for School-Based Clinicians (2 cr.)
- CSD 634* Assessment & Intervention in Autism Spectrum Disorders (3 cr.)
- CSD 635* Applications of the Story Grammar Marker (2 cr.)
- CSD 636* Theme Maker in the Classroom (1 cr.)
- CSD 637* Childhood Apraxia of Speech (2 cr.)
- CSD 638* Dyslexia: Diagnosis and Remediation (1 cr.)
- CSD 639* Written Language Development and Assessment (1 cr.)
- CSD 640* Written Language Development and Remediation (2 cr.)
- CSD 643* Introduction to Sensory Integration Theory and Intervention (1 cr.)
- CSD 644* Nonverbal Learning Disability: Clinical and Life Issues (1 cr.)
- CSD 670* (Use of) Pragmatic Language for Social Communication (2 cr.)
- CSD 671* Current Practices in Dyslexia (2 cr.)

**Curriculum Area Two: Autism Spectrum Disorders (15 credits)**

- CSD 630* Autism Spectrum Disorders (3 cr.)
- CSD 634* Assessment & Intervention in Autism Spectrum Disorders (3 cr.)
- CSD 675* Classroom Applications in Autism Spectrum Disorders (3 cr.)
- CSD 676* Practicum in Autism Spectrum Disorders I (3 cr.)
- CSD 677* Practicum in Autism Spectrum Disorders II (3 cr.)

OR

- CSD 678* Practicum in Autism Spectrum Disorders II (3 cr.)

**Part 3. Elective Coursework (9 credits)**

Students select a combination of graduate coursework that totals a minimum of nine credits in CSD and/or education in consultation with their academic advisors. Students may use transferred graduate credits from other institutions at the time of matriculation to satisfy this elective requirement.

## **Admission Requirements**

- Completed application and \$30 application fee
- One page goal statement for graduate study
- Two letters of recommendation, academic or professional
- Current Resume
- Copy of official undergraduate transcripts

## Course Descriptions

### *Applied Behavior Analysis*

#### **ABA 602/702 Applied Behavior Analysis (3 credits)**

Part of the BACB Course Sequence

This course will provide participants with an overview of autism spectrum disorders (ASD). Participants will become familiar with what is considered “evidenced-based practices” when working with individuals with ASD, and why Applied Behavior Analysis (ABA) qualifies as science-based treatment for these individuals. The instructor will present core concepts in intervention when working with individuals with ASD and a rationale for using the basic tenets of applied behavior analysis when designing interventions.

#### **ABA 603/703 Assessment and Intervention in Autism Spectrum Disorders I (3 credits)**

Part of BACB sequence

The course will focus on clinical application of empirical research foundations for enhancing communication for individuals with autism spectrum disorders (ASD). Students will first learn how to use specific tools for assessment. Selection of target behaviors based on these assessments will be discussed. Students will then learn to design intervention strategies for these targeted behaviors, including how to teach initial speech sounds, articulation training, and training of pragmatic skills. Generalization and maintenance strategies will be discussed, including training and support of all the key people in the individual’s environment. Barriers to communication acquisition will also be addressed, including problem behavior and overselective responding. Throughout the course, emphasis will be placed on data collection systems in each of these aspects of communication intervention.

#### **ABA 604/704 Assessment and Intervention in Autism Spectrum Disorders II (3 credits)**

Part of BACB sequence

This course will focus on the diagnosis and characteristics of learners with autism spectrum disorders (ASD); etiology, prevalence, assessment and education placement options; and evidence-based practices. A significant emphasis will be placed on ethical considerations including: training and development of competence, consent for treatment, evaluation of interventions, confidentiality, and health and safety of the client. Interventions designed to reduce the frequency of behaviors will be discussed in detail as a part of training in the functional analysis of behavior. Intervention packages developed as a result of a functional analysis are typically reinforcement based and proactive in nature—focusing not only on decreasing aberrant behavior, but also on increasing appropriate replacement responses. During the later part of the course, specific applications and appropriate uses of behavior contracts and token economies will be reviewed. Applications and benefits of self-



management strategies developed using principles of applied behavior analysis will be discussed.

### **ABA 605/705 Positive Approaches to Behavioral Interventions in ASD (3 credits)**

Part of BACB sequence

This course will focus on strategies used to achieve desired behavioral change with individuals with ASD. Areas covered will include: errorless learning, prompting shaping chaining, use of reinforcement, ecological intervention, visual strategies and teaching functional communication alternatives. Models of evidence-based intervention programming and an overview of augmentative and alternative communication options will also be provided.

### **ABA 610/710 Research and Experimental Design (3 credits)**

Part of BACB sequence

The course will focus on research foundations and research studies for treating autism spectrum disorders. Students will learn foundations of single subject research, including improving and assessing the quality of behavioral measurement and displaying and interpreting behavioral data. Then, students will learn basic concepts in the analysis of behavior, including components of experiments, experimental designs, social validity, and threats to internal and external validity. Students will then study the foundational single-subject research studies in the treatment of autism, and then provide critical analysis of current research studies.

### **ABA 611/711 Behavioral Consultation (3 credits)**

This course will focus on strategies that be used to in a consultative role as a behavior analyst. The goals of this class will be to teach students how to consult to other organizations including group homes and schools in an effective manner. The course will include reading empirical works, writing papers, exams, quizzes and lectures.

### **ABA 612/712 Professional Practice of ABA (3 credits)**

Part of BACB sequence

This course is designed to prepare students for the ethical and professional practice of applied behavior analysis. Students will learn about the foundations of professional and ethical behavior needed to ensure a high quality of practice in behavior analysis. Included will be discussions of professional representation of oneself and the field of behavior analysis, dissemination of professional values, the Behavior Analyst Certification Board Guidelines for Responsible Conduct, evaluating behavior change, collaborating with other professionals, relationships with clients, agencies, and colleagues. The course content will be provided through course readings, lectures, classroom discussion, audio-visual presentations, and role-playing.

**ABA 613/713 Functional Communication (3 credits)**

This course will focus on understanding and using the behavior analytic account of language. We will study Skinner's analysis of verbal behavior to understand components of language. Following the first part of class, we will then use the verbal behavior approach to understand teaching communication skills to those with communication deficits.

**ABA690-698/790/798 University Practicum (3 credits)**

This course is designed to highlight current practice, research, and theoretical trends in applied behavior analysis. An active learning approach will be used to bring together students practice and classroom experience. This course is for students enrolled in the MS in ABA and MS/CAGS in ASD, students must have a practicum placement and on site supervisor.

***Autism Spectrum Disorders*****ASD 601/701 Autism Spectrum Disorders and ABA (3 credits)**

This course will provide students with an overview of Autism Spectrum Disorders from early diagnosis to adulthood. Students will gain an understanding of autism including the co-morbid conditions associated with autism spectrum disorders. Students will become familiar with how Autism Spectrum Disorders are assessed and diagnosed, theories of the disorder and interventions used to treat Autism. Students will also gain an understanding of skill deficits and challenging behavior observed in individuals with Autism.

**ASD 675/775 Classroom Applications in Autism Spectrum Disorders (3 credits)**

This course will focus on classroom applications of evidenced-based practice for students with ASD, and will be conducted in live classrooms. Topics will include communication intervention; functional analysis of problem behavior; positive behavioral supports; programming for generalization and maintenance; ethical issues; and program evaluation.

**ASD 662/762 Principles of Social Thinking (1 credit)**

This course will explore, through practical application, the learning that is necessary for those persons with some neurological challenge, who must be explicitly taught the skills of social communication. This course will define issues and the presenting style of individuals with social thinking challenges. It will also lay a foundation for treatment tools and techniques to effect substantial growth for these individuals in the multi-faceted areas that are impacted by social thinking inefficiencies such as how to discern conversational hierarchies, develop listening skills, decipher and utilize body language, and scaffold their narratives so that their listeners have enough context to follow along. Students in this course will learn to teach and infuse these social communication skills in the school, clinic, and community.

**ASD 663/763 Practical Strategies for Social Communication: Make and Take (1 credit)**

This is an interactive, hands-on course. Students will explore many strategies and techniques presented during ASD 662/762 Principles of Social Cognition and Communication. This course is designed to facilitate understanding, and use of the materials that were shown and discussed in ASD 662/762, and to promote the carryover and use of such visuals within the academic setting. Students will produce a collection of visual materials that will enhance the classroom learning experience for all students, and will address directly the learning styles and needs of students with autism and related challenges. The practical application of strategies/techniques will be discussed while the materials are being produced by the students in this course.

**ASD 664/764 Social Communication Interventions (2 credits)**

This course will provide an in-depth discussion of therapy procedures that can be used with individuals with social communication challenges including Asperger's Syndrome. Specific suggestions for interventions will be provided.

**ASD 670/770 (Use of) Pragmatic Language for Social Communication (2 credits)**

This course will discuss the needs of children with Asperger Syndrome (AS), High Functioning Autism, Non-Verbal Learning Disabilities and Language Learning Disabilities who are in need of services to increase their skills in social communication, or pragmatic language, so that they can succeed in school. This workshop will focus on treatment for the learning of conversation and listening skills, personal narrative skills and verbally mediated problem solving. The material will cover diagnosis of social communication deficits, goal setting, and infusion of the principles into regular classroom settings. Course may be counted toward the autism spectrum disorders concentration or the child disorders concentration.

**ASD 671/771 The Aspergian Mind (1 credit)**

In this course, participants will explore the mind of individuals with Asperger's syndrome. An overview of Asperger's Syndrome, how Asperger's presents in children, in adolescents, and in adults will be provided. Within each of these four components both lecture and discussion will take place. Embedded in the lecture and discussion will be concepts from *Look Me in the Eye* as well as from *Be Different*, both books written by John Robison. Participant will be required to read *Look Me in the Eye* prior to the course in order to be prepared to engage in productive discussion. An out of class assignment will be required.

**ASD 672/772 Social Communication in the Preschool/Early Primary Environment (1 credit)**

This course will provide information about social communication deficits in young children with Asperger Syndrome. Special attention will be given to the developmental steps that seem to come slowly for this group of individuals and how to encourage their development in

the pre-school/early primary environment through the genre of play. Course may be counted toward the autism spectrum disorders concentration or the child disorders concentration.

**ASD 667/767 Asperger's in the Workplace (1 credit)**

This course will explore the numerous challenges faced by individuals with Asperger's Syndrome while at work. Strategies which can be used to improve relationships with colleagues, supervisors, and supervisees and lead to a more productive and satisfying work experience will be discussed.

**ASD 668/768 Late Diagnosis: A Life Changing Experience (1 credit)**

This course will explore how being diagnosed with Asperger's Syndrome late in life affects one's existence and being. Transformations and insights that occur in Aspergians, in both the personal and professional domains, as a result of late diagnosis will be closely examined and discussed.

**ASD 673/773 Personal and Parental Perspectives: Supporting the Child with Asperger's (1 credit)**

Students will come to appreciate that Asperger's comes with gifts as well as challenges, and this course will explore how to use the gifts of Asperger's to help work through the challenges. Instructors will provide insight into the Aspergian mind with a goal of helping adults and the individual child to recognize his or her particular strengths. Students will learn that the value of the special interests of the Aspergian child can be a doorway to learning important social and communication skills rather than an obstacle. In addition, students will be empowered to take the lead in creating vital learning opportunities and support mechanisms for the child. In the hands-on portion of the course, students will individualize and apply what is learned by creating their own devices to teach a specific skill to a child.

**ASD 664/764 Social Communication Interventions (2 credits)**

The course will explore Social Cognitive Intervention tools, techniques and strategies through practical application. The philosophy and efficacy behind group placement versus 1:1 training will be discussed and participants will learn guidelines for creating social learning groups. Professionals who work with individuals with social cognitive challenges will acquire the knowledge to teach lessons specific to a student or set of students' needs and to infuse these social cognitive communication skills in the school, clinic, and community settings. They will also gain a deeper understanding of how to infuse social cognition into all aspects of the school and/or clinic setting. Intervention programs will be reviewed from the pre-K level through the school years and into young adulthood. Transition from year to year, school-aged factors, and the complications that arise as students reach secondary school years and beyond, will be defined and discussed.

**ASD 676/776 Practicum in Autism Spectrum Disorders I: Independent Fieldwork (3 credits)**

Restricted to ASD MS, ASD CAGS

This practicum focuses on core skills necessary for direct one-to-one teaching interactions for students with ASD.

Prerequisite: ASD 605/705, ASD 675/775 and permission of Dr. James.

**ASD 677/777 Practicum in Autism Spectrum Disorders II (3 credits)**

This practicum focuses on designing, implementing, and monitoring skill acquisition programs for students with ASD.

Prerequisites: ASD 605/705 and permission of Dr. Dyer.

**ASD 678/778 Practicum in Autism Spectrum Disorders II at Worksite (3 credits)**

Restricted to ASD MS, and ASD CAGS students

This practicum will take place at the worksite of the student, and experience hours will be accumulated through distance supervision and weekly practicum supervision meetings at Elms College. This practicum focuses on designing, implementing, and monitoring skill acquisition programs for students with ASD.

Prerequisites: ASD 602/702, ASD 605/705, ASD 675/775, ASD 676/776.

**ASD 679/779 Practicum in Autism Spectrum Disorders II at Worksite with BCBA Onsite (3 credits)**

Restricted to ASD MS, and ASD CAGS students

This practicum will take place at the worksite of the student that has a qualified on-site BCBA supervisor, and experience hours will be accumulated through one-to-one supervision on-site, distance supervision and weekly practicum supervision meetings at Elms College. This practicum focuses on designing, implementing, and monitoring skill acquisition programs for students with ASD.

Prerequisites: ASD 602/702, ASD 603/703, ASD 604/704, ASD 605/705, ASD 675/775, ASD 676/776.

Maximum BCBA experience hours: XX

**ASD 680/780 Practicum in Autism Spectrum Disorders III (3 credits)**

Restricted to ASD MS, and ASD CAGS students

This practicum focuses on designing, implementing, and monitoring behavior reduction programs for students with ASD.

Prerequisites: ASD 602/702, ASD 603/703, ASD 604/704, ASD 605/705, ASD 675/775, ASD 676/776, ASD 677/777 and permission of Dr. Dyer.

Maximum BCBA experience hours: 450

**ASD 681/781 Offsite Practicum in Autism Spectrum Disorders III at Worksite (3 credits)**

Restricted to ASD MS, and ASD CAGS students

This practicum will take place at the worksite of the student, and experience hours will be accumulated through distance supervision and weekly practicum supervision meetings at Elms College.

***Technological Applications***

**CSD 602/702 Augmentative and Alternative Communication and Assistive Technologies (3 credits)**

This course involves a discussion of the range of AAC users and strategies to teach individuals to bring them from emergent, through context dependent, to independent and generative stages. We will explore a variety of teaching strategies, symbols and rate enhancement techniques. Participants will learn AAC terminology and the importance of teaming, types of symbols, scanning, and the range of AAC communicative competence.

**CSD 603/703 Diagnostics and Implementation in AAC (3 credits)**

This course will look at the diagnostic process, including: diagnostic procedures, skill sets to assess and feature matching. Various communication devices will be examined in depth. Class discussion will focus on implementation strategies relevant to various environments. Prerequisite: CSD 702.

***Bilingual/Multicultural Assessment and Intervention***

**CSD 612/712 Two Languages: Speech-Language Patterns or Problems in the Schools? (1 credit)**

This course will address socio-cultural and language acquisition processes as well as best practices in assessment and intervention to promote social-academic success for English Language Learners (ELLs). The information and discussion in this presentation will help monolingual speech-language pathologists (SLPs) understand the difference between speech-language disorders and normal second language acquisition processes in Latino Children. In particular, the following areas will be re-visited: language dominance, bilingualism defined, and two languages in special education, English only, and classroom consultation. By the end of this presentation, SLPs will understand their role as intervention agents, within an interdisciplinary perspective, for ELLs with and without communication disabilities.

## ***Professional Issues and Ethics***

### **CSD 614 Counseling Methods in Communication Disorders (3 credits)**

In this course, students will become familiar with various models of counseling. Students will develop basic skills required to work effectively with patients and their families in one-on-one and group settings. The format of this course will be both lecture and in-class exercises. These in-class exercises will be designed to develop basic counseling skills needed to work with patients with communication disorders and their families. Student participation will be essential to this course. Although this is a 600 level course, it may be taken by CSD and ASD CAGS students.

### **CSD615/715 Creating a Language Literacy Lab (1 credit)**

In this course, students will recognize the need to develop alternative strategies for meeting the needs of expanding Speech and Language caseloads in school settings. The Language/Literacy/Learning Lab (LLL Lab) approach is proposed to augment the traditional 1:1 pull-out, group therapy sessions, and classroom co-teaching models. Topics of discussion will include ASHA's support of the SLP's role in working on literacy issues, target focus skill areas, development and hands-on demonstration of actual techniques, and recommendations for generating IEP goals and benchmarks. The goal of the class is that participants will be prepared to identify the operational steps of setting up an actual Language/Literacy/Learning Lab in a school setting and to promote the benefits of such a model of service delivery. Course may be counted toward the core or toward the literacy and literacy disorders concentration.

### **CSD 616/716 Introduction to Grant Seeking (1 credit)**

This course will provide an introduction to foundation, corporate, and government grant seeking. All stages of the application cycle will be addressed, including identifying potential donors, interpreting requests for proposals (RFPs), developing case statements, writing proposals and budgets, and reporting. In addition to building practical skills, the course will emphasize the connection between sound program design and successful fundraising. A writing assignment will be required to complete the course.

### **CSD 617/717 Response to Intervention: Clarifying the SLP's Role and Responsibilities (1 credit)**

This course will focus on the theory, application and flexibility of Response to Intervention (RtI) so that participants can reach a common understanding of RtI. Myths and misconceptions about RtI will be explored. Topics include the emerging roles of the speech-language pathologist including leadership, advocacy, and collaboration. Emphasis will be placed on using the unique training and skills of SLPs to make contributions to student success, including the area of literacy, while maintaining a reasonable workload. Participants



will learn practical strategies for success under the RtI model and methods to overcome challenges by developing a personalized action plan that will empower them to create an effective and manageable role within the school setting.

**CSD 721 Supervision in Speech-Language Pathology (2 credits)**

This course will examine a collegial model of supervision that can be applied to supervision of personnel at different levels (students through professional staff, including speech/language assistants) and in different practice settings. We will discuss the importance of establishing a productive supervisory relationship with clear communication of roles and expectations as a necessary foundation for subsequent interactions. Adult learning styles and critical thinking stages will be discussed as they relate to effective supervision. We will consider research about the supervisory process. Practical strategies for successful supervision and problem solving will be presented and practiced.

**CSD 722 Curriculum Consultation (1 credit)**

This course will provide information, techniques and applications of using academic curriculum in the therapeutic setting. The participants will be able to utilize current grade level subject matter to write goals and objectives that are aligned with Massachusetts Learning Standards.

**CSD 623/723 NCLB and IDEA (2 credits)**

This course offers an examination of current legislation that impacts American education. No Child Left Behind, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and Massachusetts Special Education regulations will be reviewed and discussed.

**CSD 626/726 Introduction to Epidemiology (1 credit)**

The purpose of this one-day course is to provide an intensive introduction to epidemiology for health and education professionals interested in learning epidemiology that deals with human disease, in particular infectious disease. The course will overview the different study designs used to evaluate risk factors and the role of medical and public health interventions on controlling disease spread. Contemporary problems, including HIV and emerging diseases will be highlighted. By the end of this course, students will have an understanding of basic principles of infectious disease dynamics and control.

**CSD 627/727 Neuropsychological Bases of Communication Disorders (1 credit)**

This course will explore the relationship between cognition and language. The artificial distinction between world knowledge and verbal communication will be discussed. The clinical implications of this essential relationship will be explored for clinicians serving a



variety of populations. In addition, more advanced aspects of clinical practices will be discussed in an interactive format in view of this clinical reality.

**CSD 628/728 Introduction to the Genetics of CSD and ASD (1 credit)**

The Online Mendelian Inheritance in Man (OMIM), a human genetics resource, lists 385 items when searching for genes related to “communication disorders”. This course will introduce the student to classical, population, biochemical and molecular genetics dealing with communication disorders. Areas covered will include syndromic and non-syndromic hearing loss and speech and language disorders. This course will also include a review of online genetic resources relating to CSD.

**CSD 629/729 The Individualized Education Program: Strategies for Development and Implementation (2 credits)**

This course offers an examination of the historical, philosophical, legal and ethical perspectives of educational service delivery for learners with special needs. Development, implementation and interpretation of the Individualized Education Program (IEP) serve as the basis of this course. Case studies are presented and reviewed.

**CSD 642/742 Curriculum Collaboration for the SLP: From Classroom to Therapy Room for the SLP (2 credits)**

This class will focus on strategies for integrating classroom curriculum into therapy sessions. We will review state frameworks and ways the SLP can apply them in therapy. Time will be spent creating therapy materials, sharing best practices and incorporating technology to promote more efficient communication. Discussions will also focus on how the SLP can contribute to classroom learning. It is essential that participants bring curriculum materials such as science or social studies texts, English literature books or fiction or non-fiction trade books that are currently used in their school.

**CSD 679/749 Preparing Students with Disabilities for Transition: Requirements and Process (2 credits)**

The course will examine state and federal requirements of the transition requirements, creating a transition plan as part of a life plan, the IEP process, as well as the support services available to students and young adults with disabilities. Through participation in the course students will learn how to comply with federal and state laws regarding the transition of students with disabilities and understand the importance of such areas as disability awareness, natural supports in the workplace, and essential functions of the job (i.e. functional academics, community/social skills, language, hygiene, motor skills, interpersonal skills, transportation skills, and money management). Also involved will be discussion of the importance of interfacing with schools, students, adult service agencies, communities, and parents.

### ***Child Disorders***

Recent developments in child language will be covered including but not limited to autism, language based learning disabilities, literacy, phonological awareness.

#### **ASD 670/770 (Use of) Pragmatic Language for Social Communication (2 credits)\***

#### **ASD 672/772 Social Communication in the Preschool/Early Primary Environment (1 credit)\***

\* Course descriptions may be found in the section above on autism spectrum disorders. Course may be counted towards the autism spectrum disorders concentration or toward the child disorders concentration.

#### **CSD 631/731 Language and Literacy Development (1 credit)**

This course will describe the factors that contribute to the development of narrative skills in children. The pattern of normal development in terms of language and social cognition in children will be discussed. The implications of delay in these skills for literacy development will be explored with research taken from both language-disordered and deaf children. In addition, the course will explore effective means of facilitation of normal acquisition and remediation of any language and literacy problems in these areas. The complex relationship between language development and the development of literacy will be examined. The role of the speech-language pathologist in this process will be discussed.

#### **CSD 635/735 Applications of the Story Grammar Marker (2 credits) \*\***

#### **CSD 636/736 Theme Maker in the Classroom (1 credit) \*\***

#### **CSD 638/738 Dyslexia: Diagnosis and Remediation (1 credit)**

The goal of this course is to develop an understanding of phonological processing deficits and their role in dyslexia. Specific phonological processes will be explored in relationship to reading skills. Identification and diagnosis of dyslexia will be presented along with individual case studies. An overview of intervention principles and strategies also will be provided.

#### **CSD 639/739 Written Language Development and Assessment (1 credit) \*\***

#### **CSD 640/740 Written Language Development and Remediation (2 credits) \*\***

**CSD 643/743 Sensory Integration (1 credit)**

This course will provide an overview of sensory integration theory and practice as developed by Dr. Jean Ayres with updated information from current occupational therapists in the field. Particular emphasis will be placed on how to incorporate sensory integration theory and techniques into practice with children and how to identify when a child might need further evaluation. Case studies will be presented and discussed to further understanding and help the student problem solve around different treatment scenarios. Videos of children receiving sensory integration based intervention will be shown followed by opportunities for discussions and brainstorming. Students should take away a general working knowledge of sensory integration theory and intervention, how to implement strategies into treatment sessions, and when to refer a child for an evaluation. Counts as elective for ASD MS and ASD CAGS.

**CSD 644/744 Nonverbal Learning Disability: Clinical and Life Issues (1 credit)**

The course will present background, diagnostic, and intervention information relevant to Nonverbal Learning Disability, a diagnosis which is increasingly made for school children, adolescents, and adults. The instructor will describe the NLD individual in terms of clinical and social/pragmatic issues, to assist course participants in gaining a more comprehensive overview of the world of the individual diagnosed with NLD. Participants will complete group work projects which will afford them an opportunity to gain added appreciation for how a nonverbal learning disability affects one's daily life in an experiential manner so that they can more accurately understand this "disorder of confidence."

**CSD 645/745 Sensory Integration Intervention Techniques (2 credits)**

This course is appropriate for individuals who would like to further their understanding of sensory integration intervention and of how to incorporate principles and treatment techniques into their practice. The focus will be on learning more about sensory integration theory as it has evolved over time, current research trends, intervention planning, and home programming. The course will include lecture, case studies, video presentations, and practical labs for hands on experience. Counts as elective for ASD MS and ASD CAGS.

**CSD 646/746 Executive Function in Children: Development, Assessment, and Intervention (1 credit)**

This course focuses on the development, assessment and management of children with a variety of profiles of executive function (EF) strengths and weaknesses. Children with autism spectrum disorders, nonverbal learning disorders, attention deficit/hyperactivity disorders (ADD/ADHD), fetal alcohol spectrum disorders, and childhood traumatic brain injury are at risk for deficient EF skill development. Challenges in EF may include poor impulse control, difficulty making transitions, challenges in modulating emotional responses, difficulty

initiating a task, poor working memory, disorganization, and poor self-monitoring abilities. Special attention is given to the typical development of EF abilities from preschool-age through adolescence as well as assessment procedures. A discussion of strategies that help the child function more effectively at school and at home is included. This course counts as an elective for the ASD master's and CAGS programs.

**CSD 671/771 Current Practices in Dyslexia (2 credits) \*\***

**CSD 673/773 Comprehension Strategies Instruction (CSI) (1 credit) \*\***

\*\* Course descriptions may be found in the section below on literacy and literacy disorders. Course may be counted toward the child disorders concentration or toward the literacy and literacy disorders concentration.

***Literacy and Literacy Disorders***

**CSD 615/715 Creating a Language Literacy Lab (1 credit) \*\*\***

**CSD 631/731 Language and Literacy Development (1 credit)**

This course will describe the factors that contribute to the development of narrative skills in children. The pattern of normal development in terms of language and social cognition in children will be discussed. The implications of delay in these skills for literacy development will be explored with research taken from both language-disordered and deaf children. In addition, the course will explore effective means of facilitation of normal acquisition and remediation of any language and literacy problems in these areas. The complex relationship between language development and the development of literacy will be examined. The role of the speech-language pathologist in this process will be discussed.

**CSD 635/735 Applications of the Story Grammar Marker (2 credits) \*\*\*\***

This course will focus on use of the Story Grammar Marker as a tool to 1) evaluate students reading and listening comprehension, 2) analyze the macrostructure (story grammar) and microstructure (word choice, syntax, and phonological awareness) of your student's oral and written language. Participants are asked to bring examples of students' retellings of stories. These stories will to be analyzed, goals and objectives will be developed, and inclusionary lessons will be planned.

**CSD 636/736 Theme Maker in the Classroom (1 credit) \*\*\*\***

This course will examine reading and writing across the curriculum. The seven types of expository text structures will be discussed. Application of these text types to building your

students' comprehension and evaluation skills, and to facilitating written expression of their knowledge in content subjects will be emphasized.

**CSD 639/739 Written Language Development and Assessment (1 credit) \*\*\*\***

This course will review the normal development of writing skills, support or foundation skills for writing, and coordination with other curriculum areas. Specific ways of determining skill levels, using the Massachusetts Curriculum Frameworks and other guidelines for curriculum development, and a specific approach to teaching grade level writing abilities will also be discussed. Participants will learn about types of writing disabilities, interventions for diagnosis and remediation of writing weaknesses, and core concepts for writing IEP objectives and accommodations. Lastly, the use of technology and implications for future research will be included in the course discussion. The emphasis will be on learning hands-on, practical information that could be used in the classroom or therapy session.

**CSD 640/740 Written Language Development and Remediation (2 credits) \*\*\*\***

This course will review the normal development of writing skills, support or foundation skills for writing and coordination with other curriculum areas, recommendations for effective assessment and diagnosis, and suggestions for remediation. Specific ways of determining skill levels, using the Massachusetts Curriculum Frameworks and other guidelines for curriculum development, and a specific approach to teaching grade level writing abilities will also be discussed. Participants will learn about types of writing disabilities and core concepts for writing IEP objectives and accommodations. Lastly, the use of technology and implications for future research will be included in the course discussion. The emphasis will be on learning hands-on, practical information that could be used in the classroom or therapy session.

**CSD 671/771 Current Practices in Dyslexia (2 credits) \*\*\*\***

Participants in this course will be introduced to the five phonological underpinnings for reading acquisition. In addition, participants will learn of up-to-date diagnostic procedures used to evaluate these phonological underpinnings and their subsequent impact on reading. Participants will have hands-on opportunities with diagnostic materials. Finally, participants will learn of current treatment practices and have hands-on access to materials that address weaknesses in the phonological underpinnings.

**CSD 673/773 Comprehension Strategies Instruction (CSI) (1 credit) \*\*\*\***

The National Reading Panel has identified several research based strategies to facilitate reading comprehension. This course will review these strategies and present several evidence-based strategies for the remediation of reading comprehension weaknesses. Hands-on activities will be included.

This course is designed for teachers who have basic knowledge of reading instruction, but wish to broaden their knowledge and skills in remedial techniques and available materials. Participants are expected to apply the methods and techniques studied, as well as critique the materials. Ten hours of fieldwork required.

\*\*\*Course may be counted toward the core or toward the literacy and literacy disorders concentration.

\*\*\*\*Course may be counted toward the child disorders concentration or toward the literacy and literacy disorders concentration.

## Division of Education

Elms College has been preparing teachers for more than 85 years. The graduate programs in education at Elms College are accredited by The New England Association of Schools and Colleges, Inc. (NEASC), the National Association of State Directors of Teacher Education Certification (NASDTEC) Interstate Contract, and the Commonwealth of Massachusetts.

Elms College offers three graduate programs in education:

- Master of Arts in Teaching (M.A.T.)
- Master of Education (M.Ed.)
- Certificate of Advanced Graduate Study in Education (C.A.G.S.)

The master of education (M.Ed.) and certificate of advanced graduate study in education (C.A.G.S. - education) are professional enrichment programs not formally linked to licensure. The master of arts in teaching (M.A.T.) program is linked with licensure through program approval by the Massachusetts Department of Elementary and Secondary Education.

### Faculty Profiles

**Dr. Mary Claffey Janeczek**, *chair, Division of Education, professor of education*

A.B., Boston College

M.A., University of Massachusetts

Ed.D., Boston University

Dr. Janeczek is a former elementary bilingual (Spanish) and English-as-a-second- language (E.S.L.) teacher. She has also served as western regional administrator for bilingual and E.S.L. programs for the state of Massachusetts. Her interests include language acquisition, E.S.L. methodology, and cross-cultural communication.

**Maureen Cotter**, *instructor in education*

B.A., American International College

M.A.T., C.A.G.S., Elms College

Professor Cotter is a teacher of students with moderate special needs. She has worked in a variety of inclusion settings, and also has experience as a pharmacy technician. Her special interest lies in the area of helping all teachers more effectively accommodate students with special needs into their classrooms.

**Shannon B. Dillard**, *instructor in education*

B.A., Smith College

M.Ed., University of Massachusetts

Ed.D., University of Massachusetts

Dr. Dillard's career as an educator began in middle school where she taught a variety of subjects. Her primary interest is in the teaching of mathematics, at all levels. She has extensive experience as a curriculum developer, mentor to student teachers, and faculty members in Western Massachusetts teacher preparation programs.

**Natalie Brunelle Dunning**, *associate professor of education*

B.A., Providence College

M.Ed., Providence College

M.A., Rhode Island College

Ed.D., Johnson & Wales University

Dr. Dunning is a former middle school science teacher. She is National Board certified in Professional Teaching Standards in Science at the Adolescent/Young Adult levels. She has served as assistant superintendent in Lakeville, MA; the Chief academic officer in the Springfield Public Schools; and in various supervisory positions in Rhode Island public schools.

**Dr. Anne Harrison**, *professor of education*

B.A., M.A., Smith College

Ed.D., University of Massachusetts

Dr. Harrison has been an educator for more than 30 years. Former academic dean and vice president of academic affairs at Elms College, she has taught elementary grades at the Smith College Campus School, and worked as an educational software designer, and for the National Coalition for Equality in Education. Dr. Harrison is particularly interested in multicultural education, social justice issues in schooling, and innovative ways to help children and youth master concepts and skills in mathematics.

**Dr. Dorothy Molnar**, *professor of education*

B.A., Calvin College

M.A., Western Michigan University

Ed.D., University of Massachusetts

Dr. Molnar has taught preschool through high school in public schools and government programs in Massachusetts, Connecticut, Michigan, and Washington, D.C. She has served as a teacher and administrator of Montessori programs in public schools, and as an associate superintendent. She has a special interest in child development, administration, and special education.

**Suzanne Rene**, *instructor in education*

B.S., Westfield State College

M.A.T., Elms College



Suzanne Rene is a retired instructional learning specialist in Springfield. She has taught preschool, special education, and most recently was an elementary Instructional Leadership Specialist for the Springfield Public Schools. Her area of expertise is Literacy. Professor Rene is the Director of the Reading Specialist Master of Arts in Teaching Program, and of its Summer Reading Clinic.

### **Adjunct Faculty**

**Timothy Allen, *adjunct professor***

B.A., Wheaton College

M.A., Columbia University Teachers College

C.A.G.S., University of Massachusetts

Ed.D., American International College

Timothy Allen, currently principal of Birchland Park Middle School in East Longmeadow, has also been an urban principal and assistant principal. He taught in Boston, Springfield, and the Bronx in New York. His professional focus is on motivating teachers and students alike to utilize innovative and creative teaching strategies to optimize student learning.

**Margaret Ashe, *adjunct professor***

B.A., University of Massachusetts

M.A.T., Elms College

Margaret Ashe is a retired English-as-a-Second-Language (ESL) teacher from the Springfield public schools. She is a trainer of teachers in ESL methodology whose expertise extends from the primary through the secondary grades.

**Joyce A. Baker, *adjunct professor***

B.S., Westfield State College

M.Ed., Framingham State College

C.A.G.S., Elms College

Joyce Baker is a retired literacy coach from the Springfield public schools. Her area of interest is content area literacy at the middle/high school level.

**Ericka Blais, *adjunct professor***

B.S.E., Westfield State University

M.Ed., Elms College

Ericka Blais is the technology teacher at Stefanik School, Chicopee. She teaches our technology courses at both the Chicopee and Greenfield Campuses.

**Carolyn Fitzgerald, *adjunct professor***

B.A., Emmanuel College

M.Ed., Westfield State College

Carolyn Fitzgerald is a retired foreign language teacher and assistant superintendent from Chicopee. Her area of expertise is in clinical supervision of student teachers.

**Johanna McKenna**, *adjunct professor*

B.A., Fordham University

M.Ed., American International College

Johanna McKenna is the retired principal and Director of Academic Effectiveness from the Northampton Public Schools. Her primary area of interest is student behavior.

**Jennifer Perchak**, *adjunct professor*

B.A., Mt. Holyoke College

M.A.T., Elms College

Jennifer Perchak is an experienced ESL teacher who has taught in both Agawam and Williamsburg. She teaches the ESL Methodology course at the Chicopee campus.

**Darbie Pettengill**, *adjunct professor*

B.A., Elms College

M.Ed., Elms College

Darbie Pettengill has had a long career as an educator, first at a Montessori School working with very young children, and currently as an English-as-a-Second-Language (ESL) elementary teacher in West Springfield. Her areas of expertise include strategies for making content comprehensible to a student who has not yet mastered the English language.

**Travis Reed**, *adjunct professor*

B.A., Humboldt State University

M.A.T., Elms College

C.A.G.S., American International College

Travis Reed is the assistant principal of Central High School in Springfield. He is a former Spanish teacher. He teaches courses related to middle/high school curriculum and instruction at our Chicopee site.

**Patricia Regan**, *adjunct professor*

B.S., Albertus Magnus

M.Ed., American International College

C.A.G.S., Elms College

Patricia Regan, a certified Reading Recovery instructor, is a reading teacher in Wilbraham. She teaches the Multicultural Children's literature course at our Chicopee site.

**Sarah Sawyer, *adjunct professor***

B.A., University of Massachusetts

M.Ed., Springfield College

Sarah Sawyer is a pre-kindergarten teacher in Springfield. She has extensive experience with children with special needs and teaches the early childhood curriculum and instruction courses at both the Chicopee and Greenfield campuses.

**Tara Witte, *adjunct professor***

B.A., Elms College

M.A.T., Elms College

Tara Witte has been an elementary teacher for the last ten years, teaching both third and fourth grades. She is a licensed reading specialist, and serves as the Assistant Director of the Elms College Summer Reading Clinic.

**Dr. Beth Young, *adjunct professor***

B.S., University of Illinois

M.Ed., Westfield State College

Ed.D., University of Massachusetts

Dr. Young is retired from the Education Division at Elms College. She now assists with the clinical supervision of student teachers.

## **Program Outcomes**

The goals of the Elms College graduate programs in education are:

- To attract intelligent and talented women and men into the teaching profession, to facilitate their development into competent and committed teachers, and to support their continual professional enrichment.
- To produce and support teachers who have breadth of knowledge in the liberal arts and sciences and additional depth of knowledge in the subjects they will teach.
- To enhance the ability of prospective and practicing teachers to translate understanding of subject matter and knowledge of pedagogy into stimulating curriculum in an interdisciplinary climate.
- To provide prospective and practicing teachers with experiences that will enable them to develop their own critical and creative thinking skills and to teach these skills in their classrooms.
- To increase the understanding of prospective and practicing teachers of the developmental and cultural variations in children and to facilitate informed selection of appropriate teaching strategies for children with different abilities, backgrounds, and learning styles. A strong emphasis on multicultural education celebrates the fact that ours is a pluralistic society. Since the urban area surrounding Elms College

supports an increasing variety of ethnic groups, the programs educate all who enroll to become particularly sensitive to the pedagogical issues of teaching in classrooms with a large number of students for whom English is a second language.

- To enable prospective and practicing teachers to use educational technology in the planning and implementation of instruction and to evaluate its effectiveness.
- To encourage prospective and practicing teachers to experience teaching as a learning process, using results of self-assessment and research to create and modify curriculum and instruction.

### **Admission Requirements**

- Completed application and \$30 application fee
- One page goal statement for graduate study
- Current Resume
- Copy of official undergraduate transcripts

### **Additional Application Requirements**

In addition to the other application materials, applicants to M.A.T. programs submit the following documentation:

- Passing M.T.E.L. (Massachusetts Tests for Educator Licensure) communication and literacy scores for all initial licensure programs
- Passing M.T.E.L. (Massachusetts Tests for Educator Licensure) scores on appropriate subject matter tests for the license sought as listed below:

#### **License Program: M.T.E.L. Test and Number**

Biology (8-12) Biology (13)

Chemistry (8-12) Chemistry (12)

Early Childhood (PreK-2) Early Childhood (02)

Earth & Space Science (8-12) Earth Science (14)

Elementary (1-6) General Curriculum, multi-subject & math (03)

English (5-12) English (07)

Foreign Language-Spanish (5-12) Spanish (28)

General Science (5-8) General Science (10)

History (5-12) History (06)

Humanities (5-8) Middle School Humanities (50) or English (07) plus History (06)

Mathematics (5-8) Mathematics, 5-8 (47) or 8-12 (09)

Math/Science (5-8) Middle School Math/Science (51)

OR

Math (47) plus General Science (10)

OR

Math (09) plus General Science (10)

Moderate Disabilities (PreK-8) General Curriculum (03)

Moderate Disabilities (5-12) Any Academic Core Subject Matter Test (5-12) or General Curriculum (03)

Physics (8-12) Physics (11)

Candidates for Reading specialist take and pass the subject matter test for reading specialist after completion of required program coursework and prior to enrolling in the second summer practicum. Candidates must satisfy the following prerequisites for admission:

- Possession of an initial license
- One year of teaching experience under that license, as evidenced by a letter from their principal,
- on school letterhead
- Successful completion of an introductory course in reading
- Coursework that addresses child and adolescent development

Candidates for English as a Second Language take and pass the subject matter test for English as a Second Language after completion of required program coursework.

The college's education programs prepare students for teacher licensure in accordance with the Regulations for Educator Licensure and Preparation Program Approval of the Massachusetts Department of Education (December, 2012).

## **Master of Arts in Teaching (M.A.T.)**

A master of arts in teaching (M.A.T.) degree program is Elms College's response to recent national and local trends in teacher education. Candidates in this graduate program have opportunities in the classroom and through extensive fieldwork to develop stimulating teaching practice.

The Elms College master of arts in teaching (M.A.T.) program is built upon two premises: first, that outstanding teachers have a strong liberal arts educational foundation that integrates the ability to think critically and creatively with a deep and broad understanding of the subject matter; and second, that skillful teachers move comfortably between theory and practice translating what they have learned into effective curriculum and instruction.

The M.A.T. program is designed to attract students of high caliber with four years of liberal arts education. Upon successful completion of the theoretical and practical aspects of the M.A.T. program, the student will receive the M.A.T. degree, as well as an initial Massachusetts state license as an educator.

Initial licensure programs include the M.A.T. in:

- Biology (8-12)
- Chemistry (8-12)
- Early Childhood (PreK-2)
- Earth & Space Science (8-12)
- Elementary (1-6)
- English (5-12)
- English as a Second Language (PreK-6) (5-12)
- General Science (5-8)
- History (5-12)
- Humanities (5-8)
- Mathematics (5-8) (8-12)
- Math/Science (5-8)
- Moderate Disabilities (PreK-8) or (5-12)
- Physics (8-12)
- Reading Specialist (All Levels)
- Spanish (5-12)

## **Interstate Certification**

The initial teaching license qualifies candidates to begin teaching in Massachusetts and more than 44 states, islands, and territories that belong to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contract, including the District of Columbia, Puerto Rico, and Overseas Dependent Schools.

The NASDTEC Interstate Contract addresses reciprocal licensing of educational personnel among participating jurisdictions. Information on reciprocity is available from the NASDTEC website: <http://www.nasdtec.org/>.

## **Practicum Requirements**

Prior to placement in a practicum or practicum equivalent (student teaching), candidates for an initial license must satisfy the following requirements:

- Obtain a passing score on the M.T.E.L. subject matter knowledge test appropriate to the license sought for student teaching placement, if the subject matter test was not required at the time of admission, as with reading specialist and teacher of English as a second language.
- Obtain a passing score on the Foundations of Reading MTEL for student teaching placement (for early childhood, elementary, and teacher of students with moderate disabilities candidates).
- Provide evidence of current completion of an approved first aid/C.P.R. course prior to attending the meeting regarding student teaching placement. (The certificate must be valid through the entire duration of the practicum or practicum equivalent.)
- Receive the recommendation of the Education Department for student teaching placement.
- Have a cumulative GPA of not less than 3.0.

## **Master of Arts in Teaching – Early Childhood Education Program**

The early childhood program at Elms College prepares initially-licensed teachers in Massachusetts for the PreK-2 level. Candidates for licensure complete rigorous coursework at the college and do fieldwork with young children with and without special needs in local schools. Early childhood graduates are prepared to teach all areas of the curriculum and make adaptations for students with special needs.

Children's needs and interests are as important as the Massachusetts Curriculum Frameworks in the early childhood teacher preparation program at Elms College. Students are prepared to work in collaboration with parents, colleagues in schools, and educational specialists such as speech therapists and physical therapists. The Elms College preparation program for early childhood teachers exceeds state standards for both knowledge and performance, and gives prospective early childhood teachers a competitive edge in seeking employment.

Prospective early childhood education students will be able to:

- Demonstrate an understanding of typical and atypical physical, cognitive, language, and social/emotional development of children with and without special needs, and use this understanding to assess students' needs and interests, to plan and present developmentally-appropriate lessons and learning activities, and to determine the progress children are making.
- Draw on subject matter knowledge in teaching reading and language arts, children's literature, mathematics, science, social studies, health, physical education, and the arts to provide developmentally-appropriate learning experiences that respond to children's interests, and challenge them to construct an understanding of the world in which they live, through play and active learning.
- Communicate clearly and respectfully with children, families, colleagues, and members of the community, and work with them to benefit children's learning and development.
- Organize and manage a classroom to provide time, space, materials, and support necessary for a stimulating and safe learning environment.
- Reflect on teaching and learning, and use reflections to meet legal and moral responsibilities for professional growth and service to children and their families.
- Meet state licensure standards for communication and literacy skills, subject matter knowledge, teaching reading and language arts, and performance.



**M.A.T. in Early Childhood Education (PreK-2)  
Initial License**

<b>Requirements</b>	<b>39 credits</b>
EDU 600 Reflective Teaching Practice	3
EDU 620 Development and Learning	3
EDU 519 Students with Special Needs	3
EDU 498 Developing Language and Literacy I	3
EDU 499 Developing Language and Literacy II	3
EDU 611 Writing Workshop	3
EDU 514 Methods in Math Instruction	3
EDU 585 Inquiry-Based Science Methods	3
EDU 542 Assessment of Students	3
EDU 622 Curriculum for Early Childhood Inclusion Settings	3
EDU 791 Educating English Language Learners	3
EDU 660 Seminar in Professional Education	3
EDU 700 Early Childhood Teacher of Students With and Without Disabilities (PreK-2) Initial Practicum	3

*Note: The early childhood 12-week practicum is completed in two placement sites: a public school preschool inclusion classroom that has been accredited by the National Academy of NAEYC (National Association for the Education of Young Children), and in a first or second grade classroom that includes students with and without special needs.*

## **Master of Arts in Teaching – Elementary Education Program**

The elementary education program at Elms College prepares initially-licensed teachers in Massachusetts for grades 1-6. Prospective elementary teachers draw on the content of the relevant curriculum frameworks to plan activities and sequential units of study that are standards-based. Elementary candidates practice a balanced approach to reading and writing, and employ a variety of teaching techniques in content area instruction.

Elms College students are competent, caring individuals who understand their legal and moral responsibilities to all children and seek resources from colleagues, families, and the community to enhance their learning. Candidates reflect critically upon their teaching experiences, and identify areas for further professional development. Elms College candidates complete rigorous coursework in the classroom and related fieldwork in area schools.

Prospective elementary education students will be able to:

- Use subject matter knowledge in reading and language arts, children's and young adult literature, mathematics, history, social science, science, health, physical education, and the arts to plan curriculum and instruction.
- Communicate high standards and expectations when beginning and carrying out lessons that employ a variety of teaching techniques and reading and writing strategies.
- Promote achievement by all students, without exception.
- Create an environment that is conducive to learning.
- Meet legal and moral responsibilities for professional growth.
- Reflect critically upon teaching and learning.
- Meet state licensure standards for communication and literacy skills, subject matter knowledge, foundations of reading, and performance assessment.

**M.A.T. in Elementary Education (1-6)**  
**Initial License**

<b>Requirements</b>	<b>36 credits</b>
EDU 600 Reflective Teaching Practice	3
EDU 620 Development and Learning	3
EDU 519 Students with Special Needs	3
EDU 498 Developing Language and Literacy I	3
EDU 499 Developing Language and Literacy II	3
EDU 611 Writing Workshop	3
EDU 514 Methods in Math Instruction	3
EDU 585 Inquiry Based Science Methods	3
EDU 636 Social Studies Methods	3
EDU 660 Seminar in Professional Education	3
EDU 701 Elementary (1-6) Initial Practicum	3
EDU 791 Educating English Language Learners	3

## **Master of Arts in Teaching – Middle and Secondary Education Program**

The middle and secondary education program prepares prospective teachers to work with students in the following areas:

- Biology (8-12)
- Chemistry (8-12)
- Earth & Space Science (8-12)
- English (5-12)
- General Science (5-8)
- History (5-12)
- Humanities (5-8)
- Mathematics (5-8) (8-12)
- Math/Science (5-8)
- Physics (8-12)
- Spanish (5-12)

Program participants will be aware of realities of schooling, educational reform movements, and pedagogical research on best practices, and will be able to thoughtfully consider the best interests of students when allocating time or other classroom resources.

Prospective secondary teachers will be able to:

- Plan curriculum and instruction based on state frameworks and appropriate pedagogy.
- Deliver effective instruction by infusing lessons with high expectations, sufficient learning opportunities, and meaningful achievement measures.
- Structure classroom climate and operation by establishing appropriate uses of time, space, and management strategies.
- Promote equity by working to build on the assets each student contributes to the classroom culture and motivate effort among all students.
- Meet professional responsibilities by maintaining an enthusiasm for both subject matter pedagogy and personal relationship building, while collaborating with colleagues, parents, and students.

**M.A.T. in Middle or Secondary Education: Variety of Fields  
Initial License**

<b>Requirements</b>	<b>33 credits</b>
EDU 600 Reflective Teaching Practice	3
EDU 620 Development and Learning	3
EDU 519 Students with Special Needs	3
EDU 543 Models of Inclusion	3
EDU 525 Middle and Secondary Instruction	3
EDU 526 Middle and Secondary Curriculum	3
EDU 516 Introduction to Technology in Education	3
EDU 714 Struggling Readers-Middle/Secondary English	3
Or	
EDU 614 Reading Across the Disciplines (all other licenses)	
EDU 791 Educating English Language Learners	3
EDU 660 Seminar in Professional Education	3
EDU (Various Numbers) Initial Practicum (5-8) or (8-12)	3

## **Master of Arts in Teaching – English as a Second Language (E.S.L.) Program**

The Elms College English as a Second language (E.S.L.) teacher preparation program is based on the philosophy that being proficient in two languages is not only an asset, but also a necessity in today's global community. Elms College educates competent and caring E.S.L. teachers who understand migrant and immigrant students, who know how to effectively develop the English skills of these students, and who know how to teach content areas to their students using E.S.L. methodologies. The Elms College E.S.L. teacher preparation programs value a student's first language and culture.

Candidates for licensure complete rigorous coursework relating to first and second language acquisition, linguistics, language assessment, methods for teaching E.S.L., and the historical, legal, and philosophical bases for E.S.L. and bilingual education.

Candidates also are skilled in an advanced use of the English language. Massachusetts curriculum frameworks at the candidate's level of licensure are understood and implemented with appropriate E.S.L. methodologies for the content areas.

Prospective teachers of English language learners will:

- Have excellent command of the English language.
- Understand and apply theories of second language acquisition.
- Know the principles of linguistics, including morphology, phonology, pragmatics semantics, and syntax of American English and its many variations.
- Know the basic differences between English and other languages.
- Apply theories and methods of instruction in reading and writing in a second language.
- Effectively teach academic content to English language learners, combining the four language skills in interactive approaches.
- Know the curriculum frameworks at the appropriate level.
- Know language assessment procedures.
- Select, administer, and interpret language assessment instruments.
- Know the historical and legal bases for E.S.L. and bilingual education.
- Be knowledgeable about, and sensitive to, cross-cultural issues.

**M.A.T. in English as a Second Language (PreK-6)  
Initial License**

<b>Requirements</b>	<b>45 credits</b>
EDU 600 Reflective Teaching Practice	3
EDU 620 Development and Learning	3
EDU 519 Students with Special Needs	3
EDU 798 Developing Language and Literacy I	3
EDU 799 Developing Language and Literacy II	3
EDU 611 Writing Workshop	3
EDU 514 Methods in Math Instruction	3
EDU 585 Inquiry Based Science Methods	3
EDU 636 Social Studies Methods	3
EDU 647 Bilingualism and Applied Linguistics	3
EDU 652 Issues in E.S.L./Bilingualism	3
EDU 654 Methods in Teaching E.S.L.	3
SOC 580 Racial and Cultural Groups	3
EDU 660 Seminar in Professional Education	3
EDU 704 English Language Learners (PreK-6) Initial Practicum	3

**M.A.T. in English as a Second Language (5-12)  
Initial License**

<b>Requirements</b>	<b>39 credits</b>
EDU 600 Reflective Teaching Practice	3
EDU 620 Development and Learning	3
EDU 519 Students with Special Needs	3
EDU 798 Developing Language and Literacy I	3
EDU 799 Developing Language and Literacy II	3
EDU 611 Writing Workshop	3
EDU 526 Middle and Secondary Curriculum	3
EDU 647 Bilingualism and Applied Linguistics	3
EDU 652 Issues in E.S.L./Bilingualism	3
EDU 654 Methods in Teaching E.S.L.	3
SOC 580 Racial and Cultural Groups	3
EDU 660 Seminar in Professional Education	3
EDU 705 English Language Learners (5-12) Initial Practicum	3

## **Master of Arts in Teaching – Students with Moderate Disabilities Program**

The teacher of students with moderate disabilities program at Elms College prepares teachers to work with students with moderate disabilities, preK-8 or 5-12. Candidates for licensure complete comprehensive coursework and related field experiences involving students with moderate disabilities in schools and other appropriate settings. Elms College graduates are prepared to assume assigned roles and responsibilities required of the license, including instruction, assessment, Individualized Education Plan (I.E.P.) development, collaboration, consultation, and liaison duties, as well as case management.

Prospective teachers of students with moderate disabilities will be able to:

- Understand and implement appropriate instruction and strategies for students with mild to moderate disabilities incorporating relevant curriculum frameworks.
- Apply theories and methodologies in assessing physical, emotional, intellectual, and social development in childhood and adolescence.
- Provide developmentally appropriate learning experience – especially language development experiences – that connect to student interests and their life experiences. Significant emphasis is placed on language acquisition and development, vocabulary development, multiple approaches to reading, and extending the relationship of writing and reading.
- Prepare, implement, and evaluate I.E.P.s and understand/demonstrate role responsibilities as case manager.
- Understand federal and state laws/regulations related to special education and serve as local resources to other agencies that might provide related services.
- Facilitate/collaborate in the design or modification of curriculum and instructional materials and support general education classroom environments for students with mild to moderate disabilities.
- Assist in preparing and monitoring students with moderate disabilities for appropriate general education classrooms.



**M.A.T. in Teacher of Students with Moderate Disabilities (S.M.D.)  
PreK-8 or 5-12 (general curriculum M.T.E.L.) or 5-12 (Subject Matter MTEL)  
Initial License**

<b>Requirements</b>	<b>45 credits</b>
EDU 600 Reflective Teaching Practice	3
EDU 620 Development and Learning	3
EDU 519 Students with Special Needs	3
EDU 798 Developing Language and Literacy I	3
EDU 799 Developing Language and Literacy II	3
EDU 611 Writing Workshop	3
EDU 514 Methods in Math Instruction	3
EDU 585 Inquiry Based Science Methods	3
EDU 636 Social Studies Methods	3
EDU 542 Assessment of Students	3
EDU 543 Models of Inclusion	3
PSY 513 Psychology of Behavior Management	3
Or	
EDU 738 No-Fault Classroom Management	
EDU 660 Seminar in Professional Education	3
EDU 791 Educating English Language Learners	3
<b>Choose one:</b>	3
EDU 707 Teacher of S.M.D. (PreK-8) Initial Practicum	
EDU 708 Teacher of S.M.D. (5-12) Initial Practicum	

## **Master of Arts in Teaching-Reading Specialist**

The Elms College program to prepare reading specialists is focused on all grades, K-12. Candidates for licensure are experienced teachers who have already passed courses in child/adolescent development and reading. These Master's students complete coursework and related field experiences with children who are struggling readers, which culminates in a two-summer set of practica in the Elms College Reading Clinic, one at the early elementary level, and one at the middle school/high school level. Elms College graduates who complete the reading specialist license program are prepared to assume roles as reading teachers, reading coaches, reading/language arts curriculum specialists, and directors of reading programs in school districts.

Prospective reading specialist teachers will be able to:

- Explain the significant theories, practices, and programs for developing reading skills and reading comprehension.
- Apply concepts of phonemic awareness and phonics to instructional practices.
- Explain the history and nature of English vocabulary and of English-language dialects.
- Develop vocabulary knowledge in struggling readers.
- Apply theories, research, and practices for reading instruction in the academic disciplines.
- Select and use appropriate programs, materials, and technology for reading instruction.
- Employ selection criteria for literature and informational books for children and adolescents.
- Administer and utilize screening and diagnostic instruments for determining student strengths and weaknesses.
- Use of a variety of informal and formal reading assessments.
- Apply the principles of second language acquisition to literacy learning.
- Explain child and adolescent development and the timing of formal reading instruction.
- Outline the stages of cognitive development in adolescence and their relationship to reading instruction.
- Employ approaches and practices for writing instruction, including assessment of writing skills and their relationship to reading.
- Utilize methods to support classroom teachers and tutors in the improvement of reading instruction, including consultation techniques and professional development.

**M.A.T. in Reading Specialist (all levels)**  
**Initial License**

**Prerequisites**

- Child and Adolescent Development
- At least one survey course in reading
- One year of teaching under an initial license

**Requirements**

**33 credits**

EDU 611 Writing Workshop	3
EDU 614 Literacy Across the Disciplines	3
EDU 612 Multicultural Children's Literature	3
EDU 617 Administration of Reading Programs	3
EDU 791 Educating English Language Learners	3
EDU 718 Research in Literacy	3
EDU 720 Struggling Readers-Primary (PreK-2) (Assessment and Instruction)	3
EDU 721 Struggling Readers-Elementary (3-6) (Assessment and Instruction)	3
EDU 722 Struggling Readers-Middle/Secondary (7-12) (Assessment and Instruction)	3
EDU 706 Practicum and Seminar in Reading Specialist-Elementary	3
EDU 713 Reading (All) Middle School Initial Practicum and Seminar	3

## **Master of Education (M.Ed.) – Not Linked With Licensure**

This program is an enrichment degree designed to promote the professional development of experienced teachers and community leaders. The degree offers teachers wide flexibility to plan programs to meet their professional needs and goals. The course of study provides the student the option to expand her/his expertise in education and in certain academic fields. Completion of the program requires 33 credit hours.

The program is composed of the following three parts:

- Education and liberal arts electives
- A core of required courses focusing on diversity issues in schooling, technology in education, and research-based professional practice

### **Master of Education (M.Ed.) Not Linked With Licensure**

<b>Requirements</b>	<b>33 Credits</b>
EDU 516 Introduction to Technology in Education	3
EDU 610 Research and Professional Practice	3
<b><i>Choose One:</i></b>	3
SOC 580 Racial and Ethnic Groups	
EDU 652 Issues in ESL	
Eight Elective Courses	24

## **Certificate of Advanced Graduate Study (C.A.G.S.) in Education**

A 30-credit post-master's certificate of advanced graduate study (C.A.G.S.) in education is available. This certificate allows professional educators to plan a program of study around a particular area of interest. Core courses address diversity, technology, and research.

The program is composed of the following two parts:

- Education and liberal arts electives.
- A core of required courses focusing on diversity issues in schooling, technology in education, and research-based professional practice.

### **Certificate of Advanced Graduate Study (C.A.G.S.) Not Linked With Licensure**

<b>Course Requirements</b>	<b>30 Credits</b>
EDU 516 Introduction to Technology in Education	3
EDU 610 Research and Professional Practice	3
<b><i>Choose One:</i></b>	3
SPA 512 Hispanic Cultures in the United States	
EDU 652 Issues in ESL	
<b><i>Choose Seven:</i></b>	
Elective Courses	21

## **Course Descriptions**

### **EDU 514 Methods in Math Instruction (3 credits)**

This course examines math curricula (N-9) and includes opportunities for students to practice teaching math concepts and skills. Application of cognitive psychology, the use of concrete materials, and the importance of problem solving are emphasized. Students learn content and methods consistent with the National Council of Teachers of Mathematics standards and Massachusetts Curriculum Frameworks. Ten hours of fieldwork required.

### **EDU 516 Introduction to Technology in Education (3 credits)**

This course is an introduction to the use of technologies in today's 21st century classrooms. Topics include utilizing software to aid teaching and instruction, using the internet as a tool to benefit students and encourage collaboration/communication, the use of assistive devices, and looking into the positives and negatives in education posed by technology.

### **EDU 519 Students with Special Needs (3 credits)**

Participants gain an understanding of a variety of handicapping conditions. Students also study the laws that ensure educational equity for students with special needs, and instructional and curricular modifications that teachers may be expected to make for students with special needs. Ten hours of fieldwork required.

### **EDU 525 Middle/Secondary Instruction (3 credits)**

This course critically examines popular educational innovations that have been implemented at the secondary level. It does so through the study of research on these innovations at the basic, applied, and implementation levels. Students develop the ability to make better-informed decisions about instructional practices and to match practices to educational purposes. Secondary strategies and resources that actively engage learners are emphasized. Ten hours of fieldwork required.

### **EDU 526 Middle/Secondary Curriculum (3 credits)**

This course examines frameworks-based curricula for secondary grades, as well as the culture of secondary schools, as shaped by basic educational purposes, school governance structure, the presence of adolescents, successive reform movements, and divergent parental expectations. Comprehensive analyses are emphasized: how did secondary schools come to be the way they are and should they remain that way? What forces have shaped the present curriculum? Ten hours of fieldwork required.

### **EDU 542 Assessment of Students (3 credits)**

The focus of this course is to investigate assessment instruments for students with and without special needs. Students select, administer, and interpret nondiscriminatory

assessment instruments. Also, they learn to use this information to develop curricula and implement appropriate instructional strategies for students with mild and moderate special needs. Students learn to develop I.E.P.s from assessment data. Five hours of fieldwork required.

Prerequisite: EDU 519

### **EDU 543 Models of Inclusion (3 credits)**

This course will explore various models of organizing services and for providing programming for students with moderate disabilities within the regular education classroom. Instructional strategies and techniques of inclusion along with practical suggestions for classroom will be investigated. Students will develop plans for various age level classrooms. They will also be introduced to consultation responsibilities with regular education teachers in order to implement strategies in varied classroom settings. Ten hours of fieldwork required.

Prerequisite: EDU 519

### **EDU 585 Inquiry Based Science Methods (3 credits)**

This course introduces students to the inquiry approach for the teaching and learning of science, utilizing national and state standards for curriculum and instruction. The course emphasizes questioning methods and alternative assessment.

### **EDU 600 Reflective Teaching Practice (3 credits)**

This introductory course provides prospective educators with a foundation in professional knowledge and skills that will be refined as graduate students progress through Elms College teacher preparation programs. Classroom skills for management, instruction, and motivation are identified and practiced in this course. Legal responsibilities of teachers are outlined. Current educational issues are explored. Students learn to develop a repertoire of skills and match them to a variety of teaching situations through their fieldwork experience. Ten hours fieldwork required.

### **EDU 610 Research and Professional Practice (3 credits)**

Students acquire knowledge and skills that allow access to the professional knowledge base. Objectives include reading, understanding, and critically evaluating research, retrieving and annotating relevant reports, and conducting a pilot study. Students work collaboratively to develop scholarship skills that inform classroom practice throughout their careers, decision making in both professional and civic realms, and future work in advanced graduate programs.

**EDU 611 Writing Workshop (3 credits)**

This course examines the essentials of writing and the structures and changing curricula of the teaching of writing. Teacher and student modeling during drafting, revision, conferring, editing, and publishing are demonstrated; interactive and guided writing is modeled. Students prepare and present mini-lessons and mini-inquiries based on the Massachusetts English Language Arts Framework. Picture books are used as mentor pieces to study the craft of authors. Selected genres include: memoir, poetry, and nonfiction.

**EDU 612 Multicultural Children's Literature (3 credits)**

This course provides a survey of literature for children, PreK-6, emphasizing multiculturalism, diversity, critical thinking skills, developmentally-appropriate issues, and the literature strand of the Massachusetts English Language Arts Curriculum Framework. The course enriches teacher knowledge of a variety of genres and the works of major children's authors and illustrators.

**EDU 614 Literacy Across the Disciplines (3 credits)**

Teachers explore ways in which students can be helped to master skills required for success in school. Based on the belief that students can be taught to learn more efficiently and effectively, the course addresses issues of motivation, memory, comprehension of text material, and vocabulary development, plus listening, note-taking, and test-taking skills. Participants apply the strategies covered to student content area materials.

**EDU 617 Administration of Literacy Programs (3 credits)**

This course is designed for teachers who expect to assume responsibilities for reading or other language arts programs. Classroom topics are coordinated with fieldwork assignments in such areas as: administrative styles, the change process, models of supervision and consultation, needs assessment, program evaluation, and staff development. Ten hours of fieldwork required. Prerequisites: EDU 720, EDU 721, EDU 722.

**EDU 620 Development and Learning (3 credits)**

This course examines typical and atypical development of children and adolescents. The course focuses on viewing human development as a continuum, in order to set the groundwork for including students with various developmental and learning needs.

**EDU 622 Curriculum for Early Childhood Inclusion Settings (3 credits)**

This course focuses on developmentally appropriate activities, environments, materials, and practices for students with and without special needs in preschool and primary grades. It prepares early childhood teachers to help all young children develop their full potential and reach high levels of achievement through mastery of the Massachusetts Curriculum Frameworks. Special attention will be given to the study of art and music and the



development of social skills in a group setting. The course requires 20 hours of fieldwork in a public school inclusion classroom accredited by the National Academy of Early Childhood Programs.

**EDU 636 Social Studies Methods (3 credits)**

This course prepares candidates to develop standards-based curriculum experiences in economics, geography, history, and political science for students PreK-8.

**EDU 647 Bilingualism and Applied Linguistics (3 credits)**

A foundation in English linguistics (morphology, phonology, pragmatics, semantics, and syntax) is the basis for the subsequent study of language acquisition. Theories and principles of typical and atypical first and second language acquisitions are examined. Application of relevant research in work with early childhood, special needs, ELL, reading, and foreign language classrooms is explored.

**EDU 652 Issues in E.S.L./Bilingualism (3 credits)**

This course analyzes issues related to bilingualism and the fields of English as a second language/bilingual education. Students explore the historical, judicial, legislative, philosophical, political, and sociological context of programs for bilingual learners. Educational models for developing bilingual proficiency will be examined in light of current research. The crucial role of culture in the process of educating language minority students is a major focus.

**EDU 654 Methods in Teaching English as a Second Language (3 credits)**

E.S.L. methodologies are explored and demonstrated. Students learn to assess E.S.L. skills, to plan appropriate oral and written instructions, and to evaluate E.S.L. materials. Observation of E.S.L. methodology as implemented in classrooms is a central task. Application of E.S.L. across the curricular areas of math, science, and social studies, plus the integration of special needs and typical E.S.L. learners are explored. Ten hours fieldwork required.

**EDU 660 Seminar in Professional Education (3 credits)**

The intent of this seminar is to provide time for students to reflect on their student teaching experience. This course will provide opportunities for students to discuss with their colleagues their current classroom experiences. The seminar's focus is two-fold. The first is to assist the student with the development of her/his individual portfolio. The second is to discuss various current and important topics that impact teachers. Various pedagogical approaches will be used, including films, group discussions, and guest speakers. Prerequisites: all pre-practicum coursework and fieldwork for the license sought.

This course must be taken in conjunction with the initial practicum and may only be taken in conjunction with the initial practicum.

**EDU 706 Reading Initial Practicum and Seminar - Elementary (3 credits)**

This course prepares reading candidates to assume the role of reading specialists during the practicum experience. Candidates for the Reading Specialist license learn to diagnose students' reading and related language skills. Participants learn to administer and interpret a variety of formal and informal instruments, prescribe and apply a wide range of instructional techniques and materials, posttest to document growth, and develop a case study.

Prerequisites: EDU 611, EDU 615, EDU 616. Candidates must complete all coursework and testing requirements for the Reading Specialist license prior to the second practicum experience.)

**EDU 713 Reading Initial Practicum and Seminar - Middle School (3 credits)**

This course prepares reading candidates to assume the role of reading specialists during the practicum experience. Candidates for the Reading Specialist license learn to diagnose students' reading and related language skills. Participants learn to administer and interpret a variety of formal and informal instruments, prescribe and apply a wide range of instructional techniques and materials, posttest to document growth, and develop a case study.

Prerequisites: EDU 611, EDU 615, EDU 616 EDU714. Candidates must complete all coursework and testing requirements for the Reading Specialist license prior to the second practicum experience.)

**EDU 720 Struggling Readers, PreK-2 (3 credits)**

This course is designed for teachers who have basic knowledge about reading instruction but wish to broaden their knowledge and skills in remedial techniques and available materials. We will discuss specific teaching ideas for helping children in kindergarten through Grade 2 who are having difficulty in reading and writing. How to closely observe readers to make the best possible teaching decisions for them, as well as how to support struggling readers in whole-class settings, will also be discussed. Participants will be expected to apply the methods and techniques studied and to critique materials. Ten hours of fieldwork are required.

**EDU 721 Struggling Readers II Grades 3-5 (3 credits)**

This course is designed for teachers who have basic knowledge about reading instruction but who wish to broaden their knowledge and skills in remedial techniques and available materials. We will discuss specific teaching ideas for helping children in Grades 3-5 who are having difficulty in reading and writing. Techniques to closely observe readers to make the best possible teaching decisions for them, as well as methods to support struggling readers in whole-class settings, will also be discussed. Participants will be expected to apply the

methods and techniques studied and to critique materials. Ten hours of fieldwork are required.

**EDU 722 Struggling Readers, Grades 7-12 (3 credits)**

With an emphasis on current developmental reading approaches at the middle and high school level, this course is designed to develop a teacher's skill in the observation, assessment and diagnosis of reading difficulties in middle-high school students. Specific teaching strategies for helping struggling readers in grades 7-12 will be mastered. Evaluation of materials, creation of plans to assist students in small group and whole-class settings, and cutting-edge research-driven strategies for literacy instruction will be applied.

**EDU 735 Education Innovation (3 credits)**

Education Innovation will examine the new world of innovation in order to accomplish two goals:

1. Increase educators' understanding of the innovative economy in which our students will live and work in the future
2. Highlight best practices of innovation that should be incorporated into classroom learning

**EDU 738 No-Fault Classroom Management (3 credits)**

Beyond the content standards and carefully crafted lessons, there is an entire set of skills and understandings that when mastered will guarantee that you will be a successful teacher of successful students; strategies which can be applied at any time of the year, at any grade level. This part I of a two-part course offers what experienced teachers learn after years in the classroom: proven strategies for organizing and managing a busy learning environment, the development of self-regulation and emotional control in children and adolescents, and how effective management and problem-solving can turn the most hard-to-control students into willing collaborators in learning.

**EDU 763 Students with Disabilities (3 credits)**

The successful inclusion of students with moderate disabilities is approached through online Power Points, readings, discussions, and activities. The course is designed to help participants gain an understanding of a variety of handicapping conditions, the laws which ensure educational equity for students with special needs, and general instructional and curricular modifications that teachers and school nurses may be expected to make for students with special needs. This course will also bring to light the implications of functioning as an IEP Team member. (Restricted to candidates in the MSN Program for School Nurses.)

**EDU 771 Behavior: The Teacher's Mindset (3 credits)**

If you have ever feared not being able to keep your class in control and manage serious challenging behavior, if you have ever believed that your students were deliberately “out to get you”, if you ever wondered what made you think that teaching was a personally rewarding profession, this is the course for you. We will delve deeply into the connection between our frame of mind, self-regulation, and stress management, and will perfect the skills to develop effective relationships, even with the most difficult students. You, too, can be everyone's favorite teacher. The two major goals that we have set for students in this course are: 1.) to learn about the relationship between a teacher's capacity to regulate his/her emotions (particularly when under stress) and student behavior and 2.) to learn about the relationship between a teacher's capacity for self-reflection and student behavior.

**EDU 777 Comprehension: Essential Strategies (3 credits)**

Candidates will focus on approaches and essential strategies of comprehension. They will take an in depth look at a collection of research based strategies that will help both teachers and students respond to the demands of CCSS. The course will examine what makes texts rigorous; both fiction and nonfiction, and how teachers can bridge the gap between the reader and the text. Candidates will investigate current research regarding a wide variety of comprehension strategies that they can incorporate into their practice.

**EDU 791 Educating English Language Learners (3 credits)**

The education of English language learners is a topic of paramount importance to twenty-first-century educators. This course prepares educators to meet the needs of bilingual students in terms of linguistics, culture, and literacy development. It also develops the skills of educators so that they can effectively teach their subject areas to bilingual youngsters. This course meets the RETELL requirements of the Massachusetts Department of Elementary and Secondary Education. Successful completion of this course, with a grade A or B, qualifies students who complete Elms College teacher preparation programs for Massachusetts endorsement in teaching through the Sheltered English Approach (SEI).

Prerequisites for licensure candidates: EDU 600, EDU 620, EDU 519, and all relevant methods courses for the license sought.

**EDU 796 High Level Instructional Strategies (3 credits)**

High level instructional strategies, based on formative student data, will be the focus of this course. Students will become proficient in implementing effective daily instruction in the classroom and truly inspiring students to fully engage in their learning.

**EDU 798 Language and Literacy Development (3 credits)**

Part I of this course will examine three pillars of the reading process: Phonemic Awareness, Word Work and Vocabulary. The goal of the course is to assist students in understanding the complex processes involved in reading, while developing instructional approaches that will

support all readers. The course will also investigate the importance of integrating reading, writing, listening and speaking into daily instruction. Students will do research, design lesson plans, and create a plan for integrated lessons using research-based best practices that will support all students' literacy development. The course emphasizes a balanced approach to reading instruction that will enhance student comprehension. Five hours of fieldwork are required.

### **EDU 799 Language and Literacy II (3 credits)**

Part II of this course focuses on approaches to and classroom assessment of Fluency and Comprehension. Writings by Adams, Calkins, Clay, Fountas and Pinnell, and Cooper develop the topics that help teachers master the English Language Arts Framework.

Prerequisite: EDU 798

### **All Graduate Initial Practica (9 credits)**

The initial practicum is a full time, twelve-week supervised experience, totaling a minimum of 360 hours of classroom teaching experience. During this time, students gradually assume the supervising practitioner's duties. They then spend almost four weeks assuming full responsibility for the classroom. Students demonstrate all competencies required of the particular license.

Students in the Early Childhood practicum spend 150 hours in a public preschool classroom accredited by the National Academy of the National Association for the Education of Young Children (NAEYC). This classroom must include children with and without special needs. Two hundred ten hours of the practicum are completed in a grade one or two classroom that adheres to the NAEYC's guidelines for developmentally-appropriate practices in the primary grades.

## Division of Humanities - Religious Studies

Since its foundation in 1928, The College of Our Lady of the Elms has remained committed to a tradition of academic excellence within an environment characterized by Gospel values. The vision of those first Sisters of St. Joseph who staffed the college continues to animate the religious, laity, and clergy who today serve as Elms staff, faculty, and administrators.

As the only Catholic college within the Diocese of Springfield, Elms College enjoys a special role and responsibility in the education of women and men who will assume intelligent and responsible roles in society and in the church as a result of learning gained at the Elms. Sensitivity to this special role and responsibility enjoyed by Elms College led to the establishment of a master of arts in applied theology (M.A.A.T.) in 1988, and the recent addition of several certificate programs.

Although conscious of the particular needs within the Roman Catholic Church, this program encourages persons of other religious traditions to gain theological and pastoral skills necessary for ministry in their churches.

### Religious Studies Faculty

**Martin J. Pion**, *professor of religious studies, director of the Institute for Theology and Pastoral Studies, coordinator of the Lay Ministry Office*

B.A., M.A., St. Michael's College

D.Min., Andover Newton Theological School

Dr. Pion is versed in the fields of ethics, scripture, lay ministry, ecumenism, Jewish-Christian dialogue, and sacramental theology. He teaches, presents workshops and lectures, and serves on ethics committees and boards of medical organizations. He is president of the Interfaith Council of Western Massachusetts.

**Reverend Mark S. Stelzer**, *lecturer in religious studies*

B.A., M.A., M.Div., St. John's Seminary

Licentiate and S.T.D., The Catholic University of America

Father Mark Stelzer is a native of the Diocese of Springfield and was ordained to the priesthood in 1983. He joined the Elms adjunct faculty in 1986 and has concurrently served in several pastoral and leadership positions on the diocesan level. From 1999 to 2003 he served as director of the Springfield Catholic Healthcare Chaplaincy. In November 2003, Father Stelzer was appointed acting president of Elms College, a position he held until June 2005. He now serves as college chaplain and associate professor of humanities. In addition to his responsibilities at the college, Father Stelzer is a chaplain and consultant at the Western Massachusetts Regional Women's Correctional Center in Chicopee.

## **Adjunct Faculty**

### **Reverend Warren Savage**

B.A., Assumption College

M.A., Gregorian University, Rome, Italy

Honorary Doctorate, Elms College

Honorary Doctorate, Notre Dame College

Father Warren has distinguished himself regionally and nationally as a consultant, a community leader, and educator for adult leadership and formation. He has served as an adjunct professor at Elms College for 25 years, teaching graduate courses in contemporary ethics and theology. From 1989 to 1993, he served as chief executive officer and administrative officer of Cathedral High School in Springfield, which was one of the largest Catholic high schools in New England. Father Warren is a well-known mission, retreat, and parish revival preacher throughout the country.

### **Reverend Jude Surowiec**

B.A., St. Hyacinth's College

S.T.B., Pontifical Institute, St. Bonaventure

S.S.L., Pontifical Biblical Institute

Father Jude has served as CEO and chief academic officer of St. Hyacinth's College and Seminary in Granby. His major fields of interest include philosophy, theology, and sacred scripture. He has served as an adjunct professor in religious studies for several years.

### **Erik Ranstrom**

B.A. Westfield State College

M.A.T. Boston College

Ph. D. Boston College

Dr. Ranstrom is a noted and published scholar of the life and work of Raimundo Pannikar, S.J. He is fluent with Scripture, Sacramental Theology, Ecclesiology, Christology and other areas of traditional Catholic thought. He is a full time professor at Rosemont College and has served as an adjunct professor in Religious Studies for several years.

### **Mary Keator**

B.A.

M.A.A.T. College of Our Lady of the Elms

Ph. D. Salve Regina University

Dr. Keator is an Asst. Prof. of English at Westfield State University, a member of Spiritual Directors International, Contemplative Mind in Society and a registered yoga teacher.

**M. Christina Clark, DHM**

B. A.

M.A.A.T. College of Our Lady of the Elms

M.A.T. Weston School of Theology

Sr. Chris Clark is the director of DeCice Hall, a ministry of the Religious Community of the Daughters of the heart of Mary and a former Director of Catholic Campus Ministry at Amherst College



## **Master of Arts in Applied Theology (M.A.A.T.)**

### **Program Goals**

The Elms College M.A.A.T. program seeks:

- to enroll interested and talented women and men who wish to familiarize themselves with the agenda of contemporary theology as it is reflected in concrete pastoral settings.
- to encourage sensitivity to the broad scope of church ministry within the local and global Church.
- to empower women and men to assume meaningful professional roles within the ecclesial community.

### **Program Components**

The M.A.A.T. program is a professional graduate degree program for religious educators, pastoral ministers, and other outreach service personnel. The program fosters a theory-into-practice approach to sacred theology. All courses are chosen in careful consultation with an assigned faculty advisor.

The M.A.A.T. program integrates 36 semester hours of courses, which may include three semester hours of a pastoral project, or a thesis. Students who do not intend to pursue doctoral study may opt to complete three credit hours of course work instead of the pastoral project or thesis. This decision should be made towards the end of the program in careful consultation with the M.A.A.T. director.

During the period of thesis or project guidance, the student works in close contact with a chosen faculty mentor. Upon successful completion, both M.A.A.T. projects and theses are formally presented before a board of three faculty members.

### **M.A.A.T. Thesis**

Students complete a paper of approximately 60 pages in length, in which they research a particular area of theological/pastoral concern. The exact topic of the paper is determined in collaboration between the M.A.A.T. student and faculty mentor, and the topic is then approved by the thesis advisor. Students contribute one bound copy of the completed and approved thesis to the Elms College Alumnae Library. Final copies of M.A.A.T. theses and projects must be deposited in the Elms College Alumnae Library before degree conferral is indicated on the M.A.A.T. transcript.

### **M.A.A.T. Pastoral Project**

The program includes an opportunity to expand upon the theological and pastoral significance of a specific and carefully documented ministerial project undertaken under the

direction of a faculty mentor. As a rule, an M.A.A.T. project involves a minimum of 100 hours of engagement in the given pastoral setting. Significant learning gained and questions raised by such pastoral engagement are summarized in a paper between 15 and 20 pages in length. In addition, students present a carefully documented portfolio tracing the project's development and implementation.

### **Thesis Specifications**

The thesis must conform to the MLA (Modern Language Association) style sheet for religious studies. The department suggests students review publication specifications prior to thesis binding, including agreement on what will appear on the spine of the bound thesis. Students contribute one bound copy of the completed and approved thesis to the Elms College Alumnae Library.

The following specifications must be followed:

- printed or photocopied on acid-free paper
- bound in green cloth with gold lettering
- name, degree, program, and year on the book spine

### **Binding**

The cost of bookbinding is approximately \$75.00 per copy. Elms College recommends these two companies for binding theses:

Tassinari Bros. Inc.  
219 Moody St.  
Ludlow, MA 01056  
(413) 583-5291

Bridgeport National Bindery, Inc.  
662 Silver St.  
Agawam, MA 01001  
(413) 789-1981

### **Graduation Requirements**

To earn the M.A.A.T. degree at Elms College, students must maintain a B (3.0) average and earn 36 credits. The work must be completed within six years of formal acceptance into the program. Extensions may be granted by the Dean of the School of Graduate and Professional Studies. An "intent to graduate" form must be filed with the registrar the semester prior to anticipated graduation to allow sufficient time for the completion of the degree audit process.

The M.A.A.T. thesis/project must be successfully presented prior to degree conferral. As noted above, official transcripts will not indicate degree conferral until final copies of M.A.A.T. theses/projects have been deposited in the Elms College Alumnae Library.

**Degree Conferral**

Students may participate in May graduation exercises and have their name listed in the graduation program if they have successfully defended their thesis prior to the day on which final grades must be submitted in May (usually the first week of May). Students who have also submitted their bound copy of the thesis to the program director will have their degree conferred at May commencement exercises.

Students who have completed their defense but who have not yet submitted their bound thesis will receive a blank diploma at graduation. They must then submit the bound copy prior to June 30. If this is done, they will receive their diploma and their degree will be conferred. If the June 30 deadline is not met, students will be placed on the graduation list for the August 31 or the December 31 graduation dates, depending upon the submission date of the bound copy. Students receive their degrees at May commencement, August 31, or December 31 if all obligations to the college are fulfilled. The graduation ceremony is held in May only.

**Professional and Theological Collaboration**

Full-time members of M.A.A.T. faculty hold memberships and participate in the activities of numerous professional and theological societies. These societies include the Catholic Theological Society of America (C.T.S.A.), the College Theology Society (C.T.S.), and the American Academy of Religion (A.A.R.).

**Advising**

Upon formal acceptance into the M.A.A.T. program, the student selects a faculty advisor in consultation with the director of the M.A.A.T. program. Students meet regularly throughout the academic year with the assigned faculty advisor. All courses are chosen in consultation with the assigned advisor.

**Grading**

A minimum average of B (3.0) must be maintained during the entire period of matriculation. A student not maintaining a minimum average of B will meet with his/her academic advisor to determine the feasibility of continued matriculation in the M.A.A.T. program.

**Waiver Policy**

All students must complete a minimum of 36 semester-hours of course work to receive the M.A.A.T. degree. However, certain courses may be waived upon recommendation of the student's faculty advisor. When a required course is waived, the student must add an elective course to earn 36 credits.

## **Master of Arts in Applied Theology**

(Minimum at Elms College: 27 cr. / Minimum GPA: 3.0)

<b>Requirements</b>	<b>36 credits</b>
REL 502 World Religions	3 credits
REL 625 Foundations of Theology	3 credits
REL 626 Theological Reflection	3 credits
REL 627 Hebrew Scriptures	3 credits
REL 628 Christian Scriptures	3 credits
REL 630 Integrative Spirituality	3 credits
REL 632 Contemporary Issues in Christology	3 credits
REL 633 Society, Church, and Ethics	3 credits
REL 634 Contemporary Issues in Ecclesiology	3 credits
REL 636 Liturgy and Sacraments	3 credits
Elective	3 credits
Elective	3 credits

## Certificate Programs

In addition to the M.A.A.T., the Institute of Theology and Pastoral Studies (ITPS) offers credit/non-credit certificate programs in theology and pastoral studies. Some M.A.A.T. and certificate program courses are offered in a distance/intensive format whereby students combine weekend sessions with online interaction with faculty and other students. Other M.A.A.T. and certificate program courses are offered on campus in a traditional 15-week format.

Given the increasing demand for programs that prepare laity for service and leadership roles, Elms College offers the following credit/non-credit certificate options:

- **Certificate in Theological Studies (CTS)**  
5 courses (15 credits or 60 ITPS units)
- **Certificate in Pastoral Studies (CPS)**  
5 courses (15 credits or 60 ITPS units)
- **Advanced Certificate in Theology and Pastoral Studies (ACTPS)**  
11 courses (33 credits or 132 ITPS units)
- **Certificate in Catechetical Studies (CCS)**  
5 courses (15 credits or 60 ITPS units)
- **Certificate in Parish Life Direction (CPLD)**  
11 courses (33 credits or 132 ITPS Units)
- **Certificate in Social Justice Ministry (SJM)**  
5 courses (15 credits or 60 ITPS units)

## Credits

Candidates enroll in certificate programs for ITPS units or college credits. Each institute course is offered for three (3) academic credits or twelve (12) institute units each. Candidates decide at the beginning of each course whether to register for ITPS units or college credits. Since course requirements for M.A.A.T. candidates and ITPS certificate candidates significantly differ, academic credit may not be granted retroactively for courses originally taken for ITPS units. This applies to all certificate programs. Each of these Elms certificate programs when taken for graduate credit can be transferred into the M.A.A.T. degree program.

Elms College offers the 36-credit master's in applied theology (M.A.A.T.) degree program as the ideal leadership track for five ministerial roles in the Springfield Diocese:

- Parish Catechetical Leader
- Parish Social Justice Coordinator
- Pastoral Associate
- Parish Life Coordinator
- Church Administrator

However, some pastors may judge that a certificate from the Elms ITPS, together with a practicum course and a supervised internship, may suffice for the formation of a lay ecclesial minister. Ordinarily five academic courses are required for ITPS certification. These 60 ITPS units parallel but do not provide 15 academic credits. Certification as a lay ecclesial minister in the Diocese of Springfield would require in addition a practicum course and a supervised internship, either through the appropriate Springfield diocesan office and/or Elms College.

### **National Certification Standards for Lay Ecclesial Ministers**

Elms College graduate coursework and parallel courses for ITPS units demonstrate evidence of the National Certification Standards for Lay Ecclesial Ministers with a focus on core and specialized competencies and certification standards within each particular ministry, as appropriate.

The national certification standards were developed by the National Association for Lay Ministry (NALM), the National Conference for Catechetical Leadership (NCCL) and the National Federation for Catholic Youth Ministry (NFCYM), and approved by the United States Conference of Catholic Bishops/Commission on Certification and Accreditation (USCCB/CCA) in April 2003.

Candidates who seek the M.A.A.T. complete 11 three-credit courses at Elms College and a supervised pastoral practicum in accord with their unique ministerial roles within the diocese.

Requirements for each ministry follow.

### **Certificate in Theological Studies (5 courses)**

Elms College offers a certificate in theological studies (CTS). Candidates enroll in the certificate program for ITPS units or college credits. Each institute course is offered for three (3) academic credits or twelve (12) institute units. Candidates decide at the beginning of each course whether to register for ITPS units or college credits. Since course requirements for M.A.A.T. candidates and ITPS certificate candidates significantly differ, academic credit may not be granted retroactively for courses originally taken for ITPS units. When taken for graduate credit, this certificate program can be transferred into the M.A.A.T. degree program.

### **Required Coursework (3 courses)**

REL 625 Foundations of Theology (3 credits or 12 ITPS units)

REL 627 Hebrew Scriptures (3 credits or 12 ITPS units)

#### ***Choose one:***

REL 628 Christian Scriptures (3 credits or 12 ITPS units)

REL 642 Introduction to the Bible (3 credits or 12 ITPS units)

### **Elective Coursework (2-3 courses)**

#### ***Choose two or three:***

REL 629 Contextual Theology (3 credits or 12 ITPS units)

REL 630 Integrative Spirituality (3 credits or 12 ITPS units)

REL 632 Contemporary Issues in Christology (3 credits or 12 ITPS units)

REL 633 Society, Church, and Ethics (3 credits or 12 ITPS units)

REL 634 Contemporary Issues in Ecclesiology (3 credits or 12 ITPS units)

REL 636 Liturgy and Sacraments (3 credits or 12 ITPS units)

### **Practicum and Internship**

Certification as a lay ecclesial minister requires two additional courses – a practicum in a specific area of ministry and a supervised internship through the appropriate diocesan office, although in some cases this may be delegated to Elms College. The five academic courses offered through Elms College Institute of Theology and Pastoral Studies provide only an Elms College certificate, not certification as a lay ecclesial minister.

**Certificate in Pastoral Studies (5 courses)**

Elms College offers a certificate in pastoral studies (CPS). Candidates enroll in the certificate program for ITPS units or college credits. Each institute course is offered for three (3) academic credits or twelve (12) institute units. Candidates decide at the beginning of each course whether to register for ITPS units or college credits. Since course requirements for M.A.A.T. candidates and ITPS certificate candidates significantly differ, academic credit may not be granted retroactively for courses originally taken for ITPS units. This certificate program when taken for graduate credit can be transferred into the M.A.A.T. degree program.

**Required Coursework (4 courses)**

REL 625 Foundations of Theology (3 credits or 12 ITPS units)

REL 630 Integrative Spirituality (3 credits or 12 ITPS units)

REL 631 Ministerial Identity (3 credits or 12 ITPS units)

REL 636 Liturgy and Sacraments (3 credits or 12 ITPS units)

**Elective Coursework (1 course)*****Choose one:***

REL 626 Theological Reflection (3 credits or 12 ITPS units)

REL 629 Contextual Theology (3 credits or 12 ITPS units)

**Practicum and Internship**

Certification as a lay ecclesial minister requires two additional courses – a practicum in a specific area of ministry and a supervised internship through the appropriate diocesan office, although in some cases this may be delegated to Elms College. The five academic courses offered through Elms College Institute of Theology and Pastoral Studies provide only an Elms College certificate, not certification as a lay ecclesial minister.



### **Advanced Certificate in Theology and Pastoral Studies (11 courses)**

Elms College offers an advanced certificate in theology and pastoral studies (ACTPS). Candidates enroll in the certificate program for ITPS units or college credits. Each institute course is offered for three (3) academic credits or twelve (12) institute units. Candidates decide at the beginning of each course whether to register for ITPS units or college credits. Since course requirements for M.A.A.T. candidates and ITPS certificate candidates significantly differ, academic credit may not be granted retroactively for courses originally taken for ITPS units. This certificate program when taken for graduate credit can be transferred into the M.A.A.T. degree program. ACTPS candidates matriculate with guidance and support of the M.A.A.T. director.

### **Required Coursework (11 courses)**

REL 625/ITPS 625 Foundations of Theology (3 credits or 12 ITPS units)  
REL 626/ITPS 626 Theological Reflection (3 credits or 12 ITPS units)  
REL 627/ITPS 627 Hebrew Scriptures (3 credits or 12 ITPS units)  
REL 628/ITPS 628 Christian Scriptures (3 credits or 12 ITPS units)  
REL 629/ITPS 629 Contextual Theology (3 credits or 12 ITPS units)  
REL 630/ITPS 630 Integrative Spirituality (3 credits or 12 ITPS units)  
REL 631/ITPS 631 Ministerial Identity (3 credits or 12 ITPS units)  
REL 632/ITPS 632 Contemporary Issues in Christology (3 credits or 12 ITPS units)  
REL 633/ITPS 633 Society, Church, and Ethics (3 credits or 12 ITPS units)  
REL 634/ITPS 634 Contemporary Issues in Ecclesiology (3 credits or 12 ITPS units)  
REL 636/ITPS 636 Liturgy and Sacraments (3 credits or 12 ITPS units)

### **Practicum and Internship**

Certification as a lay ecclesial minister requires two additional courses – a practicum in a specific area of ministry and a supervised internship through the appropriate diocesan office, although in some cases this may be delegated to Elms College. The 11 academic courses offered through Elms College Institute of Theology and Pastoral Studies provide only an Elms College certificate, not certification as a lay ecclesial minister.

Certification in two areas of ministry would require two practicum courses, but one supervised internship may possibly be negotiated with those responsible for overseeing the specific areas of ministry.

**Certificate in Catechetical Studies (5 courses)**

Elms College offers a certificate in catechetical studies (CCS). Candidates enroll in the certificate program for ITPS units or college credits. Each institute course is offered for three (3) academic credits or twelve (12) institute units. Candidates decide at the beginning of each course whether to register for ITPS units or college credits. Since course requirements for M.A.A.T. candidates and ITPS certificate candidates significantly differ, academic credit may not be granted retroactively for courses originally taken for ITPS units. This certificate program when taken for graduate credit can be transferred into the M.A.A.T. degree program.

**Required Coursework (4 courses)**

REL 522/ITPS 522 Ministry of Catechetics (3 credits or 12 ITPS units)

REL 625/ITPS 625 Foundations of Theology (3 credits or 12 ITPS units)

REL 636/ITPS 626 Liturgy and the Sacraments (3 credits or 12 ITPS units)

REL 642/ITPS 642 Introduction to the Bible (3 credits or 12 ITPS units)

**Elective Coursework (1 courses)*****Choose one:***

REL 630/ITPS 630 Integrative Spirituality (3 credits or 12 ITPS units)

REL 632/ITPS 632 Contemporary Issues in Christology (3 credits or 12 ITPS units)

REL 633/ITPS 633 Society, Church, and Ethics (3 credits or 12 ITPS units)

REL 634/ITPS 634 Contemporary Issues in Ecclesiology (3 credits or 12 ITPS units)

**Practicum and Internship**

Certification as a lay ecclesial minister requires two additional courses – a practicum in a specific area of ministry and a supervised internship through the appropriate diocesan office, although in some cases this may be delegated to Elms College. The five academic courses offered through Elms College Institute of Theology and Pastoral Studies provide only an Elms College certificate, not certification as a lay ecclesial minister.

## **Certificate in Parish Life Direction (11 courses)**

Elms College offers a certificate in church administration (CCA). The certificate program provides students with theological, administrative, and pastoral skills while assisting them to assume parish and diocesan roles in the area of administrative function. The CCA focuses on Catholic teaching and tradition, stewardship, resource development, leadership, church governance, human resources, and volunteer management. Participants in the program apply Catholic teaching to areas of social ministry, liturgy and sacraments, canon law, and moral theology.

Candidates enroll in the certificate program for ITPS units or graduate credits. Each institute course is offered for three (3) academic credits or twelve (12) institute units. Candidates decide at the beginning of each course whether to register for ITPS units or college credits. Since course requirements for M.A.A.T. candidates and ITPS certificate candidates significantly differ, academic credit may not be granted retroactively for courses originally taken for ITPS units. This certificate program when taken for graduate credit can be transferred into the M.A.A.T. degree program.

### **Required Coursework: (7 courses)**

- REL 625/ITPS 625 Foundations of Theology (3 credits or 12 ITPS units)
- REL 630/ITPS 630 Integrative Spirituality (3 credits or 12 ITPS units)
- REL 631/ITPS 631 Ministerial Identity (3 credits or 12 ITPS units)
- REL 632/ITPS 632 Cont. Issues in Christology (3 credits or 12 ITPS units)
- REL 633/ITPS 633 Society, Church and Ethics (3 credits or 12 ITPS units)
- REL 634/ITPS 634 Contemporary Issues in Ecclesiology (3 credits or 12 ITPS units)
- REL 636/ITPS 636 Liturgy and Sacraments (3 credits or 12 ITPS units)
- REL 642/ITPS 642 Introduction to the Bible (3 credits or 12 ITPS units)
- REL 653/ITPS 653 Pastoral Administration, Part I (3 credits or 12 ITPS units)
- REL 654/ITPS 654 Pastoral Administration, Part II (3 credits or 12 ITPS units)
- REL 655/ITPS 655 Pastoral Administration, Part III (3 credits or 12 ITPS units)

### **Practicum and Internship**

These seven academic courses offered through Elms College Institute of Theology and Pastoral Studies provide an Elms College certificate and certification as a lay ecclesial minister. The equivalent of the practicum and internship has been built into the CCA so that certification from the Elms would also fulfill the requirements for certification as a lay ecclesial minister in church administration from the Diocese of Springfield.

### **Certificate in Social Justice Ministry (5 courses)**

Elms College offers a certificate in social justice (CSJM). The certificate program provides students with theological, administrative, and pastoral skills while assisting them to assume parish and diocesan roles in the area of social justice ministry. The CSJM prepares students to take an active leadership role in parish, diocesan and regional programs focused on issues of justice, homelessness, poverty, immigration, racism and social unrest, are some of the areas addressed by people who work in this ministry.

Candidates enroll in the certificate program for ITPS units or graduate credits. Each institute course is offered for three (3) academic credits or twelve (12) institute units. Candidates decide at the beginning of each course whether to register for ITPS units or college credits. Since course requirements for M.A.A.T. candidates and ITPS certificate candidates significantly differ, academic credit may not be granted retroactively for courses originally taken for ITPS units. This certificate program when taken for graduate credit can be transferred into the M.A.A.T. degree program.

#### **Required Coursework: (5 courses)**

REL 625/ITPS 625 Foundations of Theology (3 credits or 12 ITPS units)  
REL 642/ITPS 642 Introduction to the Bible (3 credits or 12 ITPS units)  
REL 680/ITPS 680 Catholic Social Thought (3 credits or 12 ITPS units)  
REL 681/ITPS 681 Social Justice Praxis (3 credits or 12 ITPS units)

#### **Elective Coursework (1 course)**

REL 626/ITPS 626 Theological Reflection (3 credits or 12 ITPS units)  
REL 629/ITPS 629 Contextual Theology (3 credits or 12 ITPS units)  
REL 630/ITPS 630 Integrative Spirituality (3 credits or 12 ITPS units)  
REL 634/ITPS 634 Contemporary Issues in Ecclesiology (3 credits or 12 ITPS units)

## **Course Descriptions**

### **REL 500 Independent Study in Religion**

#### **REL 502 Spirituality of World Religions (3 credits)**

A study of the major religions of the world with emphasis on their unique spirituality, contemporary expression, and role in forming human values.

#### **REL 505 Theology of Peace and Justice (3 credits)**

This course invites students to reflect on the Christian call to non-violence as witnessed in the Scriptures, Church documents, and lives of notable individuals.

#### **REL 510 Seminar in Religion (3 credits)**

A seminar on a given theological topic relevant to the issues of the day. This seminar focuses on a different topic each semester.

#### **REL 517 Christian Spiritual Journey (3 credits)**

A study of Christianity's heritage of the spiritual life as it is presented in the works and lives of classical and contemporary spiritual writers. An experiential approach to prayer through reflective discussion and participation in various prayer forms.

#### **REL 522 Ministry of Catechetics (3 credits)**

This course is designed to help students understand the Catechetical mission of the church throughout history. Students will be invited to examine church documents relative to both catechesis and evangelization. Time will be spent evaluating the present day catechetical process as it applies to lifelong formation. Students will become familiar roles programs and materials available to use in parishes.

#### **REL 526 A Reasoned Faith (3 credits)**

This course explores the interplay between philosophy and theology in the Christian West. Emphasis is placed on exposition and discussion of primary texts of Plato, Aristotle, Augustine, Anselm, Aquinas, and Bonaventure.

#### **REL 527 Church as Communion (3 credits)**

A discussion of renewed efforts to explore the nature of the Church in light of the rubric of "koinonia," or communion. Implications of a communion ecclesiology will be explored.

#### **REL 533 Mosaic of Mary (3 credits)**

Mary occupies a prominent place in the history of salvation and in the life of the Church. This course explores the basic Marian issues within the framework of contemporary theology

and focuses on the Marian teaching of Vatican II. An understanding of the role of Mary in the early Christian community will be investigated in the New Testament writings that make reference to Mary.

**REL 542.01 Ethics and Spirituality of Compassion (3 credits)**

Students will explore the Judeo-Christian understanding of the ethics and spirituality of compassion. Attention is given to compassion-focused meditation practice (lectio divina), self-compassion, and practical strategies for offering compassionate presence and service to others.

**REL 544 Scripture and Liberation (3 credits)**

A study of the historical foundation and major themes of liberation theology.

**REL 562 Religious Thought and Vatican II (3 credits)**

An examination of the impact of Vatican II upon Church and society. Students are led to a deeper appreciation of the conciliar documents and their abiding significance for the Church of today.

**REL 570 Clinical Pastoral Education (6 credits) (By arrangement)**

Specifically designed to prepare the student for formal ministry to the sick, this course integrates supervised pastoral visitations at an approved site with ongoing theological input and reflection. Permission of department required.

**REL 598 Supervised Practicum (3 credits)**

An opportunity to engage in service learning within a concrete ministerial setting related to the student's area of application.

**REL 625 Foundations of Theology (3 credits)**

A study of the nature of the theological task and its methods. The role of revelation, faith, scripture, and tradition in the work of theology will be examined. Emphasis placed on the integration of faith and reason in theological study.

**REL 626 Theological Reflection (3 credits)**

An introduction to the art and method of theological reflection. Relying upon case studies, students are encouraged to make "faith connections" between the world of academic theology and ministerial engagement.

**REL 627 Hebrew Scriptures (3 credits)**

An overview of major themes of the Old Testament and their application today. Such themes include covenant, discipleship, and law.

**REL 628 Christian Scriptures (3 credits)**

A study of the Christian scriptures and the history of the early Church with special emphasis on the life of Jesus and mission of Paul.

**REL 629 Contextual Theology (3 credits)**

An examination of how culture and social change affect the work of theology. In addition to course work on campus, students will visit culturally diverse parishes and diocesan agencies.

**REL 630 Integrative Spirituality (3 credits)**

A holistic approach to human experience as revelatory of mystery and transcendence. Emphasis placed on the relevance of the spiritual classics for today's pastoral theologian. Ritual, liturgy, and prayer experiences are part of this course.

**REL 631 Ministerial Identity (3 credits)**

A study of the scriptural and historical models of ministry. Emphasis on collaborative models of ministry.

**REL 632 Contemporary Issues in Christology (3 credits)**

This course presents an overview of the mystery of Jesus Christ as revealed in history, scripture, and tradition. Contemporary Christological models and issues will be presented and critiqued.

**REL 633 Society, Church, and Ethics (3 credits)**

An examination of the sources and methods supporting "choice-making" at the personal, societal, and ecclesial level. Specific case studies relevant to parish life and ministry will be presented and analyzed.

**REL 634 Contemporary Issues in Ecclesiology (3 credits)**

A study of the origin, nature, mission and identity of the Church through historical, conciliar, systematic, and pastoral sources. Contemporary ecclesiological models and issues will be presented and critiqued.

**REL 636 Liturgy and Sacraments (3 credits)**

A study of the principles of liturgical and sacramental theology. Contemporary questions of liturgical theology and practice will be explored. Attention paid to the design, preparation, and implementation of formal and informal liturgical celebrations.

**REL 637 Pastoral Project, Thesis or Professional Readings (3 credits)**

A pastoral project, thesis, or professional readings proposal is formulated in accord with the particular theological and pastoral interests of the student. Research methods and tools are explored.

**REL 642 Introduction to the Bible (3 credits)**

This course offers an overview of the Old Testament and the New Testament including major themes, and an introduction of exegesis, hermeneutics, and the use of commentary.

**REL 653 Pastoral Administration, Part I (3 credits)**

This course focuses on Pastoral Leadership and the Ministry of Worship. It will provide an overview of the leadership role, the duties and responsibilities of the Parish Life Director in the pastoral, spiritual, and sacramental life of a parish community.

**REL 654 Pastoral Administration, Part II (3 credits)**

This course focuses on the Ministry of Teaching. It will provide an overview of the leadership role, the duties and responsibilities of the Parish Life Director in the lifelong learning, catechetical, and formation programs of a parish community.

**REL 655 Pastoral Administration, Part III (3 credits)**

This course focuses on the Ministry of Charity and Justice. It will provide an overview of the leadership role, the duties and responsibilities of the Parish Life Director in the evangelization, outreach services and social ministry programs of a parish community.

**REL 680 Catholic Social Thought (3 credits)**

This course will introduce students to Catholic Social Thought within the context of Vatican II and consider its influence on modern social justice ideology and its impact on select contemporary social, economic and political issues.

**REL 684 International Human Rights Foundations & 21st Century Issues (3 credits)**

This course will explore fundamental human rights issues. What are human rights? Who decides what can be called a human right? How are human rights enforced? Who is protected by human rights and where? In addition the course will explore some current human rights issues reported on in the press. (Slavery, rights of indigenous peoples, religious freedom, death penalty.)



## **Division of Natural Sciences, Mathematics and Technology**

### **Postbaccalaureate Premedical Studies Certificate Program**

Students must have a bachelor's degree from an accredited university or college to be accepted into this program. This program is designed to help prepare students for standardized tests such as MCAT, DAT, OAT, PCAT, and GRE and to provide access to and subsidize preparatory courses for such exams needed for application to professional health programs such as medical, dental, veterinary, PA, chiropractic, physical therapy, and many other professional health programs.

With assistance from the premedical advisor students can select courses from the undergraduate and graduate catalog of courses to create an individualized program to support their needs. Students are advised to expand their extracurricular activities by becoming involved in professional health care by becoming certified as an EMT (Emergency Medical Technician), CNA (Certified Nurse's Aide), Paramedic, and/or Medical Scribe. Students are recommended to become involved with clinical or basic research and/or volunteer work in human services to further develop skills and understanding of human needs.

Students must maintain a 3.0 average while in the program and to earn the certificate must complete a minimum of 27 credits at Elms College. Students must complete the program within 2 years unless special considerations have been documented and granted such as a medical leave of absence.

### **Master's in Biomedical Sciences Program**

Students must have earned a bachelor's degree from an accredited university or college and have earned a minimum GPA of 3.0 on a 4.0 scale. Students must have completed the following courses to be eligible for this program: General Chemistry 1 and 2 lecture and lab; Organic Chemistry 1 lecture and lab; and at least 1 year of biology with laboratory.

This program is designed to help prepare a student for further study in professional health care, public health, and/or research in the medical sciences. To earn the Master's degree students must complete a minimum of 30 credits over 2 academic semesters and maintain a 3.0 or better average on a 4.0 scale and have no grade less than (B). Students must complete the program in 1 year unless a student has been verified in a job position working a minimum of 20 hours per week. Special considerations for extension of the program is only granted if special circumstances arise and have been documented and granted such as a medical leave of absence.

This program provides access and subsidization to standardized tests preparation courses for exams such as MCAT, DAT, OAT, PCAT, and GREs to prepare students for application to

professional health programs such as medical, dental, veterinary, PA, chiropractic, physical therapy, and many other professional health programs.

Students are advised to expand their extracurricular activities by becoming involved in professional health care by becoming certified as an EMT (Emergency Medical Technician), CNA (Certified Nurse's Aide), Paramedic, and/or Medical Scribe. Students are recommended to become involved with clinical or basic research and/or volunteer work in human services to further develop skills and understanding of human needs. These activities can be integrated into the BMS 680 Research/Internship and BMS 690 Capstone courses.

## **Natural Sciences, Mathematics, and Technology – Faculty**

### **Janet Williams**, *professor of biology*

B.A., Rider University

M.S., University of Massachusetts

Ph.D., University of Massachusetts

Dr. Williams research interests have previously focused on the cloning, sequencing, and expression of restriction-modification systems in prokaryotes. Dr. Williams has 3 United States patents in conjunction with New England Biolabs, Inc. for cloning these systems in *E.coli*. More recent research has involved work in the microbiome and probiotics at the molecular level.

### **Kevin Berry**, *associate professor of mathematics*

B.S. Mathematics, Case Western Reserve University

minor: Computer Science

MS. Mathematics, Stevens Institute of Technology

Ph.D. Mathematics, Stevens Institute of Technology

Dr. Berry's research interests are in combinatorial group theory, particular in the study of Complex Valued functions, with several singular points.

His hobbies include Karate and Bowling.

### **Dennis Drake**, *associate professor of chemistry*

B.S., University of Denver

Ph.D., University of Kansas

Dr. Drake's research interests are in environmental and organic chemistry.

### **John Mruk**, *mathematics instructor*

B.A., Mathematics from Westfield State College

M.S., Mathematics from Trinity College

John Mruk was mathematics department chair at Ellington High School prior to teaching at ELMS College. While at Ellington High he received the Excellence in High School Teaching Award presented by the University of Connecticut Alumni Association and is a Connecticut Presidential Awardee for Excellence in Mathematics Teaching.

**Nina Theis**, *associate professor of biology*

B.A., Oberlin College

Ph.D. Stony Brook University

Postdoctoral fellow Harvard University

Dr. Theis is a Chemical Ecologist. Her grant-funded research focuses on the chemical signals that plants produce to defend against insect attack or attract pollinating insects. These plant compounds are important in medicine and the perfume industry and her research on plant-insect interactions has important implications for agriculture. Her research with students includes volatile analysis with a gas chromatograph/mass spectrometer and field work in Trinidad.

**Kristina Ruel**, *instructor of biology*

DPT

## **Courses for the Master's in Biomedical Sciences Program**

### **Fall**

BIO 506 Medical Terminology

BIO 513/513L Anatomy and Physiology 1 Lecture and Lab

BIO 516/516L Cell Biology Lecture and Lab

BIO 521/521L Genetics Lecture and Lab

BIO 526/526L Molecular Biology Lecture and Lab

BMS 509 Epidemiology and Biostatistics

BMS 510 Endocrinology

BMS 680 Research/Internship

BMS 695 Graduate Teaching Assistantship

### **Spring**

BIO 514/514L Anatomy and Physiology 2 Lecture and Lab

BIO 530 Microbiology Lecture and Lab

BIO 535 Nutrition

BIO 540 Immunology

BMS 522 Pharmacology

BMS 527 Pathology

BMS 615 Clinical Medicine: Simulation

BMS 630 Neuroscience

BMS 690 Capstone

BMS 695 Graduate Teaching Assistantship

## **Biology, Postbaccalaureate Premedical Studies\*, and Master's in Biomedical Sciences Programs**

\*Please note that students in the Postbaccalaureate Premedical Studies Certificate program can choose courses from the undergraduate catalog of courses with the approval of the premedical advisor (often courses in English, Math, Psychology, Sociology, Philosophy, and Bioethics & Medical Humanities are commonly enrolled courses for students in this program).

## **Course Descriptions**

### **BIO 504 Biology Seminar (3 credits)**

This course will either integrate the student's view of biology by presenting advances in various areas of the field, provide an in-depth excursion into a single topic or area of biology, or broaden the student's horizon by discussions and readings of an interdisciplinary or philosophical nature. A seminar format will be followed for the two hour class period. An extensive research paper will also be required.

### **BIO 506 Medical Terminology (3 credits)**

This course is an online only course in medical terminology. Students will be expected to learn terminology for all systems of the body and medical terms for pathological situations as well. There are case studies for further investigation and application of terminology.

### **BMS 509 Epidemiology and Biostatistics (3 credits)**

This course is designed as an introductory course in epidemiology and biostatistics. The instructor might use examples from their own research work to help demonstrate the application of the epidemiology and biostatistics to actual research in the field.

### **BMS 510 Endocrinology (3 credits)**

A general study of the vertebrate endocrine system, including the structure of the glands, the nature and properties of hormones and hormonal secretion, and the mechanisms of hormone action.

### **BIO 513/514 Anatomy and Physiology I and II with optional laboratories (3 credits + 1 lab)**

These courses are introductory but upper level courses in anatomy and physiology. The laboratories are optional for these courses, however they are supportive of the lecture material and required for many professional health programs.

### **BIO 516 Cell Biology (3 credits + 1 lab)**

This is an introductory course in Cell Biology that investigates the aspects of cell structure and function. The Cell Biology lecture is supported by a laboratory course that is optional for students.

### **BIO 521 Genetics (3 credits + 1 lab)**

An introductory study of classical, population, biochemical, and molecular genetics. The laboratory work is designed to demonstrate basic principles of genetics by allowing the student to evaluate statistically the data that she or he has collected by methods used in genetic research.

**BMS 522 Pharmacology (3 credits)**

This is an introductory course in pharmacology. It is the study of how drugs are assimilated into the body, how they are metabolized, their effects on the body, and how they are excreted. Various aspects of different drugs and their effects on different systems will be investigated.

BIO 336/536 is recommended as a prerequisite or in conjunction with this course.

**BIO 526 Molecular Biology (3 credits + 1 lab)**

This course is an introductory course in molecular biology. Students will be introduced to nucleic acids and their properties and further educated in the manipulation of nucleic acids for research and clinical applications. The laboratory is optional but supportive of the course.

**BMS 527 Pathology (3 credits)**

This is an introductory course in pathology. It is a study of how various diseases affect various cells, tissues, organs, and systems of the body. It is important that students be comfortable with the normal condition by taking BIO 513/514 prior to this course or in conjunction with this course.

**BIO 530 Microbiology (3 credits + 1 lab)**

This is an introductory course in microbiology. It is the study of microbial organisms and agents and their significance to health. Some immunology and pharmacology specific to microbiology is covered in this course. The lab is optional and supportive of the lecture.

**BIO 535 Nutrition (3 credits)**

This is an introductory course in Nutrition. This course will focus on human nutrition. Students should have at least 4 semesters of chemistry prior to taking this course. This course will provide an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. The role of nutrition in growth and health through the life cycle will also be studied.

**BIO 536 Biochemistry (3 credits + 1 lab)**

This is a one semester introductory course in Biochemistry. It is meant to cover all of the necessary material for students who will continue to take standardized tests such as MCAT, DAT, PCAT, and OAT. Students are advised to have taken General Chemistry and at least one semester of Organic Chemistry prior to taking this course. The lab is optional and supportive of the lecture.

**BIO 540 Immunology (3 credits)**

This course will introduce students to how immune systems protect an organism from infectious disease. Human immunobiology will be stressed, including why the human immune system sometimes fails us; for example, in individuals with HIV. Special topics covered in the course will include autoimmunity and autoimmune diseases, such as diabetes, rheumatoid arthritis, and lupus; transplantation biology, and allergies and the allergic response.

**BMS 570 Histology (3 credits + 1 lab)**

This is an introductory course in histology with an optional laboratory course. The laboratory is where students learn the requisite ability to recognize tissues under the light microscope with additional electron microscopic examples. The laboratory will also provide the opportunity for students to prepare tissues for identification and examination under the light microscope.

**BMS 610 Introduction to Clinical Medicine (4 credits)**

This is an introductory course to clinical medicine. Students will be educated in the general presentation and examination of a patient for clinical assessment and diagnosis. This is the first semester of a 2 semester series (followed by BMS 615). The laboratory is integrated into this course.

**BMS 615 Clinical Medicine: Simulation (4 credits)**

This course is designed to follow BMS 610 however BMS 610 is not a required prerequisite. This course goes beyond the initial work started in BMS 610 and follows through working with simulation mannequins to the practice of various common techniques such as the training of various skills including; advanced life support, CPR, critical thinking, team skills, etc.

**BMS 630 Neuroscience (3 credits)**

This is an introductory course in Neuroscience. The class is designed to cover structure and function of the brain and the nervous system, followed by more advanced aspects of neuroscience.

**BMS 680 Research/Internship (1-2 credits)**

This is an opportunity for students to become involved in either wet lab or clinical research or internship experiences. Students can procure these opportunities or there are opportunities that can be provided. Students will file an outline plan for their research/internship which can be completed in one semester by submission of a paper or continue to a subsequent

semester(s). The experience will culminate in a capstone paper to be submitted and/or presented to the BMS faculty.

**BMS 690 Research/Internship and Capstone (1-3 credits)**

Students can begin this in the spring semester or continue this from the fall BMS 680 course. This is an opportunity for students to become involved in either wet lab or clinical research or internship experiences. Students can procure these opportunities or there are opportunities that can be provided. Students will file an outline plan for their research/internship which can be completed in one semester by submission of a paper or continue to a subsequent semester(s). The experience will culminate in a capstone paper to be submitted and/or presented to the BMS faculty.

**BMS 695 Graduate Teaching Assistantship (1-3 credits)**

Students have the opportunity to become involved in teaching and/or assisting lectures and labs in the sciences. Preference is provided to students who have taken the courses or who have been involved with the courses previously. Tuition waiver and tuition compensation is provided. Students should refer to the Graduate Teaching Assistantship guidelines.



# School of Nursing

## Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) at the Elms College School of Nursing is a clinical practice degree advancing nurses at the highest level of education. This program will prepare advanced-practice nurses for the highest professional level of nursing practice and will advance the application of nursing knowledge for the purpose of improving health care to diverse populations. The Elms College School of Nursing baccalaureate and master's programs are recognized for their exceptional reputation, both locally and regionally, and for having a commitment to the individualized instruction of its students with an emphasis on meeting the health care needs of surrounding communities. Building on baccalaureate and master's nursing education, the DNP prepares nurse practitioners as Advanced Practice Registered Nurses and aligns the predominant model in healthcare where advanced practitioners with demonstrated expertise hold doctoral level degrees. The Post-Master's DNP Program is open to nurses to lead complex organizations, implement and evaluate care of population to meet organizational goals, and builds on foundational principles of leadership.

## Pathways for entry to the Doctor of Nursing Practice degree

The Elms College DNP prepares advanced practice nurses in three tracks: the **Family Nurse Practitioner (FNP)**, the **Adult Gerontology Acute Care Nurse Practitioner (AGACNP)**, and the **Health Systems Innovation and Leadership (HSIL)**.

### DNP Nurse Practitioner Track – FNP and AGACNP – Advanced Practice Nursing Direct Care Focus

The BS to DNP pathway is for eligible students who have a baccalaureate degree in nursing and are seeking to become a nurse practitioner. The course of study is projected to be three years of full-time study; approximately 80 credits of required coursework; 1,000 hours of required clinical and immersion practice experiences; and completion of a distinguished capstone experience.

The second pathway is a MSN to DNP program for students who earned a master's degree in nursing and are seeking to be a nurse practitioner. The course of study is 70 credits for coursework; 1,000 hours of required clinical and immersion practice experiences; and completion of a distinguished capstone experience.

### DNP Nurse Practitioner Track Curriculum Model

The DNP curriculum model is based on the American Association of Colleges of Nursing (AACN) *Essentials of Master's Education* (1996) and *The Essentials of Doctoral Education for Advanced Nursing Practice* (October, 2006) documents. The National Organization of

Nurse Practitioner Faculties (NONPF) seven Domains, Core Competencies and the Doctor of Nursing Practice competencies have been incorporated into the curriculum to prepare highly skilled nurse practitioner clinicians to implement the full scope of practice as licensed independent practitioners.

The Elms DNP curriculum builds on knowledge acquired in baccalaureate nursing preparation and offers an efficient pathway from Master of Science in Nursing (MSN) to the DNP degree. The Elms DNP curriculum includes four distinct components:

- a. *Foundational Core*. The foundational content is the masters in nursing core content and will prepare the DNP student for advanced and specialized coursework. This core will be required for the BSN entry.
- b. *Clinical Core: Advanced Practice*. The advanced practice core includes essential content to provide direct care delivery at an advanced level.
- c. *APRN Practice Specialty*. The specialty track provides content that will prepare the student for the selected specialty role of FNP or AGACNP.
- d. *DNP Theory Core*. The DNP professional core is designed to fulfill the AACN core competencies in the essentials of doctoral education for the advanced specialty nursing practice and integrate skills to collaborate within interdisciplinary teams.

### **DNP Health Systems Innovation and Leadership Curriculum Model**

*DNP Theory Core*. The DNP Post-Master's Curriculum Model.

### **The Standards of Education for Nurse Practitioners**

The Elms College School of Nursing DNP program curriculum for nurse practitioners is informed by the 2008 National Council of State Boards of Nursing Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education (LACE), the National Organization of Nurse Practitioner Faculties NP core competencies and NP Practice Doctorate competencies (NONPF, 2006a, 2006b, Criteria for Evaluation of Nurse Practitioner Programs (2012), AACN's Essentials of Doctoral Education for Advanced Nursing Practice (2006) Essentials for Master's Education in Nursing (1996). The entire version of both of these documents can be viewed on AACN's website:

<http://www.aacn.nche.edu>.

The National Organization of Nurse Practitioner Faculties (NONPF) is "the leading organization for NP faculty sharing the commitment for NP education" (NONPF website, 2013). NONPF defines Domains and core competencies to accurately describe nurse practitioner behaviors upon entry into practice and required for all NP students. Core competencies are demonstrated upon graduation from the program regardless of specialty focus and nurse practitioner Practice Doctorate Competencies that are achieved upon graduation. These competencies can be viewed on the NONPF website:

<http://www.nonpf.com/associations/10789/files/NPCoreCompetenciesFinal2012.pdf>.

### **DNP Nurse Practitioner Track Learning Outcomes**

The program leading to a Doctor of Nursing Practice (DNP) degree is designed to build on baccalaureate and master's education to prepare the graduate for advanced practice nurse roles with a doctoral foundation in nursing practice. In accordance with *Essentials of Doctoral Education for Advanced Nursing Practice*, of the American Association of Colleges of Nursing (AACN, 2006), the Elms DNP graduate will demonstrate the ability to:

- Demonstrate expertise in an area of specialized advanced nursing practice that is culturally sensitive and evidence-based in the care of individuals and populations.
- Integrate the biosciences and theory from nursing and related disciplines, education, research, business, and technology into advanced nursing practice.
- Translate research into practice through critiquing current evidence and evaluation of outcomes that contribute to the enhancement, improvement and development of best practices for favorable patient outcomes.
- Develop the leadership and organizational expertise to effectively identify the policies and procedures necessary to meet the dynamic state of healthcare delivery.
- Promote change in nursing practice and healthcare delivery through interprofessional collaboration, policy development and information technology utilization within an area of specialized advanced nursing practice.
- Evaluate patient, population, and healthcare system outcomes and design appropriate intervention strategies in a specialized area of advanced nursing practice to achieve quality improvement and improve the health of individuals, aggregates, and populations.

### **Degree Requirements**

Students in the DNP program will progress through the coursework as a cohort. Students must maintain a 3.0 grade point average and demonstrate professional and ethical behavior while a student in the program. In order to achieve the DNP competencies, students must complete a minimum of 1,000 practice hours in a supervised clinical setting. The capstone requirement is the culmination of the DNP degree. Students will be guided throughout their program of study through DNP Seminars and Immersion study.

### **Immersion Courses and DNP Capstone Project Courses**

The DNP Immersion courses and DNP Capstone Project Courses provide an opportunity to launch an understanding of the Advanced Practice Nurse role to be mastered in the DNP program. This course is a guided study to identify the role components of the advanced practice nurse pursuing a DNP and for the post-master's degree completion.

A hallmark of the Elms College's practice doctorate is a capstone project. The DNP Capstone Project is a scholarly project designed to address a practice issue affecting groups of patients, health care organizations, or health care systems. The successful completion of a scholarly project demonstrates the synthesis of the student's immersion experiences as

capstone project course. This scholarly project will embrace learning from both coursework and clinical practice application. Prior to graduation with the DNP degree, each student will prepare a manuscript describing the scholarly project and will publicly present their project findings. Students are expected to submit their Capstone Project manuscript to a peer-reviewed scholarly journal for publication.

Specific information about practicum courses and the capstone project are found in the Elms College School of Nursing Doctor of Nursing Practice (DNP) Immersion and Capstone Handbook.

### **Practicum (DNP-NP Track)**

The purpose of a clinical practicum is twofold. First, the experience provides for direct clinical observation; and second, it provides an opportunity for advanced clinical practice under the direct supervision of a preceptor. Students have an opportunity to apply theory learned in the classroom and advanced skills learned in the skills lab/simulation into practice in approved clinical settings. The practicum fulfills required course and practice hours while providing a real-life opportunity to work as a future APRN. This may include local and regional clinical agency placement. Elms College DNP faculty in collaboration with the student will determine clinical placement as part of the faculty mentorship toward completing the DNP Program.

### **Immersion Practice and HSIL Practice Hours**

The purpose of the Immersion practice and HSIL practice hours is to immerse the student in their capstone project from their idea through project completion.

### **Program Delivery**

Using a hybrid model of education, students will be expected to be on campus for face-to-face classes on a scheduled basis through the semester. Face-to-face class sessions are scheduled late afternoon or evening. The online educational process is conducted through the college's on-line platform, Moodle. The Program is offered synchronously and some courses may be conducted fully online.

### **Description of Tracks**

#### **DNP Family Nurse Practitioner (FNP)**

The DNP in Family Nurse Practitioner is an advanced practice registered nurse (APRN) with specialized knowledge and skills to provide comprehensive health care to diverse populations across the lifespan in a family practice setting such as: primary care, urgent care, private practice, long term care and hospital and community based settings.

The Family Nurse Practitioner's knowledge, skills, and competencies are concentrated in the comprehensive and preventative health care within a family-centered model for a specific population including health assessment, follow-up care for health problems, and health promotion and disease management activities. This population may be based upon care of children, women and adult's. The FNP curriculum is designed to provide in-depth content focused on medically stable patients across the lifespan in the framework of the family and community.

The Elms DNP graduate is prepared to be “job-ready” as a Family Nurse Practitioner working in a multitude of community settings such as clinics, private practice, schools, businesses, and specialty offices to increase health care access for patients of all ages, including urban and rural underserved communities.

### **DNP Adult Gerontology Acute Care Nurse Practitioner (AGACNP)**

The DNP Adult-Gerontology Acute Care Nurse Practitioner is an advanced practice registered nurse (APRN) who specializes in the care of patients in hospital settings such as, medical/surgical units, emergency departments, intensive care units, skilled nursing facilities, and in ambulatory specialty clinics. The APRN in these settings, manages diverse patients with complex acute and chronic health conditions across the entire adult age spectrum. The AGACNP competencies are centered on assessment and advanced care for critically ill patients to diagnose and treat chronic, acute, and critical medical conditions. The AGACNP curriculum is designed with in-depth content about pathophysiology and management of complex patient problems with various illnesses, and intended to help both the patient and family achieve the highest degree of wellness possible.

Based upon practice experience and the nurse's competency skills, the adult-gerontology acute nurse practitioner is “job ready” to find employment working in trauma, emergency care, critical care, surgical services, rehabilitation units, orthopedics, cardiology, pulmonology and oncology settings, and sports-medicine. Based upon the student's area of interests, the graduate will obtain clinical training experiences to meet their career goals.

### **DNP Health Systems Innovation and Leadership (HSIL) – post-Master's Track – DNP Completion**

The doctor of nursing practice (DNP) curriculum in Health Systems Innovation and Leadership (HSIL) curriculum will educate master's-prepared nurse leaders, nurse educators, and advanced practice nurse practitioners attain the pinnacle of their careers.

As advanced nurses lead change, this change demands clear and convincing communication, strong analytic capabilities, and flexible leadership skills at the system level are required skills for practice today. The Elms College DNP HSIL program provides doctoral-level content and experience-focused content building on the knowledge and skills needed for

nurses to assume a wide variety of roles as indirect and direct care providers. The program aims to educate nurse leading innovators to meet the challenges of complex healthcare settings and systems.

The DNP HSIL specialty track prepares nurses to be collaborative interdisciplinary partners across complex systems, creating innovative healing environments while transforming healthcare systems locally, nationally, and internationally.

Upon graduation, our students will be eligible to take the national certifications exams offered by the American Nurses Credentialing Center and the American Organization of Nurse Executives, including the Certification for Executive Nursing Practice Exam (CENP), or the Certification for Nurse Managers and Leaders (CNML) Exam.

### **DNP FNP Post Graduate Certificate (FNP PGC)**

The Family Nurse Practitioner Post-Graduate Certificate (FNP PGC) program is available to registered nurses who possess a minimum of a master's degree and are nationally certified as a nurse practitioner in another specialty. The Post-Graduate Certificate Program provides students the opportunity to continue their education and expand their skillset as a Family Nurse Practitioner, to diagnose and manage acute and chronic health problems across the lifespan. The program's purpose offers advanced practice nurses who already hold a master's degree in nursing, an educational route to specialization in an area other than that obtained in their master's degree.

The Post-Graduate Certificate is a variable credit-hour program, ranging from 8 to 34 credits, depending on prior education and certification. Elms College will conduct a gap analysis that considers prior education for each applicant in order to determine an individual plan of study. Students can complete the program in approximately 12-24 months. Plans of study are developed according to academic didactic and clinical needs. Students will acquire knowledge and clinical experience that will prepare them to sit for a family nurse practitioner certificate examination.

Students who complete the post-master's certificate may continue their education with the DNP HSIL Track leading to a Doctor of Nursing Practice Degree. Our students benefit from personalized faculty attention and collaborate with students who also have diverse backgrounds that enrich learning across disciplines and service experts in the community.

### **DNP Nurse Practitioner Track Curriculum**

#### **DNP Foundation Core**

NUR 505: Nursing Knowledge and Practice	3 credits
NUR 515: Translating and Integrating Evidence into Practice	3 credits
NUR 532: Health Policy and Advocacy	3 credits

NUR 601: Technology: Methods and Tools for Graduate Studies	1 credit
<b>Total Credits</b>	<b>10 credits</b>

**Clinical Core: Advanced Practice**

NUR 604: Advanced Pathophysiology	4 credits
NUR 606: Advanced Diagnostic Analysis, Health and Physical Assessment with lab/Clinical Practicum, practice hours	4 credits
NUR 607: Advanced Pharmacology and Therapeutics	4 credits
<b>Total Credits</b>	<b>12 credits</b>

**DNP Theory Core**

NUR 710: DNP Immersion I: Role Development of the APRN Nurse Practitioner	3 credits
NUR 711: DNP Immersion II: Scholarly Project – Project Idea (25 Immersion Practice Hours.)	2 credits
NUR 712: DNP Immersion III: Scholarly Project – Project Development (25 Immersion Practice Hours)	2 credits
NUR 713: DNP Immersion IV: Scholarly Project – Project Implementation (75 Immersion Practice Hours)	2 credits
NUR 715: Organizational Systems and Quality Improvement:	3 credits
NUR 734: Population Health and Epidemiology	3 credits
NUR 736: Biostatistics	3 credits
NUR 737: Research Methods and Translation for Advanced Practice	3 credits
NUR 740: Finance Management in Health Care Delivery	3 credits
NUR 746: Leadership and Collaboration in Health Care Organizations	3 credits
NUR 750: DNP Capstone: Scholarly Project – Project Evaluation (75 Immersion Hours)	3 credits
<b>Total Credits</b>	<b>30 credits</b>

**Advanced Practice Specialty: Adult Gerontology Acute Care Nurse Practitioner**

NUR 726: Adult Gerontology Health Care I and Practicum	5 credits
NUR 727: Adult Gerontology Health Care II and Practicum	5 credits
NUR 728: Adult Gerontology Health Care III and Practicum	4 credits
NUR 729: Adult Gerontology Health Care IV and Practicum	4 credits
NUR 739: Ethics for Advanced Practice	3 credits
NUR 744A: Transition into Practice and Certification Seminar Elective	2 credits
NUR 799: Doctoral Elective-Independent Study	2 credits
NUR XXX: Course to be developed	3 credits
<b>Total Credits</b>	<b>28 credits</b>

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**Advanced Practice Specialty: Family Nurse Practitioner**

NUR 723: Primary Care I: Infancy through Adolescence and Practicum	4 credits
NUR 724: Primary Care II: Young Adults to Older Adults and Practicum	6 credits
NUR 725: Primary Care III: Women and Practicum	4 credits
NUR 739: Ethics for Advanced Practice	3 credits
NUR 742: Complex Health Problems in Primary Care and Practicum	6 credits
NUR 744B: Transition into Practice and Certification Seminar	2 credits
NUR XXX: Course to be developed	3 credits
<b>Total Credits</b>	<b>28 credits</b>

**DNP Health Systems Innovation and Leadership (HSIL) – post-Master’s Track Curriculum**

NUR 715: Organizational Systems and Quality Improvement	3 credits
NUR 734: Population Health and Epidemiology	3 credits
NUR 737: Research Methods and Translation for Advanced Practice	3 credits
NUR 739: Ethics for Advanced Practice	3 credits
NUR 740: Financial Management in Health Care Delivery	3 credits
NUR 746: Leadership and Collaboration in Health Care Organizations	3 credits
NUR 751: (HIN 620) - DNP Capstone Project I: Introduction to Healthcare Innovation and Entrepreneurship, Foundations for Evidence-based Practice	3 credits
NUR 752: (HIN 602) - DNP Capstone Project II: Lean Launch Pad for Program Planning, Management, and Evaluation	3 credits
NUR 741: Business Marketing and Communications for Health Care Leaders	1 credit
NUR 753: DNP Capstone Project III: Population Health-Based Care and Informatics	3 credits
NUR 754: DNP Capstone Project IV: Advanced Management in Complex Health Care Systems for Change: Implementation	2 credits
NUR 755: DNP Capstone Project V: Evaluation of Project in Organizational Setting and Writing for Dissemination	3 credits
<b>Total Credits</b>	<b>33 credits</b>

**DNP Application Process**

To be considered for admission to the Elms College DNP program, the ideal candidate will have met the following admission criteria to be accepted as a qualified applicant. The following documents must be submitted with the completed application in order to be considered for admission:

- The BS to DNP (baccalaureate degree in nursing to doctor of nursing practice) is a projected three year full-time study program encompassing approximately 80 credits of required coursework; 1,000 hours of required clinical and immersion practice experiences; and distinguished completion of a capstone experience that builds



toward the achievement of the American Association of Colleges of Nursing (AACN) DNP Essentials of Doctoral Education for Advanced Nursing Practice and nurse practitioner competencies.

- The MSN to DNP program is for students who have a master's degree in nursing and are seeking to be an advanced practice nurse. The course of study will be approximately 70 credits for coursework; 1,000 hours of required clinical and immersion practice experiences; and distinguished completion of a capstone experience that builds toward the achievement of the AACN Essentials of Doctoral Education for Advanced Nursing Practice and nurse practitioner competencies.

### **Admission Requirements, Procedures and Instructions**

Elms College School of Nursing, Doctor of Nursing Practice degree program has two pathways for entry:

To be considered for admission to *Elms College DNP Family Nurse Practitioner (FNP) or Adult Gerontology Acute Care Nurse Practitioner (AGACNP) program*, the ideal candidate will have met the following criteria and requirements for Post-Baccalaureate and Post-Masters entry: The following documents must be submitted with the completed application in order to be considered for admission.

- A cumulative GPA of 3.0 or above on a 4.0 scale. A Bachelor of Science degree or a Master of Science degree from a nationally accredited school of nursing.
- Submission of a completed Elms College DNP application and professional portfolio that includes: Curriculum vitae or resume of professional accomplishments.
- Official transcripts from all colleges/universities attended indicating completion of a baccalaureate degree in nursing (for Post-Baccalaureate entry) or a master's degree in nursing (for Post-Masters entry).
- A copy of current Massachusetts licensure as a registered nurse without restrictions.
- Three letters of reference pertaining to the candidate's academic ability and clinical practice. References included with the application packet are to be sealed in envelopes and signed across the envelope seal by the endorsers.
- Two letters should address professional competency:
  - One letter should be completed by a current or former supervisor who has had direct knowledge of applicant's clinical practice in a practice setting.
  - One letter should address the candidate's personal character.
- Statement of Purpose: (500-700 words written in APA Format) "My intent in applying to the Elms College Doctor of Nursing Practice program is..."
- telephone and or in-person interview may be required and will be determined on a case by case basis.

To be considered for admission to the Elms College Doctor of Nursing Practice (DNP) *Program Family Nurse Practitioner Post Graduate Certificate program*, the ideal candidate will have met the following criteria and requirements:

- Minimum of a Master of Science degree from a nationally accredited school of nursing and are nationally certified as a nurse practitioner in another specialty.
- Transcripts of a minimum cumulative GPA of 3.0 in graduate work as a graduate of an NLNAC or CCNE approved graduate program in nursing.
- Evidence of passing grades of B or better in graduate level courses in Advanced Health and Physical Assessment, Advanced Pharmacology, and Advanced Health Assessment within the past 7 years.
- Submission of a completed Elms College DNP application, Curriculum vitae or resume of professional accomplishments.
- A copy of current Massachusetts license as a registered nurse without restrictions or a current license in another state that the student resides.
- Two letters of reference pertaining to the candidate's academic ability and clinical practice. References included with the application packet are to be sealed in envelopes and signed across the envelope seal by the endorers.
  - Two letters should address professional competency
- Evidence of at least two years of progressive professional nursing experience.
- Evidence of national certifications in advanced practice nursing specialty.
- Written responses to the following questions in a thoughtful and scholarly manner:
  - What are your career goals, and how do you see the post-master's FNP certificate contributing to meeting them?
  - What are you most proud of, in terms of your professional accomplishments as an advanced practice nurse?

To be considered for admission to the *Elms College DNP Program in Health Systems Innovation and Leadership track*, the ideal candidate will have met the following criteria and requirements for entry:

Earned a Master of Science (MS) degree in Nursing from an accredited NLN or CCNE School of Nursing.

- A cumulative GPA of 3.0 or above on a 4.0 scale.
- Submission of a completed Elms College DNP application which includes:
- Resume or CV
- Official transcripts from all post-secondary institutions
- A copy of current licensure as a registered nurse in the state in which practice will occur
- Three letters of reference pertaining to the candidate's academic ability, professional competency and personal character. References included with the application packet are to be sealed in envelopes and signed across the envelope seal by the endorers.
- Personal Statement: Briefly describe your professional nursing practice and some of your successful, unexpected events that shaped your professional career goals relative to doctoral study. Identify a potential healthcare issue in your practice that could be

- the basis of your DNP Capstone Project. Frame your discussion by first reviewing The Essentials of Doctoral Education for Advanced Nursing Practice and describe how the potential project affects healthcare quality and population health.
- A telephone and/or in-person interview will be part of the admission process.

### **Application Fee**

There is a one-time, non-refundable, application fee of \$30. Please make checks payable to Elms College.

### **Application for Admission Deadline**

The deadline for applications for post-baccalaureate and post-masters candidates is **June 30 of each year**. Any applications received after the deadline may be considered for the following academic year.

Submission of DNP Application Please note that the applicant's signature is required in order for the application to be considered complete. The application, fee and application documents for the DNP program are to be submitted directly to:

Elms College School of Graduate and Professional Studies  
DNP Program – Admissions  
291 Springfield Street  
Chicopee, MA 01013

### **ADDITIONAL INFORMATION**

The School of Graduate and Professional Studies recommends you familiarize yourself with individual graduate programs, their requirements, and other pertinent information contained in the graduate student catalog.

- All applications are reviewed by members of the DNP Program Committee.
- Acceptance letters with enrollment forms are issued by the Elms College School of Nursing DNP Program.

### **Records and Confidentiality**

Any and all information submitted with this Application for Admission becomes the property of Elms College. In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, your application materials will be kept confidential within the confines of Elms College. For further information regarding FERPA, please see the graduate student catalog.

### **Financial Aid for the DNP Program**

Students may be eligible for financial aid through student loan programs. To learn more, visit <http://cfs.gwu.edu/sfa/>.

Elms College Office of Financial Aid can assist students with information on loans, grants and scholarships. Call the Office of Financial Aid to receive information on the Free Application for Federal Student Aid (FAFSA) at (413)265-2249. You may also go directly to the FAFSA website at <https://fafsa.ed.gov> to apply. Elms College's school code is 002140. The FAFSA does not apply to International Students.

Many business and healthcare organizations may assist in funding through employee tuition reimbursement programs. Check with your Human Resources office.

### **International Students**

International students, who are not United States citizens or permanent resident aliens, must submit an F-1 Visa Request Form and supporting documents. For those students whose native language is not English, the Test for English as a Foreign Language (TOEFL) is required. Elms College's board number for the TOEFL exam is 3283. For further information, please contact the Division of Graduate Studies and Continuing Education 413-265-2445.

### **International Student Admission**

International students are encouraged to apply to the Elms College graduate programs. International applicants must score at least 550 on the test of English as a Foreign Language (TOEFL) and be eligible for licensure as a Registered Nurse in Massachusetts. In addition to the usual application materials, international applicants must complete a "Foreign Student Application Package" and abide by all relevant immigration regulations.

### **Transfer Credits**

Students requesting to transfer credit from another graduate nursing program must submit a completed Transfer Credit Prior Approval Form along with a copy of the course syllabus for review by the DNP administration and faculty. Upon review, the DNP administration and faculty may determine that the credit is not suitable for transfer into the Elms College School of Nursing DNP Program. A maximum of 12 graduate credits may, if deemed suitable, be transferred to the Elms College School of Nursing DNP Program. A minimum course grade of B (3.0) is required for transfer credit.

### **Advising**

Upon acceptance of the applicant, the student will meet with an assigned advisor to develop their program of study.

### **Questions:**

Contact Elms College School of Nursing's DNP Program Assistant at 413-265-2409, or request information via <https://www.elms.edu/graduate-studies/graduate-programs/>

### **Degree Requirements**

Students in the DNP program will progress through the coursework as a cohort. Students must maintain a 3.0 grade point average and demonstrate professional and ethical behaviors while a student in the program. In order to achieve the DNP competencies, students must complete a minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program. The capstone requirement is the culmination of the DNP degree. Students will be guided throughout their program of study through DNP Seminars and Immersion study.

### **Grade Change Policy**

A change in an assigned grade can be made by the instructor of the course up to one month following issuance of grades by the Registrar's Office. All grade changes past the one-month deadline must be requested by the instructor and approved by the vice president of academic affairs. A student who, after consultation with the faculty member, wishes to challenge a grade on a transcript or grade report should schedule a meeting with the assistant director of graduate nursing studies and the Dean of the School of Nursing. If after this meeting the student wishes to pursue the grade challenge, the student should request to meet with the Committee on Faculty and Academic Standards (FAST).

### **Clinical Preceptors**

The Elms College School of Nursing DNP preceptors are clinical mentors integral to the professional development of advanced practice nursing students. The responsibility of advanced practice nurses to "mentor other ... nurses and colleagues" is highlighted by the American Nurses Association's document *Nursing: Scope and Standards of Practice* (2004). The preceptor is one who "engages the student in the guided experience of applying knowledge to practice." The preceptor serves as a role model and promotes clinical and professional competency, student autonomy, and socialization into the particular role the student has chosen (NONPF Preceptor/Mentor Manual).

The Elms College School of Nursing clinical preceptor works in partnership with faculty to provide the student with opportunities to develop and refine necessary skills and critical reasoning in the clinical management of patients, or populations. Orientation to the preceptor role, including program requirements, expectations for oversight and evaluation of students, are provided for each specialization. Student evaluation is the responsibility of the faculty with input from the preceptor. Experiences with preceptors are evaluated by students and faculty to enhance program development and student learning activities.

Preceptors will receive a copy of the course and clinical objectives for each student's rotation as well as information about the student's mastery of past clinical objectives. Preceptors will be expected to provide students' with formative and summative evaluations, usually at

midterm and at the completion of the course. However, final course grades remain the responsibility of the course director.

The faculty is responsible for ensuring that the preceptor to student ratio at a clinical site is sufficient to ensure adequate supervision and evaluation; and, the preceptor at the site are qualified to work with the patient population central to the students program of study. Documentation of these qualifications will be on file at the Elms College for each preceptor including name, population focus or specialty, authorization by the appropriate state licensing entity to practice in their population focused and/or specialty area, certification as appropriate, and years of practice in their clinical specialty.

*Clinical Preceptor and Site Requirements:*

The FNP preceptor must be a nurse practitioner, physician assistant or a physician in a primary care practice during the adult, family, women's health and pediatric clinical experiences. Clinical sites should be primary care sites with a variety of populations and clients with episodic and chronic conditions.

The AGACNP preceptor must be a nurse practitioner, physician assistant or a physician in a practice setting with a focus on the care of adult patients with acute, chronic and critical conditions. The AGACNP is educated to provide comprehensive care in a variety of settings including clinics, physicians' offices and hospitals. The term "acute" is an umbrella term meant to differentiate the role from primary care practitioners.

Qualifications: Licensed as an APRN in Massachusetts; clinical certification and experience in the area in which the preceptor will be teaching and supervising student clinical experiences.

**Preceptor Selection Criteria and Responsibilities**

- a. Current license to practice as a Registered Nurse in The State of Massachusetts.
- b. Master's Degree in nursing (preferred), licensed physician, physician assistant.
- c. Appropriately credentialed.
- d. Minimum of one-year practice experience in clinical specialty and role.
- e. Functioning within the scope of the Massachusetts Nurse Practice Act
- f. Willingness to participate actively in the education and evaluation process of the graduate student.
- g. Weekly Hours (estimated): Estimated total of 16 – 24 hours per week.

**General Criteria for Appointment**

- a. To be considered for a preceptor appointment, the candidate needs to be accepted based upon criteria established and demonstrate clinical competency in practice.

b. The preceptor must meet specific qualifications in the specialty area of practice for the FNP or AGACNP student

## Course Descriptions

### *Foundational Core*

#### **NUR 505 Nursing Knowledge and Practice (3 credits)**

This course explores the body of information and issues that entry-level master's students in nursing need to understand in order to take on the responsibilities associated with this level of practice. The process of socialization into the advanced nursing role is examined and strategies for effective role development and intellectual growth are seen as both personal and professional challenges. Emphasis is placed on the interrelationships among theory, research and practice as well as the responsibilities of nurses to make well-reasoned and ethical decisions. The domains of clinical and policy judgment, including problem identification, short and long term planning, evaluation of outcomes, and therapeutic and pragmatic reasoning are examined in the context of evolving conceptual and practice ideas.

#### **NUR 515 Translating and Integrating Evidence into Practice (3 credits)**

This course examines the ethical translation of current evidence into practice. It explores the relationship between research, theories, and practice with specific attention to utilization of evidence-based research for practice change. Methods for evaluating research findings are explored as well as approaches to research translation and integration of evidence into practice. Students develop the skills of inquiry, acquisition and dissemination of knowledge as well as change management.

#### **NUR 532 Health Care Policy and Advocacy (3 credits)**

This course focuses on the leadership role of nurses in the development, analysis, advocacy, interpretation and implementation of institutional and public policy for healthcare and clinical practice. The impact of current and emerging laws and regulations on healthcare financing and delivery will be examined. Students will practice skills in public policy advocacy as well as development/revision of institutional policies affecting nursing practice. Philosophical, ethical, and legal dimensions of health care will be integrated into discussion of policies and practices that affect patients, nurses and other healthcare workers.

#### **NUR 601 Technology: Methods and Tools for Graduate Study (1 credit)**

Students receive valuable information related to accessing electronic library resources, creating an electronic portfolio, database searches and navigation through the College's online platform.



### ***Clinical Core: Advanced Practice***

#### **NUR 604 A & B - Advanced Pathophysiology (4 credits)**

This clinical core course teaches the advanced skills and techniques required to gather a detailed history and perform a thorough physical exam across the life span. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and complete assessment for overall health promotion, maintenance, and illness care. Laboratory sessions emphasize the proper use of diagnostic equipment and techniques for performing holistic and comprehensive physical exams. Critical reviews of screening and diagnostic tests are evaluated for the purpose of formulating differential diagnosis. In this lab/clinical practicum all students are provided with the opportunity to enhance their comprehensive health assessment skills at an advanced level. Lab fee.

This course is designed to assist students in advanced analysis of the etiology and pathogenesis of disease states with an emphasis on homeostatic mechanisms. The student learns to critically examine advanced physiologic and pathologic mechanisms of diseases that serve as primary components of the foundation for clinical assessment, decision making and management. The student learns integrative human physiology and pathophysiology based on systems. Recognition of the interrelationships at the molecular, cellular and tissue levels as well as the organ and systemic levels provides the student with the necessary foundation for advanced nursing practice for clients across the life span.

*Prerequisite: NUR 606.*

#### **NUR 606 Advanced Diagnostic Analysis, Health and Physical Assessment with Lab/Clinical Practicum practice hours (4 credits)**

This clinical core course teaches the advanced skills and techniques required to gather a detailed history and perform a thorough physical exam across the life span. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and complete assessment for overall health promotion, maintenance, and illness care. Laboratory sessions emphasize the proper use of diagnostic equipment and techniques for performing holistic and comprehensive physical exams. Critical reviews of screening and diagnostic tests are evaluated for the purpose of formulating differential diagnosis. In this lab/clinical practicum all students are provided with the opportunity to enhance their comprehensive health assessment skills at an advanced level. Lab fee.

#### **NUR 607 Advanced Pharmacology and Therapeutics (4 credits)**

This clinical core course introduces students to the principles of pharmacodynamics, pharmacokinetics and pharmacotherapeutics, which provide a foundation for the study of pharmacology and therapeutics. This course focuses on the pharmacotherapeutic principles of drugs most commonly prescribed. Emphasis is placed on the process of selecting

appropriate agents for therapy, monitoring for side effects and contraindications, adverse drug reactions/interactions with prescription, over the counter and homeopathic/alternative therapies as a basis for clinical judgment and management of patients. Pharmacological management of acute and chronic illness across the life span will be examined. This course is designed to meet the pharmacology requirements for APRN licensure in Massachusetts.

*Prerequisite: NUR 606 and NUR 604.*

### ***DNP Theory Core***

#### **NUR 710 DNP Immersion I: Role Development of the APRN Nurse Practitioner (3 credits)**

DNP Immersion I is an introductory course for the baccalaureate in nursing student to the advanced practice role. The student is introduced to the advanced practice scope of practice and practice implications. The course explores the evolution of doctoral education in nursing, the AACN's (2004) position statement, and the Institute of Medicine (IOM) published recommendations for improvement in health care. It also emphasizes the essentials of doctoral education and the role components of the advanced practice nurse pursuing a DNP.

#### **NUR 711 DNP Immersion II: Scholarly Project – Project Idea (25 Immersion Practice Hours) (2 credits)**

In DNP Immersion II, students identify an inquiry within their practice area or their area of interest. During this semester, students work with faculty to begin exploring concepts related to their inquiries while evaluating sources of evidence related to the problem or need. The inquiry will be further defined during DNP Immersion III with the guidance of the student's Elms College advisor or assigned capstone advisor, or both. The student will begin to identify and design the purpose of the inquiry in order to evaluate the evidence, conduct a needs assessment, and develop the overall project goals.

*Prerequisites: NUR 710, NUR 737, NUR 715*

#### **NUR 712 DNP Immersion III: Scholarly Project – Project Development (25 Immersion Practice Hours) (2 credits)**

DNP Immersion III is a progression in study with application of knowledge in advanced specialty nursing practice demonstrated through individualized learning experiences gained from the prior immersion courses. Students will evaluate innovations in care to improve the health status of individuals, families and populations by exploring research evidence. The course will culminate in the submission of a successful IRB proposal for the project if required.

*Prerequisites: NUR 710, NUR 711, NUR 737, NUR 715*

**NUR 713 DNP Immersion IV: Scholarly Project – Project Development (25 Immersion Practice Hours) (2 credits)**

DNP Immersion IV is the final DNP practicum immersion experience. The course prepares the student for their capstone project as demonstrated through knowledge application and translation of research at the practice level. The project will exemplify advanced clinical judgment and expertise in a defined content area and within a defined population of focus; critical thinking and accountability in designing, delivering, and/or evaluating evidence-based care to improve health care quality, safety, and outcomes. Relevant models, theories, guidelines, project modifications, and any additional steps needed to successfully complete the project and innovations will be refined. Students will begin preparation for their capstone project and initiate collaboration with their Elms College advisor and capstone committee.

*Prerequisites: NUR 710, NUR 711, NUR 712, NUR 737, NUR 715*

**NUR 715 Organizational and Quality Improvement (3 credits)**

This course provides student learners with a theoretical and practical foundation for identifying and critically appraising evidence from qualitative and quantitative research with the emphasis on the examination of the essential elements of evidence-based-practice in systems and organizational theories, and quality improvement. The course focuses on the process of health care delivery from a systems perspective, emphasizing continuous process improvement as crucial to achieving high quality outcomes.

**NUR 734 Population Health and Epidemiology (3 credits)**

The focus of this course is to enable students to demonstrate knowledge of the epidemiological approach to disease. This course is designed to study the distribution and determinants of health and disease in human populations. The course will explore epidemiological principles used to examine distributions and determinants of disease. The course will provide special focus to population health including healthcare improvement through the alteration of personal and environmental risk factors.

**NUR 736 Biostatistics (3 credits)**

The focus of this course is to enable students to demonstrate statistical literacy and reasoning preparing them to critically read and evaluate healthcare literature. The course will explore statistical concepts such as scales of measurement, measures of central tendency and dispersion, hypothesis testing, confidence intervals, univariate and multivariable statistical methods as well as power and sample size.

**NUR 737 Research Methods and Translation for Advanced Practice (3 credits)**

This course explores the scientific principles and philosophical underpinnings of nursing practice relevant to the role of the advanced practice DNP. The translations of evidence into practice, including the theoretical and practical challenges, are analyzed through the use of

case studies. Theories of change, theories of caring, human needs and value systems, financial, ethical and social implications are considered in the translation of evidence into practice. The course provides essential skills and explores critical topics in clinical practice in order to translate research into nursing practice within the principles of research utilization. Students will examine fundamentals of scientific inquiry and address research design issues to support practice change by assessing a practice-based problem, analysis of current evidence, proposing practice changes, and developing plans for implementing evidence-based practice concepts from research findings.

**NUR 740 Finance Management in Health Care Delivery (3 credits)**

This course explores healthcare finance, business and economics from the perspective of health care providers and non-financial managers of health services. Topics will include: financial management; principles of the health care reimbursement system; impact of reimbursement processes and the factors within the financial environment emphasizing billing and coding strategies to promote and sustain the financial viability of healthcare.

**NUR 746 Leadership and Collaboration in Health Care Organizations (3 credits)**

This course prepares the advanced practice nursing professional to respond to the current realities and provide enhanced leadership in professional practice. This course will facilitate understanding of how to lead, advocate, and manage for the application of innovative responses to organizational challenges. Emphasis will be placed on the development and evaluation of care delivery approaches that meet the needs of targeted patient populations by enhancing accountability for effective and efficient health care, quality improvement, and patient safety. This course will also focus building on the development of strategies to implement change initiatives, manage conflict, and manage the ethical dilemmas inherent in health care organizations.

**NUR 750 DNP Capstone: Scholarly Project – Project Evaluation (75 Immersion Practice Hours) (3 credits)**

The Doctor of Nursing Practice (DNP) capstone project is a scholarly experience that implements the principles of evidence-based practice and translational science under the guidance of a faculty advisor. The capstone course provides students with the opportunity to synthesize previous learning in the implementation and evaluation of a change or innovation designated to improve healthcare outcomes. The knowledge, skills, and abilities to conduct the project are developed across the program and applied in the Capstone Project. The Capstone Project reflects the student's interests and provides formal opportunity to apply advanced theoretical and specialist knowledge for the advanced practice DNP role. The student will demonstrate an evidence-based scholarly project specific to a population of focus developed throughout the immersion courses. The DNP Capstone Project may be developed as a practice change initiative, pilot study, program evaluation, quality improvement project,

evaluation of a new practice model, or synthesis of the literature in a scholarly review. Successful completion of the capstone will require a written document and an oral presentation. The results provide evidence of the student's critical thinking and ability to apply research principles through problem identification, proposal development, implementation and evaluation of a clinical problem will be presented. Completion of the Capstone Project demonstrates students have achieved the program outcomes. Each student will prepare their Capstone Project for dissemination at Scholarship Day, to a scholarly nursing journal, and/or presentation of their Capstone Project at a professional advanced practice conference.

*Prerequisites: NUR 710, NUR 711, NUR 712, NUR 713, NUR 737, NUR 715.*

***Advanced Practice Specialty: Adult Gerontology Acute Care Nurse Practitioner***

**NUR 726 Adult Gerontology Health Care I and Practicum (5 credits)**

**(4 credits didactic/theory/clinical seminar + 1 credits/200 hours clinical practicum)**

This course provides didactic content to prepare the advanced practice nurse to provide primary and acute care to adolescent, adult, including older adults, experiencing health problems in one or more body systems. The course will discuss geriatric syndromes and complexity of co-morbidities while managing health outcomes in this specific population across environments of care. Emphasis on health promotion and disease prevention, with the identification and clinical management of abnormal findings generated from age-appropriate screening and cultural assessment of adult and older populations are addressed. Didactic content emphasizes critical thinking and judgment as they relate to development of differential diagnoses and approaches to problem management. Nationally accepted evidence-based practice guidelines are incorporated.

*Pre/Co-requisites: NUR 606, NUR 604 A & B, NUR 607 A & B.*

***Practicum***

Students apply learning about primary care of adults in an ambulatory primary care setting in this practicum. Clinical placements are arranged by faculty with individual preceptors (nurse practitioner or licensed physician) to care for adult clients from diverse populations. Mentored faculty preceptors will focus on the collection of subjective and objective data, pertinent laboratory findings, diagnostic tests, differential diagnoses, treatment management and prevention of illness. The clinical experiences will integrate the knowledge, skills and attitudes from the clinical core and theory semester courses. Students practice competencies in assessment, consultation, collaboration, communication, nursing interventions, documentation, and medication administration in a variety of clinical settings. *200 Clinical hours.*

**NUR 727 Adult Gerontology Health Care II and Practicum (5 credits)  
(4 credits didactic/theory/clinical seminar + 1 credits/200 hours clinical practicum)**

Integrate the knowledge, skills and attitudes from the clinical core and theory semester courses. Students practice competencies in assessment, consultation, collaboration, communication, nursing interventions, documentation, and medication administration in a variety of clinical settings.

This course expands upon the knowledge obtained in Adult Gerontology I and continues to provide a foundation for the student to think critically about symptoms, differential diagnoses, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan including the adolescent, adult and older adults. Students analyze health trends in aging, complex health problems and disability, and health systems and policy issues that impact clinical outcomes of complex older adults. The course emphasizes evidence based practice, health promotion, disease prevention as well as illness care that is based on age, gender, culture, ethnicity, and psycho-social issues. The unique perspective of the emerging DNP nurse practitioner role is guided through the patient encounter including the interprofessional collaboration with colleagues from the primary and specialty referral perspectives. Nationally accepted evidence-based practice guidelines are incorporated.

*Pre/Co-requisites: NUR 726*

***Practicum***

Students apply learning about primary care of adults in an acute primary care setting in this practicum. Clinical placements are arranged by faculty with individual preceptors (nurse practitioner or licensed physician) to care for adult clients from diverse populations. Students will have an opportunity to conduct comprehensive patient assessments, plan and implement care and develop skills to assess, plan and implement nursing care of adult patients with a variety of medical and or surgical clinical situations. Comprehensive nursing care for patients with a wide range of disorders will be addressed as well as the need for patient teaching and continuity of care as the patient returns to the community. *200 Clinical hours.*

**NUR 728 Adult Gerontology Health Care III and Practicum (4 credits) (2 credit clinical seminar + 2 credits/200 hours clinical practicum)**

This course is designed to expand the student's learning in advanced theories and principles related to the delivery of nursing care in the care of the adult through the continuum of their lifespan. This course represents the culmination and integration of all previous course work and provides opportunity for the student to continue to master the domains and competencies of the Adult Gerontology Acute Care NP DNP. Course content specifically addresses issues for professional practice needed for the graduate to enter the workforce as an advanced practice nurse. Students will gain an overview of advanced monitoring and equipment used

in the critical care setting, with an understanding of the principles involved in the assessment, planning and implementation of nursing interventions for patients in acute and critical care settings. Nationally accepted evidence-based practice guidelines are incorporated.

*Pre/Co-requisites: NUR 726, NUR 727*

### ***Practicum***

Clinical placements are arranged by faculty with individual preceptors. Student clinical experiences will be in primarily acute care settings. The clinical practicum builds on previous clinical and didactic coursework and provides opportunities to enhance integrate and apply knowledge and skills in the roles of the advanced practice nurse at a more independent level of practice. *200 Clinical hours.*

### **NUR 729 Adult Gerontology Health Care IV and Practicum (4 credits) (1 credit clinical seminar+ 3 credits/170 hours clinical practicum)**

This supervised clinical practice in critical care settings allows students the opportunity to integrate and practice advanced health assessment, diagnostic reasoning and decision making, for the collaborative management of patients with complex critical health problems. The clinical experience is the culmination and integration of all previous course work and provides opportunity for the student to continue to master the domains and competencies of the Adult-Gerontology Acute NP DNP. The experience content specifically addresses issues for professional practice needed for the graduate to enter the workforce as an advanced practice nurse.

### ***Practicum***

Clinical placements are arranged by faculty with individual preceptors. Student clinical experiences will be in primarily the critical care settings. The clinical practicum builds on previous clinical and didactic coursework and provides opportunities to enhance integrate and apply knowledge and skills in the roles of the advanced practice nurse at a more independent level of practice. *170 Clinical hours.*

### **Doctoral Elective for AGACNP students – Independent Study (2 credits)**

### **NUR 739 Ethics for Advanced Practice (3 credits)**

This course examines ethical issues in contemporary nursing practice from the perspective of nursing as a moral enterprise. The focus is on the advanced practice nurse making informed and responsible choices that shape the future of society as well as the nursing profession. Traditional and contemporary ethical positions will be explored as they apply to common ethical and moral problems found in nursing.



**NUR 744 Transition into Practice and Certification Seminar Elective for AGACNP students (2 credits)**

Affords the DNP student the opportunity to develop a personal philosophy of reflective practice, develop a role transition model for practice and develop a vision for future clinical practice. This seminar provides guidance for the development of one's DNP practice and to prepare for employment and certification requirements.

**NUR Course to be developed (3 credits)**

***Advanced Practice Specialty: Family Nurse Practitioner (FNP)***

**NUR 723 Primary Care I: Infancy through Adolescence and Practicum (4 credits) (2 credits didactic/theory/clinical seminar + 2 credits/160 hours clinical practicum)**

This course provides didactic information to prepare the FNP student to provide primary care for assessment, diagnosis, treatment, management, and evaluation of risk factors and health problems of children and their families in pediatric health care settings; infant through adolescent. With a focus on the development of the domains and competencies of the FNP DNP, the student will be guided to incorporate evidence-based healthcare for culturally/spiritually diverse children and their families in the primary care setting. The identification and clinical management of abnormal findings generated from age and developmentally appropriate assessments/screenings are emphasized within this course. Critical thinking and clinical judgment are explored as they relate to the development of appropriate differential diagnoses and the management of health conditions. Nationally accepted evidence-based practice guidelines are incorporated.

*Pre/Co-requisites: NUR 606, NUR 604A & B, NUR 607 A & B*

**Practicum**

Students apply learning about prevention, exacerbation, complications, and remission of acute and chronic illnesses in caring for families in this practicum. Clinical placements are arranged by faculty with individual preceptors (nurse practitioner, certified nurse midwife or licensed physician) to care for children and families from diverse backgrounds. Mentored faculty preceptors will focus on the collection of subjective and objective data, pertinent laboratory findings, diagnostic tests, differential diagnoses and a plan for therapeutic intervention. The clinical experience is in pediatric health care settings (infant through adolescent). Emphasis is on the advanced practice roles components of primary care provider, consultant, educator, and care manager. Students will perform comprehensive and episodic clinical assessments, including appropriate diagnostic testing and therapeutic interventions. Management of both stable, chronic illness and treatment of acute, episodic



health problems will be accomplished with the direction of clinical preceptors. *160 Clinical hours.*

**NUR 724 Primary Care II: Young Adults to Older Adults and Practicum (6 credits) (4 credits didactic/theory/clinical seminar + 2 credits/225 hours clinical practicum)**

This course fosters clinical competency and emphasizes evidence-based practice in adult acute/critical and chronic healthcare settings. It emphasizes the integration of theory, assessment and advanced therapeutics for adults and frail elders in high acuity patient settings. Clinical manifestations of and patient response to selected problems of cardiovascular, respiratory, renal, urinary, endocrine, and gastrointestinal systems will be developed within the adult population. Information presented will focus on pathophysiology, subjective and objective clinical data including physical examination, laboratory and diagnostic test results, differential diagnosis and development of a management plan within the scope of APRN. Nationally accepted evidence-based practice guidelines are incorporated. *Pre/Co-requisites: NUR 723*

**Practicum**

Clinical placements are arranged by faculty with individual preceptors (nurse practitioner, certified nurse midwife or licensed physician) to care for adults from diverse backgrounds. Mentored faculty preceptors will focus on the collection of subjective and objective data, pertinent laboratory findings, diagnostic tests, differential diagnoses and a plan for therapeutic intervention. Emphasis is on the advanced practice role components of primary care provider, consultant, educator, and care manager. Mentored faculty preceptors will focus on the collection of subjective and objective data, pertinent laboratory findings, diagnostic tests, differential diagnoses and a plan for therapeutic intervention. Students will perform comprehensive clinical assessment including appropriate diagnostic and therapeutic testing. The focus of the clinical is to perfect their clinical skills including: diagnostic reasoning and decision making. Management of acute and chronic health problems will be accomplished with the direction of clinical preceptors. *225 Clinical hours.*

**NUR 725 Primary Care III: Women and Practicum (6 credits) (4 credits didactic/theory/clinical seminar + 2 credits/160 hours clinical practicum)**

This course focuses on complex management problems experienced by women across the lifespan. The course emphasizes the integration and application of theory, health promotion, disease prevention, the diagnostic process, and clinical decision making for women's health issues. This course focuses on the development of the domains and competencies of the FNP DNP providing evidence-based healthcare for culturally/spiritually diverse female patients and their families in the primary care setting. In addition, the impact of issues such as domestic violence, mistreatment, abuse, and homelessness are explored. Family theories are studied along with the impact of illness, violence and homelessness on the family. Concepts

of advanced health assessment, pharmacology, and pathophysiology are incorporated in the interdisciplinary management of routine, chronic, and acute health problems in this population within the advanced practice nurses role. Nationally accepted evidence-based practice guidelines are incorporated. Pre/Co-requisites: NUR 723, NUR 724 Practicum This clinical experience provides the emerging FNP role experiences in ambulatory obstetric and gynecologic health care settings, ages 12 and older for OB/GYN issues. Clinical placements are arranged by faculty with individual preceptors (nurse practitioner, certified nurse midwife or licensed physician) to care for women from diverse backgrounds. Students will perform comprehensive clinical assessments, appropriate screenings (e.g. domestic violence, mistreatment, abuse) including appropriate diagnostic testing and therapeutic interventions. Management of routine prenatal, postnatal, and gynecologic care and health problems will be accomplished under the direction of clinical preceptors based upon diverse populations of women and women from underserved populations.

*Pre/Co-requisites: NUR 724*

### **Practicum**

This clinical experience provides the emerging FNP role experiences in ambulatory obstetric and gynecologic health care settings, ages 12 and older for OB/GYN issues. Clinical placements are arranged by faculty with individual preceptors (nurse practitioner, certified nurse midwife or licensed physician) to care for women from diverse backgrounds. Students will perform comprehensive clinical assessments, appropriate screenings (e.g. domestic violence, mistreatment, abuse) including appropriate diagnostic testing and therapeutic interventions. Management of routine prenatal, postnatal, and gynecologic care and health problems will be accomplished under the direction of clinical preceptors based upon diverse populations of women and women from underserved populations. *160 clinical hours*

### **NUR 739 Ethics for Advanced Practice (3 credits)**

This course examines ethical issues in contemporary nursing practice from the perspective of nursing as a moral enterprise. The focus is on the advanced practice nurse making informed and responsible choices that shape the future of society as well as the nursing profession. Traditional and contemporary ethical positions will be explored as they apply to common ethical and moral problems found in nursing.

### **NUR 742 Complex Health Problems in Primary Care and Practicum (6 credits) (1 credit didactic/theory/clinical seminar + 2 credits/225 hours clinical practicum)**

This course provides opportunities for the student to demonstrate advanced clinical judgment and to increase their depth of primary, acute care knowledge. The course emphasizes evidence based practice, health promotion and disease prevention as well as illness care that is based on age, gender, culture, ethnicity, and psycho-social issues. The unique perspective the family nurse practitioner brings to the patient encounter, as well as interprofessional

collaboration with colleagues, and knowledge of specialty referral are important elements of the course. Students analyze health trends in aging, complex health problems, disability, and health systems and policy issues that impact clinical outcomes for care in all populations.

*Pre/Co-requisites: NUR 723, NUR 724, NUR 725*

### **Practicum**

Clinical placements are arranged by faculty with individual preceptors (nurse practitioner, certified nurse midwife or licensed physician) to care for all populations from diverse backgrounds. Emphasis is placed on the ability to apply analytic skills and interpret the continuum between health issues of diverse populations, financial, ethical and policy issues across multiple settings of care. The advance practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated throughout this practicum. *225 clinical hours.*

### **NUR 744 Transition into Practice and Certification Seminar for FNP students (2 credits)**

Affords the DNP student the opportunity to develop a personal philosophy of reflective practice, develop a role transition model for practice and develop a vision for future clinical practice. This seminar provides guidance for the development of one's DNP practice and to prepare for employment and certification requirements.

### **Advanced Practice Specialty: Health Systems Innovation and Leadership)**

#### **DNP Health Systems Innovation and Leadership (HSIL) - post-Master's Track Curriculum**

### **NUR 715 Organizational and Quality Improvement (3 credits)**

This course provides student learners with a theoretical and practical foundation for identifying and critically appraising evidence from qualitative and quantitative research with the emphasis on the examination of the essential elements of evidence-based-practice in systems and organizational theories, and quality improvement. The course focuses on the process of health care delivery from a systems perspective, emphasizing continuous process improvement as crucial to achieving high quality outcomes,

### **NUR 734 Population Health and Epidemiology (3 credits)**

The focus of this course is to enable students to demonstrate knowledge of the epidemiological approach to disease. This course is designed to study the distribution and determinants of health and disease in human populations. The course will explore epidemiological principles used to examine distributions and determinants of disease. The

course will provide special focus to population health including healthcare improvement through the alteration of personal and environmental risk factors.

**NUR 737 Research Methods and Translation for Advanced Practice (3 credits)**

This course explores the scientific principles and philosophical underpinnings of nursing practice relevant to the role of the advanced practice DNP. The translations of evidence into practice, including the theoretical and practical challenges, are analyzed through the use of case studies. Theories of change, theories of caring, human needs and value systems, financial, ethical and social implications are considered in the translation of evidence into practice. The course provides essential skills and explores critical topics in clinical practice in order to translate research into nursing practice within the principles of research utilization. Students will examine fundamentals of scientific inquiry and address research design issues to support practice change by assessing a practice-based problem, analysis of current evidence, proposing practice changes, and developing plans for implementing evidence-based practice concepts from research findings.

**NUR 739 Ethics for Advanced Practice (3 credits)**

This course examines ethical issues in contemporary nursing practice from the perspective of nursing as a moral enterprise. The focus is on the advanced practice nurse making informed and responsible choices that shape the future of society as well as the nursing profession. Traditional and contemporary ethical positions will be explored as they apply to common ethical and moral problems found in nursing.

**NUR 740 Finance Management in Health Care Delivery (3 credits)**

This course explores healthcare finance, business and economics from the perspective of health care providers and non-financial managers of health services. Topics will include: financial management; principles of the health care reimbursement system; impact of reimbursement processes and the factors within the financial environment emphasizing billing and coding strategies to promote and sustain the financial viability of healthcare.

**NUR 746 Leadership and Collaboration in Health Care Organizations (3 credits)**

This course prepares the advanced practice nursing professional to respond to the current realities and provide enhanced leadership in professional practice. This course will facilitate understanding of how to lead, advocate, and manage for the application of innovative responses to organizational challenges. Emphasis will be placed on the development and evaluation of care delivery approaches that meet the needs of targeted patient populations by enhancing accountability for effective and efficient health care, quality improvement, and patient safety. This course will also focus building on the development of strategies to implement change initiatives, manage conflict, and manage the ethical dilemmas inherent in health care organizations.

**NUR 741 Business and Marketing Communications course (1 credit)**

This course is designed to give students a comprehensive view of communication, its scope and importance on healthcare business and the role of an effective awareness and the importance a practical real-world application. This course will emphasize effective interpersonal and team building skills along with written and oral communications techniques. The student will gain a knowledge base to research and evaluate a health care organization's marketing and promotional situation and use the information in developing effective communication strategies applicable to their project.

**NUR 751 DNP Capstone Project I: Introduction to Healthcare Innovation and Entrepreneurship, Foundations for Evidence-based Practice (joined with HIN 602) Lean Launchpad for Healthcare (3 credits)**

Lean Launchpad promotes experiential learning through the search and discovery process that cultivates entrepreneurial thinking. The Lean Launchpad curriculum uses the scientific method of testing a hypothesis and applies this to a "startup" business. The overall goal is to create an entrepreneurial and patient experience with all the pressures and demands of an actual early-stage startup. Students will work in teams to determine project idea feasibility with customers, partners, and competitors as you encounter chaos and uncertainty of how a startup works. The goal for healthcare and life sciences is to move students from the academic setting into the setting where their capstone projects will merge. The goal is to create cross-discipline teams that will assess risk before they design and build; gather data essential to plan change; define clinical feasibility; and identify financing vehicles before you need them. The course builds on an understanding of the scholarship of nursing concepts of evidence-based practice.

*Prerequisites: NUR 715 and NUR 737. 200 Practice hours. (Interdisciplinary)*

**NUR 752 DNP Capstone Project II: Lean Launch Pad for Program Planning, Management, and Evaluation (joined with HIN 620) Healthcare Innovation and Entrepreneurship (3 credits)**

This course examines through case studies the analytical framework for the Six Forces that critically shape new health care ventures and impact their business models for three different kinds of healthcare innovations; consumer-focused, technology-drive, and consolidations. Students will identify the alignments between healthcare ventures and the Six Forces; structure, financing, technology, consumers, accountability; and public policy. Students will work in teams to identify real-world problems in the healthcare systems, conduct stakeholder and market analysis to identify possible solutions with the MBA students. This course includes an introduction to the Lean Launchpad methodology and business model canvas. Teams will present their proposals and use peer-assessments to explore entrepreneurial opportunities and evaluate the viability of their proposals. This course will prepare students

to critically evaluate theories, concepts and methods relevant to the review, analysis, synthesis and application of scientific evidence to nursing and inter-professional health care practice.

*Prerequisites: NUR 751. 200 Practice hours. (Interdisciplinary)*

**NUR 753 DNP Capstone Project III: Population Health-Based Care and Informatics (3 credits)**

This course will provide the student with the academic skills necessary to build the scientific foundation for the advanced practice of nursing. Theory and evidence-driven projects will be developed in collaboration with interdisciplinary mentors. Peer-review skills will be refined. This course prepares students to apply quality improvement methods and analyze information to affect safety and quality of care and to improve patient outcomes. This course provides an overview of informatics that joins nursing science with data information, knowledge and wisdom in order to use data for knowledge of generation. This course offers the student mentored opportunities to complete the DNP Scholarly Capstone Project Proposal and to improve a process or system. Student will apply clinical scholarship to quality patient data for improved population health outcomes. The use of current and emerging technologies to support safety, quality and value-based care and quality across diverse settings will be emphasized. The ethical, economic, cultural and political implications of innovations in evidence-based practice will be explored.

*Prerequisites: NUR 751, and NUR 752. 200 Practice hours.*

**NUR 754 DNP Capstone Project IV: Advanced Management in Complex Health Care Systems for Change: Implementation (2 credits)**

Using the Lean Launchpad science as a theoretical foundation, this course challenges students to create new ideas, adopt new behavior and explore new vulnerabilities from which to view and solve healthcare dilemmas to improve health outcomes for populations. This capstone course affords the student an opportunity to integrate, synthesize and apply the Lean Launchpad science with core learning outcomes during project implementation. This course provides the student opportunities to work closely with a doctoral faculty advisor to refine, implement and evaluate a scholarly project. 200 Practice hours.

*Prerequisites: NUR 751, NUR 752, and NUR 753.*

**NUR 755 DNP Capstone Project V: Evaluation of Project in Organizational Setting and Writing for Dissemination (3 credits)**

The course offers the student mentored opportunities to finalize their DNP Scholarly Capstone Project. The student integrates the evidence to reflect the application of advanced theoretical leadership and knowledge to clinical practice and systems level experiences. Successful completion of a DNP Capstone Project demonstrates the synthesis of the student's

coursework and practice applications that culminates in a final manuscript and oral presentation.

*Prerequisites: NUR 751, NUR 752, NUR 753, and NUR 754. 200 Practice hours.*

## **References**

American Association of Colleges of Nursing's *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006).

American Organization of Nurse Executives (AONE, 2015) *Nurse Executive Competencies*.

Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012).

National Organization of Nurse Practitioner Faculties – (NONPF) *Core Competencies for Nurse Practitioners* (2017).

Quality and Safety Education for Nurses (QSEN, 2017) *Core Competencies*

American Association of Colleges of Nursing's *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), outlines eight foundational Essentials.

1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Clinical Scholarship and Analytical Methods for Evidence Based Practice
4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Health Care Policy for Advocacy in Health Care
6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation's Health
8. Advanced Nursing Practice



## **Master of Science in Nursing**

The School of Nursing strives to be a community of nursing scholars and educators who, in keeping with the mission of Our Lady of the Elms College, provides a supportive, vibrant learning community that challenges students to embrace change without compromising principle, to respond creatively to the demands of their careers and to advocate for people in need. The Master of Science in Nursing (MSN) curriculum strives to meet the highest standards for nursing education and masters level practice with an emphasis on the individual potential of students. In 2017, the MSN curriculum changed to an asynchronous online delivery method.

Taught by an interdisciplinary faculty of nursing, business, education and technology, the MSN program provides experienced professional nurses with the education and skills needed to function in a rapidly changing health care environment that demands new and innovative approaches to nursing, health care delivery, management and education. Students choose an area of study from one of four tracks: Nursing and Health Services Management, Nursing Education, School Nursing, and MSN/MBA dual degree.

Nursing and Health Services Management graduates are prepared to fill leadership roles across the healthcare delivery system and within a variety of organizational and health care settings. Nursing Education graduates are prepared for faculty and nurse educator positions in collegiate and service settings. School Nurse graduates are prepared to fill leadership roles in schools and school health teams. MSN/MBA graduates are prepared to fill leadership roles in business sector and in healthcare organizations.

### **MSN Learning Outcomes**

The program leading to a Master of Science (MSN) degree in Nursing is designed to build on baccalaureate education to prepare the graduate for advanced prepared nursing roles as a nurse manager or nurse educator; and serves as a foundation for doctoral study. In accordance with *The Essentials of Master's Education in Nursing* of the American Association of Colleges of Nursing (AACN, 2011), the Elms MSN graduate will demonstrate the ability to:

1. Use informatics and technology:  
Use technology to enhance communication, planning and action by accessing, sharing, and advancing information to mitigate error, improve nursing practice, and empower patients and practitioners.
2. Design innovative nursing practices:  
Guide the planning, delivery, and evaluation of exemplary patient-centered care that values the inherent dignity of all humans and reflects advanced, comprehensive



- knowledge, insight, and commitment to culturally competent care of unique individuals in a global society.
3. Lead change to improve quality outcomes:  
Serve as a leader in advancing the practice of nursing through integrating, planning, and coordinating research translation, education, management, exemplary patient care, and the development and ethical implementation of health policy.
  4. Advance a culture of excellence through life-long learning:  
Practice as a responsible, autonomous member of the nursing profession, committed to life-long learning and the pursuit of doctoral education, accountable for decisions, and able to reflect on actions and outcomes of care delivery for the profession.
  5. Build and lead collaborative interprofessional care teams:  
View and engage in nursing practice as part of an extended group activity that is rooted in mutual respect, effective communication, awareness of diversity, and commitment to building teams with common goals and values.
  6. Navigate and integrate care services across the healthcare system:  
Recognize and practice nursing's role in navigating and integrating micro-and macro-systems, power structures, and operations of group dynamics in a multidisciplinary health care delivery process.
  7. Translate evidence into practice:  
Acquire and extend nursing knowledge through research application that reflects expertise in problem identification, data collection and evaluation, and analysis of findings in order to disseminate and apply information to practice challenges.
  8. Implement the role of the advanced prepared nurse to guide health team members in the application of theory and advanced knowledge in a variety of settings of professional nursing practice.

### ***Description of Tracks***

#### **MSN – Nursing and Health Services Management**

This nursing and health services management curriculum is designed to meet the challenging role and scope of the nurse manager's practice in today's health care delivery system. By integrating the essential knowledge and skills from both business and nursing, graduates are prepared for leadership roles across the healthcare delivery system and within a variety of organizational and health care settings.

In addition to learning and developing competence in the nine essential core areas of knowledge and practice for masters prepared nurses, students will have in-depth preparation in organizational and system leadership integrated with nursing and health services management. The program of study includes two unique and sequential practicum courses that provide opportunity for students to apply knowledge and skills learned and gain leadership and management experience with a focus on interdisciplinary collaboration,

innovation and creativity. The Nursing and Health Services Management curriculum is taught by a highly qualified, interdisciplinary faculty with expertise in nursing and business.

### **MSN – Nursing Education**

The nursing education curriculum in the MSN program prepares graduates to educate the next generation of nurses. Specifically, the Nursing Education track prepares nurses to assume leadership roles as dynamic educators in baccalaureate and associate degree programs, staff development, continuing education and community education programs. In addition to learning and developing competence in the nine essential core areas of knowledge and practice for masters prepared nurses, students will create curricula, plan programs, explore evaluation techniques, and teach with experts. This track includes two practica provide opportunity for students to apply knowledge and skills learned as well as obtain graduate-level clinical practice and teaching experience in area of nursing practice.

### **MSN -- School Nurse**

The School Nursing track in the MSN program prepares graduates to provide health care to a complex group of students and to serve as the leader of the school health team. Specifically, the School Nursing track prepares nurses to perform assessments; develop nursing diagnoses; identify outcomes; plan, implement, and coordinate care; lead health teaching and health promotion; and serve as a consultant. This track includes two practicum courses that provide opportunity for students to apply knowledge and skills learned as well as gain leadership and health teaching experience in the school health area of practice.

### **MSN/MBA Dual Degree**

The Elms College School of Nursing and the Division of Business have joined together to offer a dual degree track leading to two separate graduate degrees: a Master of Science in Nursing (MSN) in Health Services Management and a Master of Business Administration (MBA) in Healthcare Leadership.

The program of study for the dual degree is organized so students can earn the two individual master's degrees simultaneously. The students are enrolled and taking courses in both programs concurrently, respecting the prerequisites of each program. The dual degree can be completed in 57 credits and in approximately 35 months of full-time study.

Taught by an interdisciplinary faculty of nursing, education and business, the MSN program provides experienced nurses with the education and skills needed to function in a rapidly changing health care environment requiring new and innovative approaches to nursing and management. The MSN program provides a contemporary core curriculum coupled with an

interdisciplinary, specialty track in nursing and health services management. The MSN/MBA Dual Degree track will create a special opportunity for nurses specializing in nursing and health services management to acquire the breadth of knowledge and skills in business management needed to perform effectively and creatively at the business and clinical interface of contemporary health care organizations.

A key component and required prerequisite course in the MSN/MBA dual degree track is the *Accelerated Business Foundations* course. This course is designed for students who do not have a business background or for students who are interested in a refresher prior to starting their MBA. The *Accelerated Business Foundations* course provides an overview in the following topics: accounting, finance, management, marketing, law, and economics. Students will gain knowledge regarding financial statements, principles of economics, fundamentals of marketing and management, financial ratios, basic business and legal terminology, and basic Microsoft Excel.

Nurses interested in the MSN/MBA dual degree track must apply to both the School of Nursing and the Division of Business. A cover letter should be included with the completed application identifying that the individual is applying for the MSN/MBA dual degree track.

## **MSN Curriculum**

### ***Nursing and Health Services Management track***

#### **Graduate Nursing Core Classes:**

NUR 505 Nursing Knowledge and Practice	3 credits
NUR 515 Translating and Integrating Evidence Into Practice	3 credits
NUR 532 Health Care Policy and Advocacy	3 credits
NUR 640 Leadership and Management	3 credits

#### **Functional Area Core/Content**

NUR 601 Technology: Methods and Tools for Graduate Studies	1 credit
NUR 611 Excel	1 credit
NUR 627 Financial Management	3 credits
HCL 615 Business Dynamics of Healthcare	3 credits
HCL 650 Information Systems in Healthcare Management	3 credits
HCL 635 Managing Human Capital in Healthcare	3 credits
HCL 660 Global Perspectives in Healthcare Management	3 credits

#### **Practice Experience**

NUR 681 Nursing and Health Services Management Practicum I	3 credits
NUR 682 Nursing and Health Services Management Practicum II	<u>3 credits</u>

<b>Total Credits</b>	<b>35 credits</b>
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***Nursing Education track***

**Graduate Nursing Core Classes:**

NUR 505 Nursing Knowledge and Practice	3 credits
NUR 515 Translating and Integrating Evidence Into Practice	3 credits
NUR 532 Health Care Policy and Advocacy	3 credits
NUR 640 Leadership and Management	3 credits

**Direct Care Core Classes:**

NUR 617 Health and Physical Assessment Across the Life Span	3 credits
NUR 619 Advanced Concepts in Pathophysiology	3 credits
NUR 624 Pharmacology for the Master's Prepared Nurse	3 credits

**Functional Area Core/Content Classes:**

NUR 601 Technology: Methods and Tools for Graduate Studies	1 credit
NUR 612 Teaching and Evaluation Strategies	3 credits
NUR 622 Curriculum Design, Program Planning, and Evaluation	3 credits
NUR 641 Mobile Apps for Nursing Practice	1 credit
NUR 642 Nursing and Healthcare Informatics	1 credit
NUR 643 Simulation for Nurse Educators	1 credit

**Practice Experience Classes:**

NUR 671 Nursing Education Practicum I: The Role of the Nurse Educator in Academia	3 credits
NUR 672 Nursing Education Practicum II: The Role of the Nurse Educator in a Care Delivery Setting	<u>3 credits</u>

<b>Total Credits</b>	<b>38 credits</b>
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***School Nurse track***

**MSN Graduate Nursing Core Classes**

NUR 505 Nursing Knowledge and Practice	3 credits
NUR 515 Translating and Integrating Evidence Into Practice	3 credits
NUR 532 Health Care Policy and Advocacy	3 credits
NUR 640 Leadership and Management	3 credits

**Direct Care Core Classes:**

NUR 617 Health and Physical Assessment Across the Life Span	3 credits
NUR 619 Advanced Concepts in Pathophysiology	3 credits
NUR 624 Pharmacology for the Master's Prepared Nurse	3 credits

**Functional Area Core/Content Classes:**

NUR 601 Technology: Methods and Tools for Graduate Studies	1 credit
NUR 642 Nursing and Healthcare Informatics	1 credit
NUR 661 School Nurses as Public Health Educators	3 credits
NUR 663 Health and Wellness: Complex Issues in School Nursing	3 credits
NUR 665 Principles of Population Health, Public Health and the Role of the School Nurse	3 credits
EDU 763 Students with Disabilities	3 credits
NUR 691 School Nurse Practicum I	3 credits
NUR 692 School Nurse Practicum II	3 credits

***MSN/MBA Dual Degree track*****MSN Graduate Nursing Core Classes**

NUR 505 Nursing Knowledge and Practice	3 credits
NUR 515 Translating and Integrating Evidence Into Practice	3 credits
NUR 532 Health Care Policy and Advocacy	3 credits
NUR 640 Leadership and Management	3 credits

**MSN Nursing and Health Services Management Functional Area Core/Content**

NUR 601 Technology: Methods and Tools for Graduate Studies	1 credit
NUR 635 Financial Management	3 credits
BUS 501 Accelerated Business Foundations	3 credits
HCL 615 Business Dynamics of Healthcare	3 credits
HCL 650 Information Systems in Healthcare Management	3 credits
HCL 635 Managing Human Capital in Healthcare	3 credits
HCL 660 Global Perspectives in Healthcare Management	3credits

**MSN Practice Experience**

NUR 681 Nursing Management Practicum I	3 credits
NUR 682 Nursing Management Practicum II	<u>3 credits</u>

**Total Credits** **39 credits**

**MBA Core Courses**

BUS 501 Accelerated Business Foundations	3 credits
BUS 502 Excel	3 credits
BUS 600 Managerial Finance and Data Analysis	3 credits
BUS 610 Globalization and Social Responsibility	3 credits
BUS 620 Leadership and Teamwork	3 credits
BUS 630 Current Events Impact on the Economy	3 credits
BUS 640 Strategic Management Practicum	3 credits

**MBA Leadership Concentration**

ACC 602 Accounting for Managers	3 credits
HCL 625 Budgeting in Healthcare	<u>3 credits</u>

**Total MBA Credits** **18 credits**

**Total MSN/MBA credits** **57 credits**

### **RN-MSN Track - Second Degree Option**

The RN-MSN track is an accelerated program of study available to registered nurses with a non-nursing baccalaureate or graduate degree seeking a master of science in nursing (MSN). The RN-MSN track is an articulated program of study that includes four bridge courses within the nursing baccalaureate curriculum seamlessly advancing the student into the selected MSN track. Students completing this program receive a master of science in nursing (MSN).

### **RN-MSN Track - Admission Requirements**

- Associate Degree in Nursing (ADN) or nursing diploma from a professionally accredited institution
- Minimum cumulative G.P.A. of 3.0 on a 4.0 scale in the ADN/diploma program
- Minimum of a baccalaureate degree in a discipline other than nursing from an accredited institution
- Successful completion of a three credit statistics course with a final grade of at least a C+
- Eligible for licensure as a Registered Nurse in Massachusetts within the first semester of enrollment

***Degree requirements.*** Credit requirements are specific to the specialization track.

### **RN-MSN Track – Bridge Courses**

Bridge courses are three undergraduate and one graduate course taken during the RN to MSN track. The four nursing bridge courses are identified as: (a) *NUR 311 Nursing as a Profession*, (b) *NUR 445 Population Health*, (c) *NUR 340 Evidence Based Nursing*, and (d) *NUR 640 Leadership and Management*.

The goal of the three undergraduate courses and one graduate course (*NUR 640 Leadership and Management*) is to provide an efficient pathway for RNs who have a minimum of a baccalaureate degree in a discipline other than nursing to obtain a knowledge base on which to build a MSN education. The graduate course, *NUR 640 Leadership and Management*, will also fulfill a core MSN requirement.

### ***Certificate Programs***

Three (3) certificate programs are designed to provide advanced course work in specialty areas for baccalaureate-prepared or master's-prepared nurses who are seeking to expand their nursing competencies as nurse managers or nurse educators.



### **Certificate Program in Nursing and Health Services Management**

The certificate program in nursing management will be offered to nurses who seek to advance their management competencies. Candidates for the certificate program are prepared with a baccalaureate or master's degree in nursing.

*The certificate amounts to 12 academic credits selected from the following 3-credit courses:*

- Business Dynamics of Healthcare
- Financial Management
- Managing Human Capital in Healthcare
- Information Systems in Healthcare and Nursing
- Global Issues in Healthcare

Nurses who hold a baccalaureate degree in nursing and a certificate may apply the certificate credits toward an MSN degree if they matriculate within two years of completion of the certificate.

### **Certificate Program in Nursing Education**

The certificate program in nursing education will be offered to nurses who seek to advance their competencies in education. Candidates for the certificate program are prepared with a baccalaureate or master's degree in nursing.

*The certificate amounts to 12 academic credits selected from the following 3-credit courses:*

- Advanced Diagnostic Analysis, Health and Physical Assessment
- Advanced Pathophysiology
- Advanced Pharmacology and Therapeutics
- Teaching Strategies
- Curriculum Development, Program Planning, and Evaluation
- Technology in Nursing Education and Healthcare

Nurses who hold a baccalaureate degree in nursing and a certificate may apply the certificate credits toward an MSN degree if they matriculate within two years of completion of the certificate.

### **Certificate Program in School Nursing**

The certificate program in school nursing is offered to nurses who seek to advance their competencies in the school health area of practice. Candidates for this certification program are prepared with a baccalaureate or master's degree in nursing.

The certificate is 12 academic credits (4 courses) selected from the following 3 credit courses:

- Health and Physical Assessment across the Life Span
- Advanced Concepts in Pathophysiology
- Pharmacology for the Master's Prepared Nurse
- School Nurses as Public Health Educators
- Health and Wellness: Complex Issues in School Nursing
- Students with Disabilities

### **Graduate Application Process**

The MSN application form is completed for the MSN, certificate programs, RN-MSN, and the MSN/MBA.

### **MSN, MSN/MBA, and Certificate Program Admission Requirements**

- A baccalaureate degree in nursing from a nationally accredited school of nursing with an undergraduate grade point average of a minimum of 3.0 on a 4.0 scale; or completion of 6 credits at the graduate level with an average of 3.0 or higher is required.
- Two letters of recommendation, preferably from an academic source and from the administrator or manager in the most recent nursing position.
- Official transcripts from all undergraduate programs and graduate level courses.
- Successful completion of a three-credit statistics course with a final grade of at least a C+.
- Current résumé that includes prior education and work experience.
- Writing Sample reflecting graduate learning goals and reasons for applying to the Elms MSN Program (maximum 3 pages); MSN/MBA dual degree candidates are to include professional goals and the reasons for apply to the MBA program.
- Proof of licensure as an RN; RN-MSN candidates must supply this proof within the first semester of enrollment.
- An informational interview with the assistant director of nursing graduate studies or member of the graduate faculty prior to consideration for acceptance.
  - a. MSN/MBA dual degree candidates must also complete a face-to-face informational interview with the assistant director of nursing graduate studies or member of the graduate faculty prior to consideration for acceptance.

### **Graduation Requirements**

In order to qualify for a MSN or certificate, a student must:

- Complete the required number of credits for the degree or certificate sought and all other program requirements;

- Maintain an overall B (3.0) average on a scale of 4.0 with the exception of no more than one (1) grade of C (2.0) or C+ (2.33) permitted.
- Complete the minimum appropriate number of credits for the program at Elms College; no more than nine (9 credits) transfer credits are allowed.

### **Practicum Courses and Capstone Project**

Each MSN degree track includes two unique and sequential practicum courses that provide opportunities for students to apply knowledge and skills learned. Specific information about practicum courses and the capstone project are found in the Elms College School of Nursing Masters of Science in Nursing (MSN): Capstone and Practicum Handbook.

### **Grade Change Policy**

A change in an assigned grade can be made by the instructor of the course up to one month following issuance of grades by the Registrar's Office. All grade changes past the one-month deadline must be requested by the instructor and approved by the vice president of academic affairs. The student who, after consultation with the faculty member, wishes to challenge a grade on a transcript or grade report should schedule a meeting with the director of graduate nursing studies and the dean of the School of Nursing.

### **Tuition Requirements for MSN Programs**

Information regarding specific tuition rates for the MSN program is available through the Office of Graduate Studies and Continuing Education and/or the School of Nursing.

### **Graduate Assistantships**

The School of Nursing graduate assistantships are filled on a competitive basis. The positions available change each semester, and the criteria for appointment, procedures for application, as well as graduate assistant privileges and responsibilities are subject to change each semester. Information about graduate assistantships will be provided through the School of Nursing Graduate Studies for next semester's available position(s) and the application procedure.

### **Graduate Assistant for the Undergraduate Nursing Program – Options**

**Nursing Skills Lab Instructor** – teaching for one section of an undergraduate, on campus laboratory section

**Qualifications:** Licensed as a registered nurse (RN) in Massachusetts; clinical experience in the area in which instructor will be teaching and supervising students.

### **Responsibilities:**

- Preparation of lab (includes set-up and breakdown)

- Preparation of content that will be taught in accordance with course coordinator's teaching plan
- Providing instruction for skills
- Administering and correcting exams or quizzes
- Evaluating student performance
- Communication with faculty course coordinator

**Weekly Hours (estimated):** 2-3 hours per week in preparation and teaching a lab section; and 2 hours per week staffing open lab hours; and estimated total of 4 hours per week.

**Clinical Instructor:** teaching one undergraduate clinical section in an off-campus healthcare facility.

**Qualifications:** Licensed as a RN in Massachusetts; three (3) years' experience working as a RN; experience in the area in which instructor will be teaching and supervising students

**Responsibilities:**

- Preparation for clinical learning experience (may include obtaining assignments)
- Direct supervision of student learning on clinical unit
- Coordination/teaching in weekly post conference
- Grading of assignments
- Evaluation of student performance
- Communication with Faculty Course Coordinator

**Weekly Hours (estimated):** Preparation (includes grading assignments) – 1-2 hours per week; direct clinical teaching and supervision - 7 hours per week; and post conference – 1 hour per week; estimated total of 10 hours per week.

**General Criteria for Appointment**

1. To be considered for a graduate assistant appointment, the candidate needs to be accepted as a matriculated student in the Elms College master's in nursing program.
2. The student needs to meet specific nursing qualifications in specialty for graduate assistant teaching assignment.

**Appointment Process**

1. Submit an application to the assistant director of graduate nursing studies.
2. Submit a letter of interest indicating how you meet the criteria for the position.
3. Participate in an interview with the associate director of nursing or designee for the position.

**Compensation**

Compensation will be discussed at the time of application with the graduate student.

## **Course Descriptions**

### **NUR 505 Nursing Knowledge and Practice (3 credits)**

This course explores the body of information and issues that entry-level master's students in nursing need to understand in order to take on the responsibilities associated with this level of practice. The process of socialization into the advanced prepared role is examined and strategies for effective role development and intellectual growth are seen as both personal and professional challenges. Emphasis is placed on the interrelationships among theory, research and practice as well as the responsibilities of nurses to make well-reasoned and ethical decisions. The domains of clinical and policy judgment, including problem identification, short- and long-term planning, evaluation of outcomes, and therapeutic and pragmatic reasoning are examined in the context of evolving conceptual and practice ideas. Students will gain the tools necessary for advanced courses in the Elms Master's Curriculum in both the education and administrative tracks.

### **NUR 515 Translating and Integrating Evidence into Practice (3 credits)**

This course examines the ethical translation of current evidence into practice. It will explore the relationship between research, theories and practice with specific attention to utilization of evidence-based research for practice change. Methods for evaluating research findings are explored as well as approaches to research translation and integration of evidence into practice. Students will develop the skills of inquiry, acquisition and dissemination of knowledge as well as change management.

Prerequisites: Statistics, Undergraduate Nursing Research.

### **NUR 532 Health Care Policy and Advocacy (3 credits)**

This course focuses on the leadership role of nurses in the development, analysis, advocacy, interpretation and implementation of institutional and public policy for healthcare and clinical practice. The impact of current and emerging laws and regulations on healthcare financing and delivery will be examined. Students will practice skills in public policy advocacy as well as development/revision of institutional policies affecting nursing practice. Philosophical, ethical, and legal dimensions of health care will be integrated into discussion of policies and practices that affect patients, nurses and other healthcare workers.

### **NUR 640 Leadership and Management (3 credits)**

The purpose of this leadership/management course is to analyze the organizational and systems premises, theories, research, and contemporary practices in leadership and management. The content will include an analysis of the role of the Master's- prepared nurse leader in today's healthcare environment. Methods of achieving safe, culturally responsive, quality patient care and an environment of professional practice that provides staff satisfaction and achieves successful organizational outcomes will be discussed.

**NUR 601 Technology: Methods and Tools for Graduate Studies (1 credit)**

This course introduces a variety of computer technology and applications, which provides a basis for a successful experience necessary to understand and integrate computer use in today's classroom environments. This course covers; computer settings, productivity applications (Office Software), online learning environments (Moodle), online resources (files and video), copyright, and online collaborative tools (Google Applications). Successfully completing this course will prepare a student for many of the requirements within the Elms College program of study.

**NUR 611 Excel (1 credit)**

The Excel Course is designed for students to gain a minimum level of efficiency in order to apply this knowledge throughout this program and use it in current and future career opportunities. This is a hands-on course which will provide the core fundamentals to complete analysis using a variety of tools and functions within Excel. This course is a great way to refresh your Excel skills and gain a sound foundation of Excel overview, navigation, functions and analysis. The course is delivered in an online program with videos and an Excel book to enable the learner to apply the knowledge appropriately. The major topics that will be covered are overview of Excel, linking cells/worksheets, organizing data structures & tables, mathematical & financial functions and graphs.

**NUR 612 Teaching and Evaluation Strategies (3 credit)**

This course focuses on teaching, learning and evaluation of learner outcomes with respect to nursing education. General principles of nursing education including philosophical foundations, teaching/learning theories, teaching methodologies, classroom/clinical teaching concerns as well as evaluation of learner outcomes will be addressed. This course will emphasize best teaching practices, research-based teaching strategies and evaluation methods that are effective for a variety of nursing students such as those with various learning styles, as well as culturally and developmentally diverse students.

**NUR 617 Health and Physical Assessment Across the Life Span (3 credits)**

This course is designed to assist students in developing the advanced skills and techniques required to gather a focused history and perform a thorough physical exam across the life span. Emphasis is on health assessment competencies of interviewing, acquisition and analysis of relevant data for the development of a comprehensive and complete assessment for overall health promotion, maintenance, and illness care. Critical thinking and clinical decision making is presented within the context of case studies and comprehensive analysis of patient data and plan formulation.

**NUR 619 Advanced Concepts in Pathophysiology (3 credits)**

This course focuses on the normal and alterations in human physiologic functioning across the lifespan. Alterations are reviewed and discussed as a basis for understanding a variety of conditions and diagnoses. This understanding will guide the master's nurse in the identification and comprehension of changes in normal function that lead to a state of illness. Integral signs and symptoms as well as laboratory and other healthcare diagnostics are discussed. Evidence-based research is identified, synthesized, and linked to best practice for selected alterations in physiologic functioning.

**NUR 622 Curriculum Design, Program Planning and Evaluation (3 credits)**

This course is designed for graduate students preparing for leadership roles as dynamic educators in baccalaureate and associate degree programs, staff development, continuing education, and community education programs. The course emphasizes teaching and learning in the context of national standards for nursing practice. Students learn to design and evaluate curricula and programs for a variety of healthcare settings, emphasizing clear learning outcomes documented with varied assessment techniques. The course pays particular attention to safety, evidence-based practice, systems thinking, teamwork, and communication.

**NUR 624 Pharmacology for the Master's Prepared Nurse (3 credits)**

This course introduces students to the principles of pharmacodynamics, pharmacokinetics and pharmacotherapeutics as they relate to various patient populations with acute and chronic illnesses across the lifespan. Emphasis is placed on the indications, mechanisms of action, monitoring adverse drug reactions/interactions with prescription, over the counter and homeopathic/alternative therapies, patient adherence, and ethical implications. The role of the nurse in teaching safe and effective medication administration as well as the nurse's role in case of overdose including supportive measures is discussed. Combined lecture, discussion board activities, lessons, and case studies are integrated to provide students the opportunity to demonstrate application of pharmacological theory.

**NUR 627 Financial Management (3 credits)**

This course prepares nurse leaders in management and leadership roles for active participation in the financial decision making and management of health care organizations. Content will include the review of basic accounting principles/terminology and an introduction to financial management, including budgeting for managerial control, planning, cost accounting and financing health programs.

**NUR 641 Mobile Apps for Nursing Practice (1 credit)**

This course is designed for graduate students in nursing and provides an introduction to the transforming power of nursing education. Information included in this course provides



students with theories and trends that support the use of merging and emerging technologies for the enhancement of teaching and learning. Students will gain skills in choosing appropriate instructional technologies, including web-based teaching and learning to enhance learning, and to promote the effective use of technology in nursing education. Students will gain knowledge, skill, and attitudes necessary to function effectively in modern healthcare and educational environments.

**NUR 642 Nursing and Healthcare Informatics (1 credit)**

This course focuses on core concepts, skills, tools that are integral to informatics in healthcare applications. The role of information technology in the practice of the masters-prepared nurse will be explored. Application of QSEN concepts of knowledge, skills and attitudes that result in quality and safety application of healthcare informatics. The use of digital applications and tools to improve safe and quality practice while engaging patients and families to assume an active role in their own health promotion and maintenance is discussed.

**NUR 643 Simulation for Nurse Educators (1 credit)**

This course provides participants theory and hands-on training with leading-edge simulation skills using state-of-the-art computerized manikins (Human Patient Simulators, or HPS). Course work provides exposure to an overview of the simulation process enabling novice nurse educators to integrate simulation into the courses they develop and teach. Graduate nursing students will gain knowledge, skill, and attitudes necessary to function effectively in modern healthcare educational environments to improve quality patient care.

**NUR 661 School Nurses as Public Health Educators (3 credits)**

This course presents evidence-based methods of health education and promotion. Focus is on teaching/learning theories, teaching methodologies, behavioral objectives, learning styles, and evaluation of learner outcomes as they apply to children and families. The current The Massachusetts Coordinated School Health Model is reviewed and compared to the current CDC coordinated school health approach (CSH) and the CDC Whole School, Whole Community, Whole Child (WSCC) model. National Association of School Nurse (NASN) standards of practice, National Health Education Standards (NHES), and Healthy People 2020 objectives related to school health are compared and discussed with an eye towards implementation.

**NUR 663 Health and Wellness: Complex Issues in School Nursing (3 credits)**

This course presents content on current critical issues related to school age students, the school system, and role of the school nurse. Issues presented and discussed may change related to the evolution of relevant critical issues. Issues to be discussed include but are not

limited to substance abuse, suicide prevention, mental health of students, violence prevention, sex education, tobacco use, and obesity.

**NUR 665 Principles of Population Health, Public Health, and the Role of the School Nurse (3 credits)**

This course is designed to provide an overview of the history of public health and the differences between public health and population health. Students explore social, behavioral, cultural, and environmental factors that impact students and families based on demographic information such as gender, age, race, ethnicity, socioeconomic status, behavioral risks, and community in addition to epidemiologic data. Environmental health and safe practices will be explored. The Institute for Healthcare Improvement's (IHI) Triple Aim to improve healthcare, the Affordable Care Act, and population health outcomes will be discussed and students will develop a health promotion project that is relevant to the student's area of practice.

**NUR 671 Nursing Education Practicum I: The Role of the Nurse Educator in Academia (3 credits)**

The course is designed to integrate theory in a reality context of the teaching role. Opportunities are provided to participate in all phases of the teaching role, including clinical instruction in an area of specialization, participating as an educator in the nursing simulation lab, and experiment with different teaching methods. During this Practicum I course, using current educational research, MSN students will identify, plan, and develop a capstone project that addresses the education needs of students, practicing interprofessional healthcare team members or healthcare consumers with a focus on culturally diverse populations. The education practicum will take place with a masters prepared nurse, in a program of nursing, and/or in a community or hospital-based nursing education/orientation department in a health care organization. The student will complete a total of 80 hours with a masters prepared nurse as a preceptor. Additionally, the student is required to attend five two-hour seminars on campus for a total of 10 seminar hours.

**NUR 672 Nursing Education Practicum II: The Role of the Nurse Educator in a Care Delivery Setting (3 credits)**

This course is designed to provide an opportunity for the graduate nurse educator student to enhance their nursing knowledge and skills in a specific specialty area of nursing practice allowing them to gain the necessary expertise to supervise, instruct, and evaluate student nurses in the clinical setting. In this experience students are required to reflect on their prior learning as they transition into leadership roles in education and practice settings. The student will identify with the assistance of the faculty advisor a specialty area of nursing practice which will contribute to enhancing their nursing specialty based on past learning and work experience. During this final course students will implement and evaluate the

capstone project that was identified in the first practicum course. The culminating event of this practicum will be the submission of a paper and delivery of an oral presentation relating to the completed capstone project. The student will complete a total of 80 hours with a masters prepared nurse as a preceptor in the nursing practice setting. Additionally, the student is required to attend five two-hour seminars on campus for a total of 10 seminar hours.

### **NUR 681 Nursing and Health Services Management Practicum I (3 credits)**

This course in nursing and health services management requires 10 hours per week in a placement in a health care organization related to the student's specialty area of clinical or managerial practice or defined career goals. The practicum experience is designed to assist students to explore nursing and health services management practice and to develop organizational assessment skills in a variety of settings including acute care, long term care, home care, managed care, community health, occupational health, and health care consulting groups. Increasing independence and accountability in practice is expected and facilitated through peer group discussion, faculty- preceptor collaboration, and faculty-, preceptor- and self-evaluations. In addition to meeting course objectives, the student and the faculty member develop specific practicum objectives that address the student's career goals in advance of the practicum. During this Practicum I course, using current research and the completed organizational assessment, MSN students will identify, plan, and develop a capstone project. The student will complete a total of 80 hours with a masters-prepared nurse as a preceptor in the organizational setting. A faculty advisor will serve as a resource to the student and preceptor. Additionally, the student is required to attend five two- hour seminars on campus for a total of 10 seminar hours.

### **NUR 682 Nursing and Health Services Management Practicum II (3 credits)**

This practicum in nursing and health services management requires approximately eight (8) hours per week in a placement in a health care organization related to the student's specialty area of clinical or managerial practice or defined career goals. This practicum provides students an opportunity to apply nursing, management, finance and other concepts, theories and techniques related to the role of a nurse or health services manager through the implementation and evaluation of a creative and innovative management project. The student's practicum project will serve as the capstone experience for the MSN and will evolve from the organization assessment conducted in Practicum I. Increasing independence and accountability in practice is expected and facilitated through peer group discussion (weekly seminar), faculty-preceptor collaboration, and faculty-, preceptor-, and self-evaluations. In addition to meeting course objectives, the student and the faculty member develop specific practicum objectives that address the student's career goals in advance of the practicum. The student will complete a total of 80 hours with a masters-prepared nurse as a preceptor in the organizational setting. A faculty advisor will serve as a

resource to the student and preceptor. Additionally the student is required to attend five two-hour seminars on campus for a total of 10 seminar hours.

### **NUR 691 School Nurse Practicum I: Leadership (3 credits)**

In this experience, students are required to apply their prior learning in order to transition into leadership roles in school nursing. The course focus is on the role of the school nurse administrator in leading and managing safe health care delivery in schools as well as working with all members of the school community including boards of education. Additionally there will be a focus on the school nurse administrator as an active participant in remaining up to date with changing professional and state standards and providing input as to where changes are indicated. The student will identify, with the assistance of the course faculty, an area for the graduate practicum experience which will provide opportunity to apply leadership skills based on past learning and work experience. The student will complete a total of 80 hours with a graduate prepared preceptor in the school setting. The course faculty will serve as a resource to the student and preceptor. The student is required to complete five, two-hour seminars for a total of 10 hours. Additionally the student will identify a capstone project, complete a capstone proposal, and gain approval from faculty for successful completion of this course.

### **NUR 692 School Nurse Practicum II (3 credits)**

This course is designed to provide opportunities for the application of roles and responsibilities of school nurses. Focus is on the role of the school nurse as a health educator and as an expert school nurse clinician to enhance the nurse's expertise in school health. The course includes the opportunity to prepare and teach health education in the classroom and in the other school related health-teaching venues. Additionally, this course is designed to provide an opportunity for graduate school nurse students to enhance their nursing knowledge and skills in a specific specialty area of nursing practice, school nursing. Practicum hours are performed in the practice environment to integrate this enhanced knowledge and skills into students' nursing practice. The student will complete a total of 80 hours outside the classroom, of which 60 hours are completed with a graduate prepared nurse as a preceptor in the health education/healthcare setting. The course faculty will serve as a resource to the student and preceptor. The student is required to complete five, two-hour seminars for a total of 10 hours. Additionally the student will identify a capstone project, complete a capstone proposal, and gain approval from faculty for successful completion of this course.

### **HCL 615 Business Dynamics of Healthcare (3 credits)**

The healthcare environment is continuously changing. This presents unique challenges for leaders and managers. They must be able to navigate effectively through these business complexities as well as leverage staff to meet organizational objectives. The focus of this

course is to identify key business issues facing healthcare organizations and gain an understanding of the core behavioral competencies essential for success.

**HCL 635 Managing Human Capital in Healthcare (3 credits)**

A high performing organization's workforce is its greatest investment. In making human capital management a source of sustainable competitive advantage, it's important to appropriately integrate HR processes into strategic objectives. This course examines key drivers impacting the healthcare industry including recruiting, talent development, performance, and retention systems while leveraging HR staff as a business partner.

**HCL 650 Information Systems in Healthcare Management (3 credits)**

This course provides an overview of informatics and the theoretical foundation for information management within the healthcare setting. A state-of the art view of the role of information technology in nursing will be explored. Emerging trends in information technology will be examined. The influence of automated data management through advances in information technology, healthcare information systems, and telehealth are explored. Students will gain knowledge, skill, and attitudes necessary to function effectively in the modern healthcare environment.

**HCL 660 Global Perspectives in Healthcare Management (3 credits)**

This course is an interdisciplinary course designed for graduate students in business and nursing. This course addresses healthcare and healthcare systems from a global perspective by examining factors that shape and drive healthcare in a global context and analyzing their implications for healthcare management. Understanding the global healthcare environment and international healthcare systems is recognized as an important component for improving the quality of health and healthcare systems in the US and abroad. This includes an examination of how external factors such as international law, economic policies, regulatory systems and cultural beliefs influence health care delivery and healthcare systems. Principles of management and leadership are introduced and applied in the context of interdisciplinary study and collaboration. Health systems of selected countries will be compared using a structured framework. Current and emerging issues in global healthcare and healthcare management are also explored.

**EDU 763 Students with Disabilities (3 credits)**

The course is designed to help participants gain an understanding of a variety of handicapping conditions, the laws which ensure educational equity for students with special needs, and general instructional and curricular modifications that teachers and school nurses may be expected to make for students with special needs. This course will also bring to light the implications of functioning for school nurses as an IEP Team member. The successful

inclusion of students with moderate disabilities is approached through online Power Points, readings, discussions, and activities.

## **Nursing Faculty**

**Kathleen Scoble**, *Dean, School of Nursing*

B.S.N., Madonna College

M.A., M.Ed., Ed.D., Teachers College, Columbia University

Dr. Scoble has over three decades of experience in academic, administrative and consultant roles. Beginning as Director of the Division in 2003, she has lead the division's development from a traditional baccalaureate nursing program to now include several educational pathways for advancing the education of RNs and a Master of Science in Nursing. Dr. Scoble has previously held faculty appointments at Teachers College, Columbia University and the University of MA Boston; and several administrative positions in acute care organizations ranging from unit manager to chief nurse executive. Her areas of expertise include nursing services and health administration, organizational assessment, professional practice models for nursing and management and leadership development. Recognized for her leadership in professional nursing both nationally and abroad, Dr. Scoble currently serves as President of the MA Association of Colleges of Nursing and co-chairs the MA Institute of Medicine Action Coalition. Consulting internationally for the Institute for Nursing Healthcare Leadership and Partners Healthcare International (formerly Partners Harvard Medical International) since 1999, Dr. Scoble has had programmatic experience in multiple countries including Colombia, India, China, Dubai, and Turkey. Dr. Scoble is a member of Sigma Theta Tau International and the National Honor Society of Alpha Sigma Lambda.

**Cynthia Dakin**, *Director of Graduate Nursing Studies, associate professor*

B.S.N., University of Bridgeport

M.S.N., University of Miami

Ph.D., University of Connecticut

Dr. Dakin has many years' experience in nursing education and nursing care delivery. She is an active participant in the Emergency Nurses Association and was a member of the National Institute for Emergency Nursing Research. She participated in the development of the new Master of Science in Nursing (MSN) program at Elms College that was launched January 2008. Dr. Dakin has presented her research on emergency department patient and staff issues, smoking, and patients admitted to an acute care psychiatric hospital at regional, national, and international conferences. Dr. Dakin's teaching interests include medical-surgical nursing, nursing research, and role development of the advanced prepared nurse.

**Marjorie Childers '87, professor emerita**

A.B., Vassar College

A.S., Greenfield Community College

B.S., College of Our Lady of the Elms

M.A., Ph.D., New School for Social Research

M.S., University of Massachusetts

Dr. Childers became a nurse after many years of teaching sociology and women's studies. Her practice has been in adult and adolescent mental health nursing. She served as interim director of nursing at Elms from 2000 to 2003.

**Laurie Downes, associate professor**

B.S.N., University of Connecticut

M.S.N., Ph.D., University of Pennsylvania

Dr. Downes has extensive experience in nursing education and has taught in a variety of settings. Her areas of expertise and teaching are women's health and the childbearing family. She has also taught across many other nursing specialties. Her areas of interest are curriculum development, program evaluation, and the use of technology in teaching. Dr. Downes has conducted research on innovative teaching methodologies in nursing education. She is an accomplished presenter in the area of women's health and teaching methods for nursing education.

**Elizabeth Fiscella, associate professor**

B.S., M.S., University of Massachusetts

D.N.P., Chatham University

Dr. Fiscella is a Gerontological Clinical Nurse Specialist with a wide variety of health care experiences from middle to senior management to nursing education. As a National League of Nursing (NLN) certified nurse educator (CNE) she specializes in theoretical and on-line nursing education in the areas of informatics, clinical simulation and research, particularly around geriatric care. As part of her passion for improving the care of American's older Adults she has been an independent consultant for NLN's ACES (Advancing Care Excellence for Seniors) project. She has done podium presentations of her work at national conventions such as the healthcare Information Management Systems Society (HIMSS) and NLN Education Summit. Dr. Fiscella is a long-time member of Sigma Theta Tau's International Honor Society for Nursing, Beta Zeta Chapter and has recently served as a nursing textbook reviewer and contributor for F.A. Davis Publishing.

**Christine M. Schrauf, associate professor, retired**

B.S., MS, University of Massachusetts

M.B.A., Rensselaer Polytechnic Institute at the Hartford Graduate Center

Ph.D., Yale University



Dr. Schrauf has many years of experience as a medical nurse, with clinical, education, and administrative roles in the specialty of hemodialysis care, in which she currently maintains a clinical practice. Areas of expertise, presentations and publications include health policy and ethical dimensions of end-of-life care. Dr. Schrauf's research addresses state support systems for informal family caregivers caring for loved ones at home. Current professional activities include Sigma Theta Tau International Honor Society of Nursing, and the Connecticut Nurses Association.

**Cheryl Sheils**, *associate professor, retired*

RN (diploma), St. Vincent Hospital School of Nursing

B.S., American International College

M.S., University of Connecticut

Ed.D., University of Massachusetts

Dr. Sheils has extensive teaching experience at diploma, baccalaureate, and continuing education level. Her current clinical nursing practice is caring for the underinsured in an adult ambulatory care setting. Dr. Sheils' areas of special interest include preparation of nursing students and graduates for the RN Licensure examination, and nursing workforce diversity. She serves on the board of directors and is nurse coordinator of Pioneer Valley Free Health Services, where she works with uninsured and underserved clients and families. Professional memberships include the American Nurses Association, the Massachusetts Association of Registered Nurses, and Sigma Theta Tau International Honor Society of Nursing.

## **Interdisciplinary Faculty**

**Maureen Cotter**, *instructor in education*

B.A., American International College

M.A.T., Elms College

C.A.G.S., Elms College

Professor Cotter has been a teacher of students with moderate special needs. She has worked in a variety of inclusion settings, and also has experience as a pharmacy technician. Her special interest lies in the area of helping all teachers more effectively accommodate students with special needs into their classrooms.

**Tanya Gaul**, *adjunct*

J.D., University of Connecticut

**Beryl Hoffman**, *associate professor of computer information technology*

B.A., Wellesley College

M.S.E., Ph.D., University of Pennsylvania



Dr. Hoffman's research interests include artificial intelligence, computational linguistics, and educational technology.

**Patricia King, *adjunct***

B.S.N., St. Louis University

M.S., University of Connecticut

M.S., Rensselaer Polytechnic Institute, Hartford Graduate Center

**Kim Kenney-Rockwal, *MBA program director, assistant professor of business management***

BA, Western New England College

MBA, Western New England College

SPHR, HR Certification Institute

Prior to joining the college she was the Director of Human Resources at Health New England, located in Springfield, Mass., where she oversaw HR Operations, Process Improvement, and contributed to the strategic direction of Talent Management.

**Kim Phillips-Dahn, *academic technology specialist***

MBA, Elms College

## **Additional Graduate Course Offerings in the Liberal Arts and Sciences**

### **Humanities Faculty**

**Tom Cerasulo**, *associate professor of English*

B.A., New York University

M.A., State University of New York at Stony Brook

Ph.D., The Graduate Center of the City University of New York

Dr. Cerasulo teaches courses in American literature, cinema studies, and writing. He has published on film adaptations, on ethnicity, and on the cultural history of American authorship. Recent scholarly work appears in *Arizona Quarterly*, *MELUS*, *Studies in American Culture*, *Twentieth Century Literature*, *American Writers*, *The Blackwell Encyclopedia of Twentieth Century Fiction*, and *Critical Companion to Eugene O'Neill*. He is the author of the book *Authors Out Here: Fitzgerald, West, Parker, and Schulberg in Hollywood* (University of South Carolina Press, 2010.) He is currently working on a manuscript on writers and the television industry.

**Daniel Chelotti**, *assistant professor of English*

B.A., M.F.A., University of Massachusetts-Amherst

Dan Chelotti is a widely published poet and author. His work has appeared in journals such as *FENCE*, *Boston Review*, *North American Review*, *Kenyon Review Online*, *Voices in Italian Americana*, and many others. He also writes a regular column for the website, *Flying Object*. His poetry chapbook, "The Eights," was selected as a winner of the 2006 New American Poets Chapbook Series by Yusef Komunyakaa. He has been nominated for a Pushcart Prize, and has received grants and fellowships from the Slovenian Writer's Association, and from the Colrairie Writers' Workshops. On campus, he is the faculty advisor to *Bloom*, the college's literary magazine.

**Nanci Sarisley Costanzo**, *associate professor of art*

B.A., Central Connecticut State University

M.A.E., Rhode Island School of Design

C.A.G.S., European Graduate School, Leuk, Switzerland

Nanci Sarisley Costanzo has taught in public and private schools and colleges for the past 27 years. She received the Outstanding Arts Educator in Massachusetts Award by the Massachusetts Alliance for Arts Education. She was invited to present at the first People to People Art Education Delegation to the People's Republic of China and also participated and exhibited at the First Sino-American Conference on Women's Issues in Beijing, China. She is a painter and printmaker, and has exhibited extensively. She has received several awards for her paintings, and her work is in private and public collections in Connecticut, Massachusetts, Rhode Island, Washington D.C., New York, and Rome.

**Jasmine Hall**, *professor of English*

B.A., Brandeis University

M.A., Ph.D., Boston University

Dr. Hall's fields of interest are Victorian and modern British fiction, literary criticism, and popular culture. She has published and presented papers in *Dickens Studies Annual* and *Studies in Short Fiction*, as well as in collections on Victorian literature and detective fiction.

**Laura McNeil**, *associate professor of history*

B.A., Hampshire College

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

Dr. McNeil teaches courses in European and world history, including survey and upper-level courses. She specializes in the histories of modern Ireland, modern Britain, and the British Empire. Her research interests presently center upon 19th century Irish democratic and revolutionary politics.

**Arthur Moses**, *lecturer in art*

B.S., Springfield College

Arthur Moses has taught at Elms College for most of the last 40 years. He is an accomplished artist who specializes in creative sculpture, historical restoration, and the design and production of foundry products. Before teaching at the Elms, he taught in secondary schools for more than 23 years. In addition to teaching and managing his own art business, he is very active in his local town government.

**Damien Murray**, *associate professor of history*

B.A., M.A., National University of Ireland at Maynooth

Ph.D., Boston College

Dr. Murray teaches courses in American history, including surveys and upper-level courses. He specializes in immigration, Irish-America, the progressive era, and transnational history. His book, *Romanticism, Nationalism and Irish Antiquarian Societies*, was based upon his master's thesis at NUI Maynooth. His present research interests center upon Irish-American nationalism and Catholic identity in Boston at the turn of the century. His articles have been published in *Studies in American Culture*, the *Journal of American Ethnic History* and *Éire-Ireland*.

## **Humanities Course Descriptions**

### **Art**

#### **ART 502 Painting III (3 credits)**

Students who have completed Painting I and II, or by permission of the instructor, may select this advanced painting course. In this class the advanced student will continue solving problems in the formal elements of pictorial space including both representational and non-representational considerations. Preliminary studies and thematic series will be emphasized.

#### **ART 540 Pottery (3 credits)**

Students will be introduced to hand-building and wheel-forming techniques, to clay body and glaze applications and non-glaze decoration. They will study pottery from various cultural art heritages.

#### **ART 545 Sculpture (3 credits)**

Students will explore additive and subtractive approaches to three-dimensional form. Skills are challenged by a variety of materials and sculpturing tools. Students will study works of art from various cultural art heritages.

#### **ART 546 Advanced Sculpture (3 credits)**

In this course, students will develop further a sense of design and structure of three dimensional objects as a continuation of the student's exploration in Sculpture I. Students will further successfully explore composition and problem solving with regard to unique materials used in the creative process.

### **English**

#### **ENG 563 Studies in Fiction (3 credits)**

Critical study of representative short stories, novellas, and novels. Special attention given to the history of these genres from the 18th century to the present.

#### **ENG 576 Post-colonial Literature (3 credits)**

A broad selection of writing from former colonies of the British Empire includes novels, plays and poetry from Africa, India, the Caribbean, Ireland, and elsewhere. Introductory readings include works by Shakespeare and Conrad.

**ENG 578 Detective Fiction (3 credits)**

Students will study classic and contemporary examples of a popular genre focusing on the way in which “investigation” mirrors the act of reading with the addition of an explicit moral/ethical agenda. The objectivity of the detective’s investigation, and of our own reading, will be called into question through an examination of historical forces, gender roles, and national and cultural identity.

**ENG 579 Contemporary Theater in Performance (3 credits)**

Students will study representative texts of contemporary drama (including works by Beckett, Mamet, Shepard, Hare, and others), with an emphasis on performance and with opportunities for attending and participating in theatrical productions.

**ENG 581 Survey of American Literature I (3 credits)**

In this course, students will study American literature from its beginnings to 1865, with emphasis on the major writers.

**ENG 582 Survey of American Literature II (3 credits)**

In this course, students will study American literature from 1865 to the present, with emphasis on the major writers.

**ENG 584 News Writing (3 credits)**

Students will understand, gather, and write news leads, feature stories, interviews, editorials, surveys, and reviews.

**ENG 585 Writing and Editing for Publication (3 credits)**

Students will prepare articles and features with an eye to publication. The course includes a review of editing principles and practices.

**ENG 586 American Literature and Culture of the 1960s (3 credits)**

Students will study the literature, art, and film of the 1960s in the context of the historical and cultural rebellions of that era.

**ENG 591 History of the English Language (3 credits)**

Students will study the development of English from Anglo-Saxon through modern times, with an emphasis on the internal changes of the language and their influence on literary tradition.

**ENG 592 Advanced Writing (3 credits)**

A writing workshop for students interested in developing greater proficiency with expository, non-fiction, or technical writing.

**ENG 593 Creative Writing (3 credits)**

A writing workshop, with an emphasis upon fiction, poetry, or drama.

**ENG 595 Created Visions: A Seminar in Literature and Culture (3 credits)**

Any subject of special interest to students and an instructor will be studied intensively. There will be weekly meetings in which written and oral reports will provide the basis for discussion.

**ENG 598 Introduction to American Film (3 credits)**

Students will analyze film techniques, genres, and history in the American context.

**History****HIS 518 Tudor and Stuart England (3 credits)**

In this course, students will analyze the development of English history in the 16th and 17th centuries with a concentration on the constitutional struggle between Parliament and the Crown.

**HIS 534 History of Modern Ireland (3 credits)**

In this course, students will study a survey of Irish history from the Revolution of 1688-89 to the present with emphasis on 18th-century Irish Protestant nationalism, the movement for Home Rule, the Gaelic Revival, the Anglo-Irish struggle between 1916 and 1922, and Irish society since independence.

**HIS 542 The Early Republic (3 credits)**

This course will focus on the major political, social, and economic issues facing the early republic, from the creation of the constitution to the Mexican War, with particular emphasis on questions of race, gender, and national/sectional identities and the impact of the Market Revolution.

**HIS 544 Age of Reform (3 credits)**

In this course, students will study selected topics in American history from 1877-1941 with emphasis on industrialization, the development of the labor movement, populism, progressivism, and the New Deal.

**HIS 546 The United States After Pearl Harbor (3 credits)**

This course is a comprehensive survey of the major developments in American history from 1941 to the present with emphasis on World War II, the Cold War, the civil rights movement, Vietnam, Watergate, and the Reagan revolution.

**HIS 550 Specialized Areas: Asia (3 credits)**

In order to diversify its offerings, the history department periodically offers specialized electives, which are not within the areas of expertise of the regular history faculty. These courses are offered by lecturers with a particular competence in these areas, including studies in Russian, Latin American and non-Western history, as well as courses not regularly offered in ancient, medieval, modern European or American history.

**Humanities and Interdisciplinary Studies Course Descriptions****IDS 502 Pathways to Cultural Competence (3 credits)**

This course will provide an introduction to developing cultural competence. Participants will develop self-awareness around their own social identity and culture and be able to identify how it impacts their understanding of others. The course will focus on increasing cultural sensitivity and developing a multicultural perspective in working with others. Participants will have opportunities to increase their knowledge of other cultures and will learn culturally appropriate skills in interacting with individuals from diverse cultures. The course will encourage the development of critical thinking skills around issues of diversity related to social identity. Issues of societal oppression and institutional discrimination will be examined, and participants will be encouraged to explore their own power related to their social identity. At the end of the course, participants will have a personal plan for continuing to develop cultural competence.

**Social Sciences – Faculty**

**John H. Lambdin**, *Chair, Division of Social Sciences, professor of psychology*

B.A., Lynchburg College

Ed.D., Boston University

Dr. Lambdin is a licensed psychologist who was in private practice providing psychotherapy for adults and families for more than 38 years. He has taught psychology in graduate and undergraduate schools, and served as a consulting psychologist in public and private elementary and secondary schools. He is interested in the practical application of psychology to all areas of human behavior. He is also interested in the role of humor in learning and mental health, and psychology in the media. Dr. Lambdin has been a professor at the Elms since January 2000.

**Diana Lewis**, *professor of psychology*

B.A., Florida International University

M.S., University of Miami

Ed.D., American International College

Dr. Lewis is an educational psychologist who has worked as a reading clinician and conducted research in the area of language-based learning disorders and school bullying. Most recently, her interests have been in suicide prevention. Dr. Lewis teaches undergraduate and graduate psychology courses, in addition to serving as faculty advisor to the Active Minds Club to promote mental health awareness on campus.

**Jennifer Rivers**, *associate professor of psychology*

B.A., Purdue University Calumet

M.A., Southern Illinois University Edwardsville

Ph.D., Saint Louis University

Dr. Rivers is an experimental social psychologist with research interests in basic processes related to self-concept change, social influence (e.g., cognitive dissonance, and reactions to feedback about the self), and prejudice. She has worked for the School of Public Health at Saint Louis University conducting research on public response to emergency health directives related to bioterrorism events. Dr. Rivers teaches courses in research methods, statistics for the behavioral sciences, general psychology, and social psychology. She is also advisor to the Psychology Club

**Kathleen M. Reagan, SSJ**, *professor emerita in sociology*

B.A., M.A., Ph.D., University of Massachusetts

Sr. Kay was on the sociology faculty of Elms College for 35 years until her retirement in 2010. Her specialties are political sociology, medical sociology, racial and ethnic groups, and social research.

## **Social Sciences Course Descriptions**

### **PSY 507 Psychological Testing (3 credits)**

The major techniques used to measure psychological attributes, such as intelligence, motivation, attitudes, interests, and personality will be introduced. Test construction, reliability, and validity will also be presented.

### **PSY 508 Cognitive Psychology (3 credits)**

Students will be introduced to the theory and research of mental processes from the initial sensation of information to the complex utilization of that information. Topics for study include sensation, perception, memory systems, comprehension, language, concept formation, and problem solving.



**PSY 510 Psychology of Gender (3 credits)**

Students will explore of a wide variety of psychological issues concerning how gender issues impact both women and men. The course will foster an understanding of how the study of women's issues and gender has evolved in psychology, focusing on the biological, cognitive, and socio-cultural influences that impact our experiences with emphasis on critical analysis and discussion of research. Specific topics will include a historical review of women's roles in our culture, gender differences and similarities, biological sex differences, gender role development, gender stereotypes, relationships, sexuality, gender in the workplace, health and fitness, and psychological disorders.

Prerequisite: PSY 101. This course is designated as a "communication intensive," and fulfills that core requirement. This course will satisfy the global awareness and cultural understanding requirements of the core.

**PSY 512 Children's Literature: Psychological and Social Issues (3 credits)**

Students will examine important psychological and social issues as reflected in children's literature through the process of writing and oral presentation. Critical reading and thinking skills will be stressed while evaluating themes in literature such as family, friendship, peer relations, independence, death, war, and play. Psychological research will provide a backdrop in the analysis of literature and provide knowledge in the identification, selection, evaluation, and effective use of books that address problems confronting young people, preschool to adolescence, in ways that identify the universal in human experience. In addition, students will participate in a variety of activities to explore their own attitudes, values, and biases.

Prerequisite: PSY 101. This course is designated as a "communication intensive," and fulfills that core requirement.

**PSY 513 Psychology of Behavioral Management (3 credits)**

This course provides the student with an introduction to the theories and principles of behavior modification. Students will learn the fundamentals of behavioral analysis and treatment.

**PSY 525.DE Personality Theory (3 credits) (On-line Course)**

Students will be introduced to the field of personality. Major theories of personality will be covered, including those of Freud, Jung, Horney, Dollard and Miller, Wilson, Maslow, and Rogers. Contemporary applications and Internet resources will be integrated with historical perspectives in this fully on-line course using streaming audio lectures with PowerPoint slides, on-line discussions both live and asynchronous, web research, and online testing.

**PSY 535 Psychology of Adolescence (3 credits)**

A study of the primary psychological issues involved in understanding the period of

adolescence. Physical, emotional, social, and cognitive factors will be related to current social problems.

**SOC 580 Racial and Cultural Groups in the United States (3 credits)**

This course treats issues of class, race, and ethnicity in American education. Particular attention is focused on immigration patterns, past and present. Theoretical considerations of assimilation and cultural pluralism are included.