Elms College
Graduate Catalog
2021 - 2023

Revised October 2020

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Elms College

President	Harry E. Dumay, Ph.D., MBA
Vice President of Finance and Administration	Katie Longley, C.P.A.
Vice President of Academic Affairs	Walter C. Breau, Ph.D.
Vice President of Enrollment Management and Marketing	Jonathan Scully, MBA
Vice President of Student Affairs and Chief Diversity Officer	Antoinette Bonnie Candia-Bailey, Ph.D.
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Dean, School of Graduate and Professional Studies	Elizabeth T. Hukowicz, Ed.D.
Dean, School of Nursing	Kathleen Scoble, Ed.D. RN
Associate Dean of Graduate Studies, Director of the Doctor of Nursing Practice Program	Teresa Kuta Reske, D.N.P., M.P.A, RN
Dean of Students	Teresa Winters, M.Ed.
Registrar	Brooke Bedard, M.S.
Director of Alumnae Library	Anthony Fonseca, Ph.D.
Director of Graduate and Continuing Education Admissions	Nancy Davis, MBA
Director of Financial Aid	Richard O'Connor, MBA
Director of Operations, School of Graduate and Professional Studies	Dana Malone, M.Ed.
Faculty Director, Center for Equity in Urban Education	Tyra Good, Ed.D.
Director of Bioethics and Medical Humanities Program, Executive Director, Center for Ethics, Religion and Culture	Peter DePergola, Ph.D., MTS
Chair, Division of Education	Meredith Bertrand, Ed.D.
Chair, Division of Humanities and Fine Arts	Tom Cerasulo, Ph.D.
Chair, Division of Business	Janice Fedor, Ed.D., MBA
Co-Chairs, Division of Natural Sciences, Mathematics, and Technology	Beryl Hoffman, Ph.D. Nina Theis, Ph.D.
Chair, Division of Social Sciences	Jennifer Rivers, Ph.D.
Director of Tutoring	Regina Tillona, M.Ed.
Institute of Theological and Pastoral Studies	Michael McGravey, Ph.D.
Director of Master of Business Administration	Kim Kenney-Rockwal M.B.A. SPHR
Director, ABA and Autism Graduate Programs	Laura Hanratty, Ph.D.
Director, Biomedical Sciences and Postbaccalaureate Premedical Program	Janet Williams, Ph.D.
Director, Master of Science in Nursing Programs	Cynthia Dakin, Ph.D. R.N.

Coordinator, St. Louis University Master of Social Work Partnership Program, St. Louis, MO	Scott Hartblay, MSW

Division/School Contacts

Education 413-265-2250 and dubuquej@elms.edu	Jeanne Dubuque, A.A. *Administrative Assistant*
School of Graduate and Professional Studies 413-265-2490 and mccarryj@elms.edu	Jane McCarry, M.Ed. *Administrative Assistant*
Humanities and Fine Arts 2312 and ziomeka@elms.edu	Annette Ziomek, B.A. 413-265- *Administrative Assistant*
Institute for Theology and Pastoral Studies	Annette Ziomek, B.A. *Administrative Assistant*
Natural Sciences, Mathematics, and Technology 413-265-2491 and aubeh@elms.edu	Heather Aube *Administrative Assistant*
School of Nursing 413-265-2457 and matrowm@elms.edu *Assistant to the Dean*	Maryann Matrow, M.Ed. Nursing *Operations Manager*
MSN & DNP Program 413-265-2409 and audiberta@elms.edu *Master of Science in*	Amy Audibert, B.A. Assistant, *Doctor of Nursing Practice Nursing*
Social Sciences 413-265-2323 and sullivann@elms.edu	Nancy Sullivan *Administrative Assistant*
413-265-2576 and neilla@elms.edu	Andrea Neill, M.B.A. *Social Work Program Coordinator*

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

413-594-5500 Elms Bookstore, elms@bkstr.com
413-265-2280 Alumnae Library Circulation and Hours
413-265-2297 Alumnae Library Reference and Research
413-265-2316 Technical Issues
413-265-2314 Registrar, registrar@elms.edu
413-265-2208 Student Accounts, studentaccounts@elms.edu
413-265-2249 Financial Aid, finaid@elms.edu

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 Calendar

Traditional 15 Week Semester

Fall 2020

September 1, Tuesday	Orientation, Advising, and Registration
September 2, Wednesday	First Day of Classes for Fall 2020 Semester
September 7, Monday	Labor Day (Holiday/College Closed/No Classes
September 9, Wednesday	Last day to add or drop a course
September 17, Thursday	Constitution Day
September 20, Wednesday	Opening Convocation Ceremony; 4 pm
October 16, Friday	Midterm grades due (15-week semester)
October 26, Monday	Last day to apply for graduation
November 2-5, Monday-Thursday	Spring semester online registration for all students
November 11, Wednesday	Veteran's Day (Holiday/College Closed/No Classes)
November 20, Friday	Last day to withdraw from a course
November 23, Tuesday	All campus laboratory, studio arts, etc. face-to-face coursework will be completed with online course components continuing through the end of the semester.
November 25-29, Wednesday-Sunday	Thanksgiving Recess (Classes resume on November 30)
November 30, Monday	All classes will switch to remote instruction and will continue that way through the end of the semester.
December 7-11, Monday – Friday	Finals Weeks
December 14, Monday	Fall grades due at noon (15-week semester)
December 14-January 25	Semester Recess

**Subject to change

Spring 2021

January 18, Monday	Martin Luther King's Birthday (*Holiday/College Closed/No Classes)*
January 26, Tuesday	First Day of Classes for Spring 2021 Semester
February 2, Tuesday	Last day to add or drop a course
February 15, Monday	President's Day (Classes in Session/Staff Holiday)
March 12, Friday	Midterm grades due

Note: There is no Spring Break recess for the Spring 2021 semester

March 29-April 1,
Monday-Thursday Fall semester online registration for all students
April 2-5, Friday-Monday Easter Recess (*Holiday/College Closed/No Classes*)
April 16, Friday Last day to withdraw from a course
May 3-7, Monday-Friday Finals Week
May 10, Monday Seniors' Final Grades due by noon
May 14, Friday Baccalaureate
May 15, Saturday Commencement
May 16, Sunday All Final grades to be submitted by noon for traditional 15 week semester
May 17-August 27 Summer Semester 2021 (traditional 15-week semester)
May 10-July 3 Summer Session 1 (*8-week term*)
July 5-August 28 Summer Session 2 (*8-week term*)
**Subject to change

15 Week Fall 2021 **August 31, 2021 – December 18, 2021**

DNP, MSN and MBA Semester Dates Fall 2020 through Spring 2022
Accelerated 8-week Calendar

Spring 2021	**January 11, 2021 – May 8, 2021***
Spring 1 2021	January 11, 2021 - March 6, 2021
Spring 2 2021	March 8, 2021 - May 1, 2021
Summer 2021	**May 10, 2021 - August 28, 2021***
Summer 1 2021	May 10, 2021 - July 3, 2021
Summer 2 2021	July 5, 2021 - August 28, 2021
Fall 2021	**August 30, 2021 – December 18, 2021**
Fall 1 2021	August 30, 2021 – October 23, 2021
Fall 2 2021	October 25, 2021 – December 18, 2021

*****Typical registration opens anywhere between 5-7 weeks prior to the semester start date

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

The Business Division at Elms College holds specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA.

In fall 2018, the ABA course sequence at Elms was approved for the fifth edition task list by the Behavior Analyst Certification Board (BACB). ABA students now have more opportunities to conduct research during their second year of study. They also have the option to take additional courses focusing on different applications of behavior analysis.

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).

NC- SARA-National Council for State Authorization Reciprocity Agreements

The State Authorization Reciprocity Agreements, commonly known as **SARA**, provides a voluntary, regional approach to state oversight of postsecondary distance education.

SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of courses, programs and degrees.

SARA's policies help protect students and provide benefits to both states and institutions carrying out distance education in multiple states. As a member of SARA, Elms College can offer its online programs in 49 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands. Elms College has enrolled students from Alaska, Hawaii, Texas, Oregon, New Jersey and several other states and territories.

The National Council for State Authorization Reciprocity Agreements, in collaboration with the four regional higher education compacts in the United States, was established to develop and implement an effective and efficient reciprocal state-level authorization process for postsecondary distance education. Its mission is to provide broad access to postsecondary education opportunities to students across the country, to increase the quality and value of higher learning credentials earned via distance education, and to assure students are well served in a rapidly changing education landscape. (Additional information about NC-SARA can be found at www.elms.edu)

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 in Autism Spectrum Disorders
- Master's in Social Work (M.S.W.) in partnership with St. Louis University, St. Louis, MO
- Master of Arts in Bioethics and Medical Humanities (expected launch in Spring 2022)

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

- Certificate in Theological Studies

- Master of Arts in Applied Theology (M.A.A.T.)
- Certificate in Bioethics and Medical Humanities
- Master of Arts in Bioethics and Medical Humanities (expected launch in Fall 2021)

Division of Natural Sciences, Mathematics, and Technology

- Postbaccalaureate Premedical Certificate
- Master of Science in Biomedical Science
- Master of Science in Biotechnology, (expected launch date, fall 2022)

School of Nursing

Master of Science in Nursing (MSN)

- Certificate in Nursing Education
- Certificate in Nursing Management
- Certificate in School Nursing
- MSN in Nursing Education
- MSN in Nursing and Health Services Management
- MSN in School Nursing
- MSN in Nursing and Health Services Management and Master of Business Administration (MBA) in Healthcare Leadership (Dual Degree)
- RN to BS to MSN
- RN to MSN
- RN to MSN and Master of Business Administration (MBA) (Dual Degree)

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.

Graduate housing is available in the Living-Learning, Community and Cultural Center, Grant Street House and Casino Avenue House. Please visit this link for details: https://www.elms.edu/student-life/res-life/student-housing/

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 and/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, ElmsFlex (synchronous Zoom), asynchronous, F2F and online classes for full- and part-time graduate students. (Part-time matriculated graduate students at Elms College enroll in three credits each semester or academic session; full-time matriculated graduate students enroll in six or more credits.) In one semester, a graduate student may register for day, evening, online or synchronous Zoom 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 with the Office of Graduate Admission.

Contact Information for the School of Graduate and Professional Studies
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
- 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

Admission
The Office of Graduate Admission 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.

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 Office of Graduate Admissions oversees admission to graduate programs, and encourages potential applicants to contact the office 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.

Contact Information for the Office of Graduate and Continuing Education Admissions
Berchmans Hall, first floor, room 126

- Nancy Davis, Director
  Phone: 413-265-2239
- Donna Harvey, assistant director of operations, Room 125
  Phone: 413-265-2445

- Stefany Scliopou, Assistant Director
  Phone: 413-265-2592
- Dominique McDonald, Graduate Admission Counselor
  Phone: 413-265-2362

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 offered to matriculated students taking three or more credits per semester, and 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 or finaid@elms.edu.

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. Please consult with the appropriate academic department before submitting supportive documentation.

- Apply online: https://elms.elluciancrmrecruit.com/Apply/Account/Login
- 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
- All transcripts must arrive unopened or received through a college encryption service
- 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 can be sent to the Office of Graduate Admissions unless otherwise designated by the academic Division / School.

Office of Graduate Admission
Elms College
Rm. 126, Berchmans Hall 291 Springfield Street
Chicopee, MA 01013

Fax: 413-265-2459
Email: grad@elms.edu

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 Office of Graduate Admissions. 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 $200 deposit to reserve his/her place. The $200 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 Office of Graduate Admissions at grad@elms.edu.

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 grad@elms.edu. The applicant should also notify the Financial Aid Office at finaid@elms.edu.

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.
    d. to have the right to fair and equal treatment, including but not limited to instruction, evaluation, and services by faculty, staff, students, and administrators.
5. to have the right to procedural due process in grievance and disciplinary hearings.
6. 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 Dismissal – Graduate

Program Director/Chair notifies the Dean of the School of Graduate and Professional Studies when a graduate student does not meet the Quality of Work – Grade Requirements for the degree. This should be reviewed every semester.

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 her or his record. All courses in which a student earns a C- or a 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.

- The Dean writes the letter of dismissal to the student.
- The letter is sent by certified mail. Outlined in the letter is why the student is being dismissed and the conditions for readmittance.
- The student must satisfy the conditions for readmission and provide evidence to the advisor or Chair when those conditions are met.
- The student reapplies through the Graduate Admissions Office.
- Students who have twice received an academic dismissal will not be readmitted.

These steps are taken in close communication with the Program Director.

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 (8- 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

The institutional definition of a full-time graduate credit load is nine credits. The institutional definition of a part-time graduate credit load is six or fewer credits. Some Schools and/or Divisions may require fewer credits to maintain full or part-time status. Credit load is separate from credit eligibility for financial aid assistance.

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 ElmsConnect to verify enrollment.

Fall 2020—COVID-19 Updates and Changes:

Many classes in 2021 are using the ElmsFlex course model, where you will have the option for course instruction either in person, or in real time, with Zoom synchronous instruction.

Note, with the ElmsFlex model of teaching, tracking student attendance and participation is essential for assuring student engagement and learning. It is recommended that a significant percentage, (for example, 20%), of the course final grade come from attendance and active participation.

Modified COVID-19 Student Attendance Policy for Spring 2021

Effective August 1, 2020, Elms College implemented the following attendance protocol that aligns with guidelines from the CDC and MA DPH. The goal is to promote student learning and achievement, while ensuring the health and safety of the Elms Community.

1. Students should stay home if feeling sick, especially if exhibiting symptoms of COVID-19.
2. Students who need to miss a class (remotely or face-to-face), or a series of classes, due to illness, are responsible for filling out the Student Absence Form located on the ElmsConnect webpage.

Absences of up to one week:

- There is NO need for a medical excuse to be provided at this time. The information will be shared with the Registrar, Health Services, Student Success and Residence Life if a student is a resident. All student responses will be tracked/shared between relevant offices.
- A student is responsible for completing any work that might be missed due to illness, including assignments, quizzes, tests and exams.
- A student is responsible for communicating with his/her instructor(s) through email regarding missed work.

Absences of more than one week:

- If a student needs to miss *more than one week of classes, and is unable to complete coursework remotely*, students will be required to complete the Student Absence Form and attach medical documentation (with expected end date).
- The Registrar’s Office will communicate the receipt of the note (with projected return date) out

to the relevant faculty. The information will be shared with the Registrar, Health Services, Student Success and Residence Life if a student is a resident. All student responses will be tracked/shared between relevant offices.

- Student Success will post an Attendance Beacon alert to those in the student's circle.
- Students who adhere to these processes will not be penalized per the attendance policy for the course.
- A student is responsible for completing any work that might be missed due to illness, including assignments, quizzes, tests and exams.
- A student is responsible for communicating with his/her instructor(s) through email regarding missed work. Student Success will assist the student in making arrangements as needed, regarding missed work.

Absences of more than two weeks:

- If a student will need to be out for medical reasons *for more than two weeks, and unable to complete coursework remotely*, the student should discuss an incomplete with the instructors.

A student can also consider a medical leave. The student should consult with the Registrar's Office at registrar@elms.edu for additional guidance.

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

Two traditional registration periods (spring and summer/fall) are scheduled annually to permit students to pre-select courses for the following semesters. 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. Registration is done through ElmsConnect.

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 or business 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 ElmsConnect 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 terms, courses may be added or dropped within the first two -four business days of the term, depending upon your course start day. 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 13th 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 Office of Graduate Admission.

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 Office of Graduate Admission 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, 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.

Military Leave of Absence

Elms College supports students who are members of the United States Armed Forces and Reserve Units. To assist them, as well as protect and safeguard their status as Elms College students, and in accordance with federal law, the college has adopted a Student Military Leave of Absence Policy.

Any student who is a member of a military unit, reserve unit or the National Guard and is activated or called to active duty during a semester or term will automatically be entitled to a full refund or credit of all tuition and fees that he or she has paid toward the expenses for that specific academic term. Any student who has received any form of financial aid including a full or partial scholarship or student loan or who expect to receive such should contact the financial aid office to make appropriate arrangements. Students residing in residence halls shall receive refunds on a pro rata basis for the remainder of the semester.

If the notification of the call to active duty comes after the mid-term date of the semester, the student will have the option of either taking a full refund, or credit of tuition and fees, or requesting an Incomplete grade in his or her courses, with the privilege of returning to complete all required coursework within two academic years without payment of any further tuition and fee charges.

It is the responsibility of the student to present a copy of the Order to Active Duty to the Registrar's Office and to request the appropriate refund, credit or course incompletes within one week of receipt of the Order. If a refund or credit is requested, the Registrar's Office will work with the Student Accounts Office to process the course drops and issue the refund or credit. Confirmation of course(s) withdrawal or approval for incompletes will be provided by the Registrar. Confirmation of any refunds will be provided by the Student Accounts Office.

Should a degree-seeking student called up for active duty find it necessary to interrupt active pursuit of the degree for longer than one academic term, he or she may petition the Vice President of Academic Affairs for a leave of absence for a specific period of time, generally limited to one calendar year. Within one calendar year following the return from active duty, students must contact the Registrar's Office to make arrangements for reinstatement. If military service requires an absence of more than one year, the Vice President of Academic Affairs, upon formal petition, will consider granting a student's request to extend the leave of absence for longer than the customary period.

Students who are the spouse of a service member, and who have a dependent child, are able to withdraw from classes with a full refund of tuition and fees, if their spouse is called to active duty. The same terms and conditions outlined above apply to these students, as to the service members.

Note: This policy applies only to matriculated military personnel who are officially called to 24 service by an Order to Active Duty.

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 at finaid@elms.edu.

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, it would come from the Office of Graduate Admissions.
- 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- and 8-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. Instructors may request appropriate documentation of the student's extenuating circumstances.

Incomplete grades may be assigned only if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be submitted will be graded F (Failure). If acceptable reasons are later presented to the instructors, the instructor may initiate a grade change to Incomplete.

To assign an Incomplete grade, an instructor must submit an Incomplete Grade Contract Form, which is available in the Registrar's Office. The form must be signed by the student and instructor, approved by the Registrar, and must outline the coursework to be completed and the due date for that coursework. The Registrar will enter the incomplete grade on behalf of the instructor.

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 October 1st, 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 October 1st, 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 $5 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 2021 is May 15. 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 complete the Free Application for Federal Student Aid (FAFSA) on studentaid.gov by May 1st every year.

Financial aid offers 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 offered. 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), 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 within a couple of days.

The Financial Aid Office will let students know if they require any additional documentation from the student and/or their family in order to generate their financial aid offer. To submit documents to the Financial Aid Office, they may be emailed to finaid@elms.edu, faxed to 413-265-2671 or mailed to Elms College, Attention: Financial Aid, 291 Springfield Street, Chicopee, MA 01013. Elms College's Financial Aid Office reserves the right to request additional information.

Students can view the status of their financial aid offer 24/7 on ElmsConnect. If students are having trouble accessing ElmsConnect, they may contact the IT Help Desk at helpdesk@elms.edu.

Determination of Financial Aid Eligibility
Elms College offers 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 offer indicating the aid for which they are eligible for the academic year. Prior to accepting that offer, 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 (three 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 Offers
Financial aid offers are based on the information that was received at the time of offer, and will be changed if any of the following conditions occur:

Receiving Private Aid
Outside scholarships will be added to your offer, and in turn, credited to your billing statement, once the student submits documentation to the Financial Aid Office showing they will be receiving the scholarship. Documentation can be faxed to 413-265-2671 or emailed to finaid@elms.edu and the office will notify students if this additional source of financial aid will affect any of the financial aid they were previously offered by the school. Sources for outside scholarships can be found on our website.

Academic Schedule Changes
Financial aid offers are based on the number of credits a student will take in each academic period. The Financial Aid Office will assume you will be enrolled full-time. Actual registered credits will be checked and offers will be adjusted accordingly.

Withdrawals and Leave of Absence
The student should call or email the financial aid office at Elms College 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. Students will be notified through email of any changes to their financial aid, as well as instructions on how to complete the required Exit Counseling on studentaid.gov.

Types of Financial Aid Available to Graduate Students at Elms College
An Elms College financial aid offer may be comprised of funds from federal sources. We encourage students to apply for all types of aid, including outside scholarship opportunities.

Sources of Financial Aid:

Federal Unsubsidized Loans
Similar to Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans are available to students enrolled with at least half-time student status (3 credits or more) in a degree seeking program. Although a FAFSA is required to determine a student's eligibility for the loan, eligibility is not need-based. Interest will accrue on any amount borrowed while a student is enrolled with half-time student status or greater, and during periods of deferment. However, students are not required to begin paying

the loan until six months after graduating or dropping below half-time student status. Students are encouraged to pay the loan's interest as it accrues, if capable. Unsubsidized loans for graduate students disbursed between July 1, 2020 and June 30, 2021 have a fixed interest rate of 4.3%. There is an origination fee 1.057% loan origination fee, effective for all federal unsubsidized loans disbursed after October 1, 2020. Along with accepting this loan on ElmsConnect, students must also complete both the Entrance Counseling and Master Promissory Note on studentaid.gov.

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). 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.

Audit costs per credit are 50% of the cost per credit per program. Additional individual course/lab fees may apply.

Tuition and Fees may vary with programs.

2020-2021 Tuition and Fees

Tuition per credit	Tuition per credit	Comprehensive Fee (one time)	Per semester fees (includes tech and reg fees)
MBA Programs, MBA/MSN Dual Degree Program, MS in Acct/Fin Planning	$854	$538	$100
MSN Programs	$854	N/A	$70
MAT, MAAT, ASD, CSD, M.Ed. Programs	$482	N/A	$70
Biomedical Program	$699	$1,000	$70

Tuition per credit	Tuition per credit	Comprehensive Fee (one time)	Per semester fees (includes tech and reg fees)
MSW at SLU	Tuition information can be found here.		

DNP Tuition and Fees per credit hour*

- Foundation Core (10 credits): $854
- Clinical Core Advanced Practice (15 credits): $922
- Advanced Practice Specialty Core (25 credits): $922
- DNP NP Theory Core (30 credits): $922
- DNP HSIL Theory Core (33 credits): $922

**Based on the DNP Matriculation Plan*

2020-2021 Estimated DNP Degree Fees

	Year 1	Year 2	Year 3	Estimated Totals
AGACNP	$1,500	$1,250	$1,319	$4,069
FNP	$1,500	$1,050	$1,369	$3,919
HSIL	$450	$450	$450* ** if applicable*	*Total depends on the number of years taken to complete the program.*

Additional student costs may include professional liability insurance, textbooks and college activities. Disclaimer: These fees represent the current year and may be subject to change.

Certificate Fees

Estimate program fees to be determined by individual Gap Analysis. Additional student costs may include professional liability insurance, textbooks and college activities.

Disclaimer: These fees represent the current year and may be subject to change.

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. The cost for one ITPS non-credit course is $201 for the 20/21 school year.

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

While your financial aid offer is for the academic year, Elms College bills students on a semester by semester basis. Payment, or a payment arrangement, for your Fall bill is due by August 3 and for Spring semester by January 3. Failure to do so will result in one of the following holds that would be placed on your student account:

- ACCT Hold – Balances greater than $1,000 will restrict students' registration, grades, transcripts and moving into residence halls.
- GHLD Hold – Balances under $1,000 will restrict students from viewing their grades. This hold DOES NOT restrict registration, transcripts and moving on campus.

Payment Options:

- **Pay Balance In-Full**
  You may choose to pay your balance in full by the due date on your bill. Payments can be made online using a credit card or check through ElmsConnect.elms.edu. Check payments can also mailed to: Elms College, Student Accounts, 291 Springfield Street, Chicopee, MA 01013. The office can be contacted at 413-265-2208 or studentaccounts@elms.edu
- **Enroll in a Payment Plan**
  Students can set up a 5-month payment plan each semester for a $50 enrollment fee. The payment plan for the Fall semester will run August 1st – December 1st, and the Spring semester payment plan will run January 1st – May 1st. Please contact Student Accounts Office at 413-265-2208 or studentaccounts@elms.edu to set up a payment plan.
- **Alternative/Private Student Loans**
  After June 1, students and/or parents may apply for alternative loans. Credit checks may only be good for 90 days. Please be advised that if you apply for the loan too early, the original credit check may expire prior to disbursements to the college, which typically occur in mid-September. A list of lenders is available on www.elmselect.com Students are welcome to work with any education lender of their choosing, even if they are not found on www.elmselect.com. However, please notify the Financial Aid Office if you are receiving a loan from a source not listed.

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 (Typical Traditional Student): Refund period is for four weeks.

- 100% prior to first class meeting
- 75% during first week of classes
- 66% during second week of classes
- No refunds after the second 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 the second week of classes

Financial Aid: Refunds for recipients of financial aid are computed according to Federal Regulation #34CFR668.22. Students who borrow any federal loans while attending Elms College are required to complete Exit Counseling online at studentaid.gov if they withdraw, go on a Leave of Absence, or drop below half-time status. 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

For qualitative purposes, SAP requires a cumulative Grade Point Average (GPA) of 3.0 or better. Graduate and professional student GPAs are reviewed each semester to evaluate eligibility for federal, state, and institutional grants, scholarships, loans, and work programs. Students that fail to meet this standard will not be eligible for federal aid until the minimum cumulative GPA is achieved.

II. Quantitative

Students must complete 50 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 .50 = minimum hours needed to satisfy this standard.)

III. Time

The time standard allows 200 percent of the normal degree requirements (the federal maximum) for credit hours attempted (including transfer and incomplete hours) for degree completion.

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. Students on probation are notified by the registrar, and are to meet with their faculty advisors who will be monitoring the student's progress. 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.

Graduate Academic Resources

Student Success at Elms College
The Student Success services and programs are designed to support students be their very best! From day one of the transition to college through the academic demands of the classes, the team-based Student Success staff works with students holistically to achieve a transformative academic experience. Our faculty serve as faculty advisors and our Student Success staff provide resources and opportunities to help students do their best in the classroom and in life. Student Success Resources are overseen by Dr. Brian Kapinos, Assistant Academic Dean in Academic Affairs. Dr. Kapinos' Office is located in the Center for Student Success, on the second floor of the Alumnae Library. An

appointment can be scheduled with Dr. Kapinos by phone at 413-265- 2256 or by email at Advising@elms.edu

Center for Student Success (CSS) is located on the second floor of the Alumnae Library. The Welcome Desk has kiosks to make tutoring appointments and to check in for office appointments and studying, a printer for networked printing, loaner laptops, headphones and a variety of office and study supplies for students. CSS study room reservations can be made in person at the Welcome Desk, or by emailing Tina Savoie at savoiet@elms.edu. Please note that for 2020-2021 in-person access to the CSS may be restricted due to health and safety polices in place. Please email or call Tina Savoie in advance of visiting the office by calling 413-265-2287 or email CenterforStudentSuccess@elms.edu Offices located in the CSS are: Tutoring Services, Advising, Career Services, Student Accommodations and Support Services, Fulbright Language Teachers, and International Programs. The area of CSS housing the last three offices is a special safe space called the C.O.V.E., which stands for Culture, Openness, Values and Education.

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 ElmsConnect. Students should use Chrome as their browser when accessing BrainFuse.

Office of Career Services

The Office of Career Services offers strategic career events, programs, workshops and career coaching for students and alumni in pursuit of their career and educational goals. Students who either attend or are alumni of Elms College are invited to access Career Services for individual career planning sessions, resume development, and practice mock interviews to refresh job interviewing skills and being connected with regional and national employers. For students interested in exploring various majors or switching a major, Career Services utilizes an online assessment tool to assist you in identifying your personal strengths, interests, skills and personality profile.

Career Services hosts an annual Career Fair in the fall with over 45 employers related to Elms majors. Please follow Career Services on Facebook at www.facebook.com/ElmsCareers for event updates and like the page. The office also publishes a Job and Career e-blast featuring jobs and internships from employers. The online e-blast is located on the Career Services web page.

The Office of Career Services is located in the Center for Student Success, which is located in the Elms Alumnae Library on the 2nd floor. You may schedule an appointment by e-mailing careers@elms.edu or calling 413-265-2272. Appointments also may be made with the Mary Dooley front desk associate in the College Center as well.

International Programs

Elms College welcomes and supports students and scholars from around the world through a team-based approach. The Director of International Programs provides immigration advising services for all international students and students learning the English language. Our goal is to help students be successful at Elms College.

The International Programs Office offers programming to learn about new cultures and all things international. The International Club, comprised of both international and other globally-minded students, is a great place to broaden one's perspective. The club meets twice a month and hosts events throughout the year to learn about global affairs and to celebrate the diversity of cultures around the world.

The International Programs Office offers many opportunities for studying and interning abroad, including traditional semester/year-long programs, summer and short-term internships, and faculty-led programs. All are invited to stop by the office or to make an appointment to explore these opportunities.

Contact info: ipoffice@elms.edu, 413-265-2462, Alumnae Library, Center for Student Success.

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

Any student with a documented disability may be eligible for accommodations through Student Accommodations and Support Services. SASS staff work with students to help remove barriers and provide equal access to programs and services at Elms College as outlined in the Americans with Disabilities Act, Section 504, and other pertinent regulations. Accommodations will be tailored to meet the individuals need based on disability documentation. These accommodations will help to ensure access *not* success and must be both reasonable and appropriate. Accommodations may not pose a fundamental alteration to the course or program. Accommodations are not retroactive and should be requested as early as possible each term.

Students may register with SASS at any time during their enrollment at Elms College. To register students must:

- provide disability documentation

- complete a registration form
- schedule an intake meeting with SASS by emailing sass@elms.edu
- engage in the interactive process to determine applicable accommodations

Registered students are expected to:

- request termly renewal of accommodations from SASS in a timely manner
- alert SASS of any questions of barriers related to their accommodation plan or access issue
- follow all policies and procedures provided in the SASS Student Handbook (PDF), 2020-2021 Student Handbook (PDF) and course syllabi
- share termly accommodation plans with individual course professors
- update SASS on any change in their disability documentation and discuss possible alterations as-needed for their accommodation plan

If a student suspects they may have a disability-related need they may schedule an intake meeting with SASS to talk about the process of obtaining documentation and registering with SASS.

Students with documented disabilities have the following rights:

- Equal access to programs, services and facilities at Elms College
- Reasonable and appropriate accommodations
- Privacy of and access to disability records under FERPA

Students with documented disabilities have the following responsibilities:

- Self-identifying as a student with a disability
- Submitting disability documentation to SASS
- Scheduling with SASS to engage in the interactive process and follow SASS policies and procedures
- Self-advocate; share accommodations plans with professors and alert SASS of access barriers.

Information Technology

Computing Resources on Campus

Elms College provides the latest technology for students, including over 120 computers in three computer classrooms, two computer lounges, and multiple small computer labs across campus. All public computers have Internet access, Windows 10, Microsoft Office Suite and Adobe Creative Cloud software.

The computer classrooms and labs are open seven days per week throughout the semester. An Elms College ID is required to use the computing facilities, and computer login and printing is restricted to individuals with a valid Elms network account.

All computer locations are intended for academic work. Please respect fellow 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 Help Desk operating hours to provide technical support.

All computers are intended for academic work. Students will be required to follow a code of ethics for computing and must abide by the Acceptable Use Policy. Please respect fellow users and remember to keep the classrooms clean. Food or drinks are never allowed in computer classrooms or labs. These procedures have been developed to facilitate fair use of the facilities for everyone. IT staff and work study students are available during Help Desk operating hours to provide technical support.

Computer Classrooms are used for formal teaching, supporting curricula, and individual learning assignments. Two computer classrooms are located on the lower level of the Alumnae Library and one in the lower level of Berchmans Hall. Room schedules will be posted outside of each computer classroom.

Computer Lounges are located in the Library, Mary Dooley College Center, and Berchmans Hall. Lounges are intended for general-purpose use and are available on a first-come, first-served basis.

Computer Labs are located across Elms campus in the following academic departments: Computer Information Technology (CIT) Lab, Career Services, Nursing, Biology and Communication Science and Disorders (CSD). Schedules indicating availability will be posted by the academic department.

Collaboration Spaces on Campus

Alumnae Library Learning Commons
The Learning Commons is a full service learning, research, and project space for students. In addition to public computers and printing services, the space offers Wi-Fi coverage, Backbone® media platforms with 50 inch wall mounted flat screens for group collaboration and media sharing, lounge chairs and café height worktable areas with power outlets for recharging, and mobile tables and whiteboards.

Students may borrow laptops and other equipment for use in the Library through our loaner program. Technical assistance and general information is available at the Library Circulation Front Desk.

Wireless Network Access Wireless connectivity is available for Wi-Fi capable personal devices throughout the Elms College campus. There is wireless coverage in every building and outdoor area on campus, including:
• Rose Williams Residence Hall (each room and common area)
• O'Leary Residence Hall (each room and common area)
• Devine Residence Hall (each room and common area)
• Alumnae Library

• Mary Dooley College Center
• Maguire Center • Lyons Center
• Berchmans Hall.
• Spaulding
• Gaylord Mansion
• Athletic fields
• The Quad and Fire pit
• Maguire gym and pool areas.

Wi-Fi access is available for gaming devices on the Elms Gaming network. Users can temporarily use the Elms-Guest network to setup their Elms account or to configure Gaming network access. Guests to campus can join the Elms-Guest network for short-term Internet access.

If you choose this network, you will need a valid email account or a cellphone to receive a temporary access code. Temporary access to the wireless network is valid for 48 hours.

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, or in your Google Drive. Students may also email documents to their Elms College or personal email.

Elms Printing
Students can print from any computer classroom or lab with a valid Elms User ID. Print jobs are managed through the Equitrac print management system. The College provides a $25.00 printing credit to each student at the beginning of the semester in August, January and May. 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 credit. 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.

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 account at ElmsConnect.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 accounts are removed from the college email system immediately upon withdrawal from the college or after one year following the official date of graduation. Contact the help desk for information about transferring your email to a non-Elms email account..

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

(See the student handbook found at https://www.elms.edu/current-student-dashboard/)

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
- New Student and Transition Program

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, to engage in community service, to explore issues of social justice and to invite personal reflections 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
- Lent and Advent Daily prayers
- study of and response to social justice issues
- Agape Latte
- Soup and Substance

The Office of Campus Ministry can be reached by off-campus and online students by emailing campusministry@elms.edu.

Diversity and Inclusion Office

The Office of Diversity and Inclusion is committed to upholding the mission of Elms College to educate a diverse group of students. Elms College is committed to providing students, faculty, and staff, with an

inclusive environment in which they may pursue their studies or careers. We strive to promote academic success, equity and leadership development through various programs and services that foster holistic development.

The Office of Diversity and Inclusion welcomes you to join us in building a diverse campus that is inclusive of various identities, beliefs, experiences, and demographics. We believe in creating a campus climate that encourages critical thought. The Office of Diversity & Inclusion strives to empower the Elms community in celebration of our diversity in an ever-changing world.

The Diversity and Inclusion Office is located on the second floor of the Alumnae Library. To schedule an appointment, email diversity@elms.edu or call 413-265-2343.

Health Center

The Elms College Health Center, located in the 15 Gaylord Street, 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 six 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.

HEALTH CENTER POLICIES

All full-time undergraduate, on campus, students are entitled to use the Health Center. Part-time, off-campus cohorts, online, and Post Bac students may utilize the Health Center for consultation and emergencies. While there is generally no fee for services provided at the Health Center, immunization services have been newly added to the Health Center's many services, and are the exception to fees.

Elms College policy requires the following students submit medical documentation to the Health Center in accordance with Massachusetts Department of Public Health (MDPH) and Massachusetts Immunization Law 105 CMR 220.600:

(1) full-time undergraduate and graduate students;

(2) all full-time and part-time undergraduate and graduate students in a health science program;

(3) full or part-time students attending a postsecondary institution in Massachusetts while on a student or other visa, including a student attending or visiting classes or programs as part of an academic visitation or exchange program.

However, we recommend all students be immunized in order to prevent outbreaks!

Elms College policy and Massachusetts Department of Public Health dictates that the abovementioned students are required to submit the following documentation to satisfy immunization requirements for college (postsecondary institutions):

1. Tdap (Tetanus, Diphtheria, Pertussis): 1 dose within 10 years. A TD (Tetanus, Diphtheria may be accepted if it has been greater than or equal to 10 years since the last Tdap AND record of prior Tdap is submitted as well.
2. Hepatitis B: Series of 3 doses and/or laboratory evidence of positive immunity.
3. MMR (Measles, Mumps, Rubella): Series of 2 doses at least 28 days apart and/or laboratory evidence of positive immunity to ALL 3 diseases (must have specified immunity for Measles, Mumps, and Rubella). Birth in the U.S. before 1957 is acceptable only for non-health science students.
4. Varicella: Series of 2 doses at least 28 days apart and/or laboratory evidence of positive immunity. Physician verified history of chickenpox is acceptable only for non-health science students. Birth in the U.S. before 1980 is acceptable only for non-health science students.
5. Meningococcal (MenACWY, formerly MCV4): 1 dose within 5 years or a signed MDPH Meningococcal Information and Waiver Form provided by Elms College.

*Any medical and/or religious exemptions must be dated statements and they must be renewed annually at the start of the school year.

Additional documentation required includes:

1. Completed Report of Medical History form (NOT required for online students)
2. Completed physical examination within 1 year (NOT required for online, off-campus, or graduate students)

*Nursing students and athletes require additional documentation. *Contact the Health Center, Nursing Department, or Athletic Department for additional information.*

Massachusetts Immunization Law 105 CMR 220.600 states that required immunizations are to be obtained prior to enrollment or registration whenever possible. However, students may be enrolled or registered at Elms College provided that the required immunizations are obtained by the Health Center within 30 days from the start of the student's first semester of their program.

Failure to comply with Massachusetts state immunization law will result in prohibition from class attendance and/or course registration; prohibition of receiving grades and/or transcripts; prohibition of residing in Elms College approved housing.

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.

Health Hold Policy

A student's account will be placed on Health Hold for the following:

1. Failure to comply with Massachusetts Immunization Laws and Elms College policies will result in being placed on a Health Hold.

   Sequence of events:

   a. The student will be notified of outstanding documentation prior to the start of the semester. *Notification #1
   b. Students must make arrangements to satisfy medical requirements with the Health Center prior to moving into a dormitory or comparable congregate living arrangement licensed or approved by Elms College (2) prior to attending classes. *Notification #2
   c. The student will be notified when a Health Hold is placed on their account. A Health Hold on a student's account prohibits the student from registering and/or attending classes; receiving grades or transcripts; living in Elms College approved housing. *Notification #3
   d. Two weeks after the start of the semester the student will be reminded of the Health Hold on their account and the remaining documentation needed to satisfy medical requirements. *Notification #4
   e. 30 days from the start of the semester the student will be reminded of the Health Hold on their account and the remaining documentation needed to satisfy medical requirements. The Dean of Students and the Vice President of Academic Affairs will be notified prior to punitive action being taken. *Notification #5

2. Failure to comply with Elms College requirements that satisfy the Title XI Law for complying with Drug Free Schools and Campus regulations.

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 Wellness Center, located on the 15 Gaylord Street (brick building behind the college 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 Wellness 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 Wellness 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 graduate students to assist them in accessing library materials. Dr. Fonseca may be contacted at fonsecaa@elms.edu, Michael Smith may be contacted by email at smithm@elms.edu and Debbie Gomes may be contacted by email at libraray@elms.edu.

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). 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.

Dining Services

Elms College dining services are managed by Aramark. The staff provides a dining program that offers exceptional quality, variety, and value at every meal, every day. Dining options include freshly made pizza, salad bar, deli options, and grill options, made to order sautéed items, delicious snacks, fresh baked cookies, and much more. Many food choices are available from early morning to late evening.

The hours of operation for the dining hall are:
Monday-Friday 7am-6:30pm
Saturday- 8am-1:30pm and 4pm-6:30pm
Sunday- 9am-1:30 pm and 4pm-6:30pm

Aramark staff pride themselves on meeting student needs. Any time you have a suggestion, comment, or question about food services, please let them know. Everyone on their staff is committed to providing the best possible service. Students with specific food allergies or needs should contact health services and the director of Aramark to determine the best course of action for food options. It is the student's responsibility to contact the appropriate people with regard to specific food issues and needs. If you have a special diet or need please contact the Aramark food director at 413-265-2217, 413-592-1201 or health services at 413-265-2288. Food and nutrition related issues connected to a disability of any student and/or individual can be facilitated through the Student Accommodations and Support Services Office at 413-265- 2333.

Each resident student must choose a meal plan, either the 200 all-you-care-to enjoy or the unlimited all-you-care-to enjoy. The 200 meal plan includes $100 in dining dollars and the unlimited includes $100 in dining dollars. Dining dollars can be used at the café or in place of meal swipes or walk up pricing at the Dining Hall. Your Dining Dollars will carry over from the Fall to Spring Semester, but will not carry over to the next academic year.

If a student loses housing privileges the meal plan and any remaining meals or dining dollars are lost. No refunds are given. If the student leaves the college for any reason at any point, the meal plan is no longer available to them. It is the student's responsibility to manage their meal plan. Guests of a student may purchase a meal or food from the café. Students who have a meal plan can use a guest pass. Please see the cashier for details.

Commuter students may purchase a meal plan. You may purchase the meal plan by completing a form in the office of Student Affairs or at the Aramark office in the college center. Please note that refunds are not given. If a student leaves the college for any reason the meal plan that they purchased is no longer available for their use. It is the student's responsibility to keep track of the number of meals and/or dining dollars. **Students can also purchase Meal Plans on the dining services website from elms.edu.**

Students with special needs with regard to the dining services or access/use of the dining area should contact dining services or the Dean of Students Office at 413-265-2210 or the Student Accommodations and Support Services Office at 413-265-2333.

Judicial System and Conduct Standards

(See details in the student handbook found at https://www.elms.edu/faculty-and-staff-dashboard/)

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. The College has an obligation to protect its property and reputation, and the property of community members from theft, damage, or misuse.

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.

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, and you are a resident student, during non-business hours you may call the resident assistant on duty, 413-374-7145 or Public Safety. During business hours M-F, you may contact the appropriate office or call public safety 413-265-2278. You may contact the main college number at 413-594-2761 extension 0 for additional assistance.

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.

If you do not have a cellular phone please provide the best number possible to reach you in the event of an emergency. An emergency notification is generally sent to both the Elms email address as well as the phone numbers provided.

Emergency Telephone Numbers

Chicopee Police, Fire, or Ambulance	911
(On any campus phone dial only the three digits 911)	
If calling from your cell phone you will need to identify the city.	
Elms College Public Safety	**413-265-2278**
Additional contacts:	
Switchboard Operator Office	413-594-2761, or ext. 0
Health Center	413-265-2288
Counseling Center	413-265-2275
Student Affairs/Dean of Students Office	413-265-2210
Poison Hotline	800-222-1222
Alcoholics Anonymous	413-532-2111
Hospitals	
Mercy Hospital, Springfield MA	413-748-9000
Providence Behavioral Hospital, Holyoke MA	413-536-5111

Baystate Medical Center, Springfield MA	413-784-0000
Baystate Emergency Room, Springfield MA	413-794-3233
Sexual Assault	
Resources Center for Woman and Community Crisis Hotline	413-545-0800
ARCH (Rape Crisis)	413-733-7100
Women's Shelters	
Springfield	413-733-7100
Main Street Shelter (Holyoke)	413-534-2466
Pregnancy Centers	
Birthright	800-550-4900
or in CT	860-290-8800
Brightside	413-788-7366
Tapestry Health	413-733-6639
Pediatric Unit at Baystate Medical	413-794-5641
Sexually Transmitted Disease Resources	
STD Testing	413-794-8354
STD Hotline	800-227-8922
AIDS Hotline	800-235-2331

Weather Emergencies

Class cancellations due to inclement weather will be posted on the Elms College website, 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 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.

The Family Educational Rights and Privacy Act (FERPA)

In accordance with the provisions of the Family Education Rights and Privacy Act of 1974 (Section 438 of the General Education Provisions Act 20.USC 1232g, commonly referred to as the "Buckley Amendment"), Elms College has adopted the following regulations to protect the 95 privacy rights of its students. Student education records are confidential and may only be released with consent of the student or as otherwise permitted by law. According to this law, a person becomes a student for purposes of FERPA when they "begin attendance" at an institution. This includes attendance in-person or remotely by videoconference, satellite, Internet, or other electronic and telecommunications technologies. At Elms College, we define a student as anyone currently or previously enrolled in any academic offering of the College. This does not include prospective students or applicants to any academic program of the College. According to Elms College policy, FERPA becomes effective on the first day of classes for those newly-admitted students who have scheduled at least one course.

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 faculty, staff, members of the Board of Trustees, third-parties acting on behalf of the College, and individuals, including students, serving on College committees.
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 students proven to be financially dependent 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.
   The records of a student will be disclosed without his/her written consent to victims of crimes of violence or non-forcible sex offenses concerning the results of disciplinary proceedings about those incidents.

Student 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.

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.

For more information on Elms College's FERPA Policy, please refer to the College Catalog or contact the Office of the Registrar.

SEXUAL MISCONDUCT POLICY (Title IX)
POLICY STATEMENT

This Sexual Misconduct Policy ("Policy") applies to all members of the College community including students enrolled for credit or non-credit-bearing coursework; College employees, including full-time and part-time faculty, staff, and administrators; as well as third parties such as contractors, vendors, visitors, and guests (collectively referred to herein as "Community Member").

Sexual Misconduct is antithetical to the mission and values of the College and will not be tolerated. The College will respond to reports and formal complaints of Sexual Misconduct (as defined in this Policy) and will take prompt action to eliminate such conduct, prevent its recurrence, and remedy the adverse effects of such conduct in the College's programs and activities.

This Policy will apply to any instance in which a Community Member is alleged to have engaged in Sexual Misconduct prohibited under this Policy against any person, regardless of the Complainant's or Respondent's sexual orientation or gender.

Where conduct in violation of this Policy also violates any other College policies, the College's response will be governed by the procedures described herein. Where this Policy applies, its provisions will supersede any conflicting provision contained in other College policies. The policy for Title IX, sexual misconduct, sexual harassment can be found here: Sexual Misconduct-Title IX Policy

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 confidentially 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.

Bias Related Incidents
A bias-related incident is an act motivated by the offender's bias against the actual – or perceived – age, ancestry, color, disability, gender, gender identity, national origin, race, religion, religious practices, or sexual orientation of the targeted person or group, but does not rise to the level of a criminal offense. Examples many include telling jokes based on stereotypes; posting on social media about someone based on identity; using offensive language that may pertain to identity; and taking down or tampering with bulletin boards or displays. A bias incident can occur whether the act is intentional or unintentional. Speech or expression that is consistent with the principles of academic freedom does not constitute a bias incident.

Any member of the Elms community who witnesses, experiences, or has information regarding a bias incident or hate crime should immediately report the incident Reporting is important even if the offending party(ies) cannot be identified. All reports should include the following information or as much detail as possible:

• Detailed account of the incident, including date, time, and location

- Name of each person involved including witnesses
- Description of what you observed and what was said to the best of your recollection, including any specific language or terms that were used
- Name of alleged perpetrator(s) or a detailed description of the individual(s) involved
- Other pertinent information that may assist Elms College in responding to the incident
- Any physical evidence should not be removed, altered, or tampered with until Public Safety can respond.

Reports initiated by students may be reported to the Dean of students, director of diversity and inclusion, and/or residence life. Bias incidents that violate the college's Student Code of Conduct will be referred to and addressed through the student conduct process

Reports initiated by faculty, staff, vendors, and visitors will be addressed by Human Resources.

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. Students should be wearing them on a blue lanyard. 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 procure or 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.

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 at least two weeks in advance prior to jury duty to make arrangements to complete any missed work. Students who do not inform their instructors in a timely fashion may not receive accommodations to make up missed work. Students should provide a copy of the summons notice to the Student Affairs Office.

If you have any questions about jury duty, including confirming, postponing, rescheduling, or limiting service, please consult the contact 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 https://www.mass.gov/orgs/office-of-jury-commissioner.

Parking Regulations

Every student bringing a vehicle on campus must obtain a color-coded parking sticker by completing the google doc parking permit application form and submitting it to Public Safety through the Parking Permit Application located on the Accepted Students Portal on the Elms College Website. Upon submission of the permit application you will receive notification of receipt from Public Safety with a pick up location for your permit. All cars parked on college property must be properly insured and legally registered.

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.

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, communication 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 – , Accounting, Financial Planning, Healthcare Leadership and Management – are offered in an accelerated, flexible hybrid format of 8-week semesters that pairs online and on-campus courses. This course structure enables students to balance the demands 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.

Whatever study track one chooses, Elms MBA students will establish relationships through working in teams, alumni networking and participation in the Pathways to Leaders Program.

A Focus On: Ethics
The moral landscape of the corporate world is not always easily navigated. At Elms, we challenge our students to think using an ethical compass.

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

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
Elms has taken great care to blend theory and strong research components into each level of study. However, our overall philosophy is based in practical application, interaction, and collaboration.

Each course has been designed to serve as a valuable resource that offers immediate application of skills and competencies learned.

Faculty Profiles

Kim Kenney-Rockwal, MBA, SPHR
Elms College Director of the MBA & Graduate Programs & Associate professor business management
kenneyrockwalk@elms.edu
M.B.A., Western New England University
Kim Kenney-Rockwal is the Elms College Director of the MBA Program and Graduate Business programs. Prior to joining the college she has held several Executive Human resource roles in the industries of Healthcare, Manufacturing and Retail. She has served in a Human Resource capacity, led high performing teams and is also an Executive Coach. 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, Association of Talent Development and past president of the Human Resource Management Association of Western New England.

David Kimball, *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.

Adjunct Faculty

Charlotte Cathro
CPA, MSA, Suffolk University

Peter DePergola
MTS, Ph.D., Duquesne University

Sally Fenton
MBA, Purdue University

Julie Quink
CPA, BA, Elms College

Albert F. Kasper
MBA, University of Massachusetts
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 ACC6002 Accounting for Managers and HTH2000 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), and Management (36 credits). The program format is structured in 8-week flexible hybrid blocks running 5 semesters per calendar year.

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 12 months, and all other tracks in 14 months.

MBA Program Learning Outcomes

General Program Intended Student Learning Outcomes (General Program ISLOs)
Students will develop as leaders who critically analyze business problems to find ethical solutions.

1. 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.
2. Students will master effective communication skills: oral, interpersonal and written.
3. Students will demonstrate the ability to collaborate and work effectively in diverse teams.
4. Students will be able to apply technological tools to the solution of practical management problems.

MBA Curriculum

Core MBA Courses (15 credits)
BUS6000 Managerial Finance and Data Analysis
BUS6100 Globalization and Social Responsibility
BUS6000Leadership and Teamwork
BUS6300 Current Events-Impact on the Economy
BUS6400 Strategic Management Practicum

Accounting Concentration (15 credits)
ACC6103 Business Law and Ethics for Accountants
ACC6205 Principles of Forensic Accounting and Fraud Examination
ACC6003 Corporate Taxation
ACC6303 Non-Profit and Government Accounting
ACC6403 Contemporary Financial Accounting Issues

Financial Planning Concentration (21 credits)
FIN6000 Principles of Financial Planning
FIN6100 Tax Management & Strategy
FIN6200 Employee Benefits and Retirement planning

FIN6300 Risk Management & Insurance Planning
FIN6400 Principles of Estate Planning
FIN6500 Investment Analysis & Portfolio Management
FIN6500 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)

ACC6002 Accounting for Managers
BUS6505 Project Management
HCL6205 Budgeting in Healthcare
HCL6405 Healthcare Operations Management
HCL6305 Managing Human Capital in Healthcare
HCL6500 Information Systems in Healthcare
HCL6600 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)

ACC6002 Accounting for Managers
BUS6202 Production and Operations Management
BUS6204 Organizational Behavior & Development
BUS6402 Managing Innovation and Technology
BUS6502 Strategic Human Resource Management
BUS6505 Project Management
BUS6602 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
- 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 5001) in addition to Excel Foundations for the MBA (BUS5002) 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 5001 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 5002 Excel Foundations for the MBA - (3 credits) (If required)
Students who are required to take BUS 5001, 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 6000 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 6100 Globalization Business Ethics (3 credits)
Businesses face new and expanding challenges in the complex, ever-changing global economy. This course utilizes ethical, religious, social, economic, political, and organizational theories to explore the impact of corporate decisions on global stakeholders. Topics include ethical leadership, corporate social responsibility, transparency, global climate and environmental challenges. The course is taught through the investigation of cases, current events, class discussion, and team presentations.

BUS 6200 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 6300 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 6400 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 6003 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 6103 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 6205 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 6303 Nonprofit and Government Accounting (3 credits)
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 6403 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 6000 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 6100 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 6200 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 6300 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 6400 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 6000.

FIN 6500 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 6000

FIN 6600 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 6002 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 6105 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 6205 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 6405 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 6305 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 6500 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 6605 Design Thinking in Healthcare (3 credits)
Empowering people to make meaningful changes within their environment and organizations is the basis for passionate problem solving. The complexity of healthcare systems make innovation, problem-solving and change difficult, but vitally important. This course will equip students with the tools to think about problem-solving in a creative and innovative way. Teaching the building blocks of design-thinking and the importance of a customer-centric thought in problem-solving. A major part of moving from concept to reality includes identifying key stakeholders, communicating effectively and implementing processes that will help you solve the problems you are so passionate about.

Management Concentration – (21 credits)

ACC 6002 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 6505 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 6202 Operations Management (3 credits)
Operations Management, the management of business operations in an efficient and effective manner in order to meet customer expectations, is the focus of this graduate course. Operations management, core to healthcare, service industries, and manufacturing/production industries requires economical management of operations. This course will provide students with insights into the fundamentals and best practices of managing operations through an understanding of lean/six sigma with a focus on application of lean management principles that remove waste from operations. Leveraging simulation tools and text, students will create and develop a project opportunity that is practical and achievable. Upon completion, students will be Six Sigma Yellow Belt Certified.

BUS 6204 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 6305 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. 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 your customer really wants and "pivot" if necessary. This skill is essential for a successful startup.

BUS 6502 Strategic Human Resources Management (3 credits)
When human resources integrate and aligns with business strategy, an organization is positioned to enhance the organizational performance of its workforce. This can be a sustainable competitive advantage. This course looks at several key areas including Talent Acquisition, Learning & Development & Succession Planning from a high level and explores tactics for students to apply tools learned throughout the course in their respective work environments.

BUS 6602 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.

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.SEd., EdS., 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 6002/7002, ABA 6003/7003, ABA 6004/7004, ABA 6005/7005, ABA 6100/7100, and ABA 6102/7102)
- 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 ABA6900-ABA6908 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 6002 Applied Behavior Analysis
ABA 6100 Research & Experimental Design ABA
6003 Assessment and Interventions I ABA 6004
Assessment and Interventions II
ABA 6005 Positive Approaches to Behavioral Intervention ABA
6101 Consultation for the ABA Practitioner
ABA 6102 Professional Practice of Applied Behavior Analysis ABA
6103 Functional Communication
ASD 6705 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 6001/7001 Autism Spectrum Disorders and ABA
ABA 6002/7002 Applied Behavior Analysis
ABA 6100/7100 Research & Experimental Design
ABA 6003/7003 Assessment & Intervention in ASD I
ASD ABA 6004/7004 Assessment & Intervention in ASD II
ABA 6005/7005 Positive Approaches to Behavioral Intervention in
ABA 6102/7102 Professional Practice of Applied Behavior Analysis
ASD 6700/7700 Use of Pragmatic Lang. for Social Comm.
ASD 6702/7702 Social Comm. In The Preschool/Primary Environment
ASD 6705/7705 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 5001 Introduction to Autism Spectrum Disorders
ASD 6001/7001 Applied Behavior Analysis and Autism Spectrum Disorders
ABA 6002/7002 Applied Behavior Analysis
ABA 6005/7005 Positive Approaches to Behavioral Interventions
ASD 6104/7104 Behavior Plan Implementation & Interdisciplinary Teamwork
ASD 6602/7602 Principles of Social Cognition & Communication
ASD 6604/7604 Social Communication Interventions
ASD 6605/7605 Executive Functioning in Individuals with Asperger's
ASD 6700/7700 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 5001 Introduction to Autism Spectrum Disorders
ASD 6001/7001 Applied Behavior Analysis and Autism Spectrum Disorders
ASD 6104/7104 Behavior Plan Implementation & Interdisciplinary Teamwork
ASD 6602/7602 Principles of Social Cognition & Communication
ASD 6603/7603 Practical Strategies: Make & Take
ASD 6604/7604 Social Communication Interventions
ASD 6605/7605 Executive Functioning in Individuals with Asperger's
ASD 6607/7607 Asperger's in Workplace
ASD 6700/7700 Use of Pragmatic Language for Social Communication
ASD 6702/7702 Social Communication in the Preschool Early Primary Environment
CSD 6405/7405 Sensory Integration Intervention Techniques
CSD 6409/7409 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 6600/7600 Introduction to Asperger's Syndrome and Related Social Communication Challenges
ASD 6602/7602 Principles of Social Cognition and Communication
ASD 6605/7605 Executive Function in Individuals with Asperger's

OR

CSD 6406/7406 Executive Function in Children: Development, Assessment, and Intervention
ASD 6700/7700 Use of Pragmatic Language for Social Communication
CSD 6403/7403 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 5003* 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 6002 Augmentative & Alternative Communication & Assistive Technologies (3 cr.)
  CSD 6003 Diagnostics and Implementation in A.A.C. (3 cr.)
- Area 2: Bilingual and Multicultural Assessment & Intervention
  CSD 6102 Two Languages, Speech-Language Patterns or Problems in the Schools? (1 cr.)
  EDU 6407 Bilingualism and Applied Linguistics (3 cr.)
  EDU 6502 Issues in E.S.L./Bilingualism (3 cr.)
- Area 3: Professional Issues and Ethics
  CSD 6103 Implementation of ASHA's Workload Model (1 cr.) *CSD 6014* Counseling Methods in Communication Disorders (3 cr.) *CSD 6200* Professional Issues in SLP (1-3 cr.)
  CSD 6201 Supervision of the SLP Assistant (1-3 cr.)
  CSD 6202 Curriculum Consultation: Integration of Therapeutic Intervention and Classroom Curriculum (1 cr.)
  CSD 6203 NCLB and IDEA (2 cr.)
  CSD 6207 Neuropsychological Bases of Communication Disorders (1 cr.)
  CSD 6209 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 6300 Autism Spectrum Disorders (3 cr.)
CSD 6301 Language and Literacy Development (1 cr.)
CSD 6302 Tracheostomies in School-Aged Populations (1 cr.)
CSD 6303 Feeding and Swallowing for School-Based Clinicians (2 cr.)
CSD 6304 Assessment & Intervention in Autism Spectrum Disorders (3 cr.)
CSD 6305 Applications of the Story Grammar Marker (2 cr.)
CSD 6306 Theme Maker in the Classroom (1 cr.)
CSD 6307 Childhood Apraxia of Speech (2 cr.)
CSD 6308 Dyslexia: Diagnosis and Remediation (1 cr.)
CSD 6309 Written Language Development and Assessment (1 cr.)
CSD 6400 Written Language Development and Remediation (2 cr.)
CSD 6403 Introduction to Sensory Integration Theory and Intervention (1 cr.)
CSD 6404 Nonverbal Learning Disability: Clinical and Life Issues (1 cr.)
CSD 6700 (Use of) Pragmatic Language for Social Communication (2 cr.)
CSD 6701 Current Practices in Dyslexia (2 cr.)

Curriculum Area Two: Autism Spectrum Disorders (15 credits)
CSD 6300 Autism Spectrum Disorders (3 cr.)
CSD 6304 Assessment & Intervention in Autism Spectrum Disorders (3 cr.)
CSD 6705 Classroom Applications in Autism Spectrum Disorders (3 cr.)
CSD 6706 Practicum in Autism Spectrum Disorders I (3 cr.)
CSD 6707 Practicum in Autism Spectrum Disorders II (3 cr.) OR
CSD 6708 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
- 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 6002/7002 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 6003/7003 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 6004/7004 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 6005/7005 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 6100/7100 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 6101/7101 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 6102/7102 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 6103/7103 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.

ABA6900-6908/7900/7908 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 6001/7001 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 6705/7705 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 6602/7602 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 6603/7603 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 6604/7604 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 6700/7700 (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 6701/7701 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 6702/7702 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 6607/7607 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 6608/7608 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 6703/7703 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 6604/7604 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 6706/7706 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.
Prerequisites: ASD 6005/7005, ASD 6705/7705 and permission.

ASD 6707/7707 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 6005/7005 and permission.

ASD 6708/7708 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 6002/7002, ASD 6005/7005, ASD 6705/7705, ASD6706/7706.

ASD 6709/7709 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 6002/7002, ASD 6003/7003, ASD 6004/7004, ASD 6005/7005, ASD 6705/7705, ASD 6706/7706.
Maximum BCBA experience hours: XX

ASD 6800/7800 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 6002/7002, ASD 6003/7003, ASD 6004/7004, ASD 6005/7005, ASD 6705/7705, ASD 6706/7706, ASD 6707/7707 and permission.
Maximum BCBA experience hours: 450

ASD 6801/7801 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 6002/7002 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 6003/7003 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 6102/7102 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 6104 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 6000 level course, it may be taken by CSD and ASD CAGS students.

CSD 6105/7105 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 6106/7106 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 6107/7107 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 7201 Supervision in Speech-Language Pathology (2 credits)
This course will examine a collegial model of supervision that can to 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 7202 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 6203/7203 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 6206/7206 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 6207/7207 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 6208/7208 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 6209/7209 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 6402/7402 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 6709/7409 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 6700/7700 (Use of) Pragmatic Language for Social Communication (2 credits)*

ASD 6702/7702 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 6301/7301 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 6305/7305 Applications of the Story Grammar Marker (2 credits) ** CSD 6306/7306

Theme Maker in the Classroom (1 credit) **

CSD 6308/7308 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 6309/7309 Written Language Development and Assessment (1 credit) **

CSD 6400/7400 Written Language Development and Remediation (2 credits) *

CSD 6403/7403 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 ensory 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 6404/7404 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 6405/7405 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 6406/7406 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 6701/7701 Current Practices in Dyslexia (2 credits) **

CSD 6703/7703 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 6105/7105 Creating a Language Literacy Lab (1 credit) ***

CSD 6301/7301 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 6305/7305 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 6306/7306 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 6309/7309 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 6400/7400 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 6701/7701 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 6703/7703 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.

Saint Louis University, School of Social Work Partnership with at Elms College SLU-MSW@Elms

(St. Louis University is located in St. Louis, Missouri and online at www.slu.edu)

This innovative hybrid online program prepares students to be advanced practitioners of social work who act as agents of change to promote individual and societal well-being.

Why Choose Saint Louis University (SLU) MSW@Elms?

- SLU is a nationally and globally recognized leader in social work education, ranked in the top 20% of programs by U.S. News and World Report.
- SLU is founded on the Jesuit tradition of "educating the whole person" – learning as much as a possible about social work and service while committing to serve humankind with compassion.
- SLU offers the opportunity for Elms students to obtain an MSW from a highly-ranked and internationally known program without having to be physically present on SLU's campus.
- SLU offers students the opportunity to complete either the full 57 credit hour program or, for those students with course histories that are deemed eligible, an advanced standing format.
- SLU faculty are leaders in combining classroom activities and community-based practice.

Concentrations

After completing professional foundation coursework, students move into concentration level coursework. Based on the interest of the applicants pick one of two concentrations.

- **Clinical Concentration**: Prepares students for advanced clinical practice serving children, youth, adults, and families. This concentration assumes a holistic view that incorporates the political, environmental, psychosocial, biological and spiritual dimensions of clinical social work practice.
- **Community and Organization:** Prepares students for advanced practice focusing on societal change at the community and organizational levels and social work agency leadership and administration.

Course Delivery Formats

The MSW Program is offered in hybrid model. Approximately 60% of the program is taught through an online format. The remainder is taught in a face-to-face format on the campus of Elms College, located in Chicopee, Massachusetts.

Students who meet basic application requirements and have earned an undergraduate degree in any major may choose to apply to the full 57-credit hour program. Students who have earned Bachelor of Social Work degree from a CSWE-accredited program can earn up to 18 credit hours of advanced standing credit hours, leaving them with as little as 39 credit hours to complete the MSW.

Faculty and Research

SLU's faculty members are internationally recognized for their practice-based research. Examples of areas of research include:

- Effectiveness of mental health services in community based settings
- Recovery models in substances use treatment
- Financial capability and asset building to empower families in poverty
- Corrections-based mental health treatment
- Urban planning and development
- Strengthening neighborhoods

Admission Requirements and Deadlines

Applicants are required to fill out an application, pay the application fee and submit a resume, professional statement, three confidential letters of recommendation (two academic references and one professional reference) and transcripts. Applicants also complete an interview either on campus, phone or through an online system supported by the university. Additional factors considered in determining an applicant's eligibility include academic achievement, strength of the undergraduate program attended, work experience, previous graduate degrees, motivation, leadership and service.

Applicants must have a bachelor's degree from an accredited college or university, a minimum cumulative GPA of 3.0 and 24 credit hours completed in the liberal arts.

The priority deadline is March 1 for fall; the final deadline is July 15 for fall. Students who apply by the priority deadline are considered for scholarships.

Funding Opportunities

SLU offers new and continuing MSW students, partial tuition-remission merit-based scholarships. Applicants who do not initially meet the scholarship criteria may apply for consideration as a current student during their first semester in the MSW program.

For More Information

Please contact:

Kristi Richter, Director of Graduate Admission
Phone: 314.977.2752
Email: Kristi.richter@slu.edu

Scott Hartblay, MSW Elms Coordinator, St. Louis University Master of Social Work Partnership Program, St. Louis, MO
Phone: 413-265-2325
Email: hartblays@elms.edu

Division of Education

Elms College has been preparing teachers for more than 90 years. The graduate programs in education at Elms College are accredited by The New England Commission of Higher Education, Inc. (NECHE), the National Association of State Directors of Teacher Education Certification (NASDTEC) Interstate Contract, and the Commonwealth of Massachusetts.

Elms College offers two graduate degrees and one certificate 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.

Center for Equity In Urban Education

The Center for Equity in Urban Education (CEUE) launched in the fall of 2019 with the goal of improving outcomes for black and brown children by increasing the number and diversity of qualified K-12 teachers in urban schools. The CEUE began with strong financial support and a partnership with seven public, private and diocesan schools and school districts in Holyoke, Chicopee, and Springfield. Applicants must currently work at a school located in Springfield, Holyoke, or Chicopee.

- Earn a Master's degree in as little as two years
- Earn an initial license
- Classes are held weeknights
- Annual cost to student is $2,500*
- Clinical practice is integrated into the candidate's program at his/her school
- Strong ongoing support to pass MTELs is built into the program

*Depending on the number of credit hours per semester and school funding support

Faculty Profiles

Dr. Meredith R. Bertrand, *chair, Division of Education, Associate Professor of education*
B.A., Smith College
M.Ed., Smith College
C.A.G.S., University of Massachusetts
Ed.D., University of Massachusetts
Dr. Bertrand comes to the Elms from high-level administrative positions at The American Women's College at Bay Path University and American International College. She earned her doctorate in Teacher Education and School Improvement at the University of Massachusetts, Amherst, and she is an

experienced elementary and middle school teacher. Her area of expertise is in the workplace experiences of novice teachers, and multivariate teacher retention statistics.

Tyra Good, Ed.D., Faculty Director, Center for Equity in Urban Education (CEUE); Associate Professor of Education
B.A., Howard University
M.A.T., Chatham University
Ed.D. Duquesne University
Dr. Good is the founding faculty director of the Center for Equity in Urban Education (CEUE) at Elms College. Good has more than 10 years of experience teaching education, and, most recently, she was assistant professor of practice in education at Chatham University in Pittsburgh, PA. Good is the founder and chief academic consultant for GOOD Knowledge Connections and the founder of the Black Educators Network (BEN) of Greater Pittsburgh. The BEN is a strategic team of K-12, Higher Education, and community educators working across school district and community lines to help ensure the academic and personal success of African-American youth from underserved communities.

Dr. Yeukai T. Imeh, *Assistant Professor of Education*
B.A., Southern Connecticut State University
M.B.A, Southern Connecticut State University
M.Ed., Pace University
Ph.D, Simmons University
Dr. Imeh comes to Elms with several years of teaching experience in New York City and New England Urban Public Schools. She earned her doctorate in Educational Leadership at Simmons University, Boston, Massachusetts and she is an experienced middle and high school Math teacher. Her area of expertise is in Bilingual and Multicultural learning. Her current research investigates teaching practices that bridge the areas of English Language Acquisition and Content Literacy.

Dr. Shannon B. Dillard, *Assistant Professor of 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.

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

Sherry Agostino, adjunct professor

Dr. 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.

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.

Cara Maiorano, *adjunct professor*
M.Ed., Westfield State University

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.

Elizabeth Lapon, *adjunct professor*

Dr. Laura Porter, *adjunct professor*

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.

Dr. Isabelina Rodriguez, *adjunct professor*

Dr. Melanie Rodriguez, *adjunct professor*

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.

Dr. Mark Taylor, *adjunct professor*

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.

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
- One page goal statement for graduate study
- Current Resume
- Successful passage of a course in Child or Human Development
- 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,
- 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 received 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) or (5-12)
- General Science (5-8)
- History (5-12)
- Humanities (5-8)
- Mathematics (5-8) or (8-12)
- Math/Science (5-8)
- Moderate Disabilities (PreK-8) or (5-12)
- Physics (8-12)
- Reading Specialist (All Levels)

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

Prerequisite: EDU 6200 Development and Learning or equivalent

Requirements	**42 credits**
EDU 6000 Reflective Teaching & Classroom Management	3
EDU 5109 Students with Special Needs	3
EDU 7908 Developing Language and Literacy I	3
EDU 7909 Developing Language and Literacy II	3
EDU 6101 Writing Workshop	3
EDU 5104 Methods in Math Instruction	3
EDU 5002 Social Studies and Science Methods	3
EDU 5402 Assessment of Students	3
EDU 6202 Curriculum for Early Childhood Inclusion Settings	3
EDU 7901 Educating English Language Learners	3
EDU 5203 Pre-Practicum	2
EDU 5204 Pre-Practicum Seminar	1
EDU 6600 Seminar in Professional Education	3
EDU 7000 Early Childhood (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 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

Prerequisite: EDU 6200 Development and Learning or Equivalent

Requirements	**36 credits**
EDU 6000 Reflective Teaching and Classroom Management	3
EDU 5109 Students with Special Needs	3
EDU 7908 Developing Language and Literacy I	3
EDU 7909 Developing Language and Literacy II	3
EDU 6101 Writing Workshop	3
EDU 5104 Methods in Math Instruction	3
EDU 5002 Social Studies and Science Methods	3
EDU 5106 Introduction to Technology in Education	3
EDU 7901 Educating English Language Learners	3
EDU 5203 Pre-Practicum	2
EDU 5204 Pre-Practicum Seminar	1
EDU 6600 Seminar in Professional Education	3
EDU 7001 Elementary (1-6) Initial Practicum	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)
- English as a Second Language (5-12)
- General Science (5-8)
- History (5-12)
- Humanities (5-8)
- Mathematics (5-8) (8-12)
- Math/Science (5-8)
- Physics (8-12)

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

Perquisites: EDU 6200 Development and Learning or equivalent

Requirements	**33 credits**
EDU 6000 Reflective Teaching Practice	3
EDU 5109 Students with Special Needs	3
EDU 5403 Models of Inclusion	3
EDU 5205 Middle and Secondary Methods	3
EDU 5206 Middle and Secondary Culture and Curriculum	3
EDU 5106 Introduction to Technology in Education	3
One of the following: EDU 6104 Reading Across the Disciplines (all but English tracks) EDU 6407 Bilingualism and Applied Linguistics EDU 7202 Struggling Readers-Middle/Secondary 7-12 EDU 7901 Educating English Language Learners	3
EDU 5203 Pre-Practicum	2
EDU 5204 Pre-Practicum Seminar	1
EDU 6600 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)
or (5-12) Initial License

Prerequisite: EDU 6200 Development and Learning or equivalent

Requirements	**36 credits**
EDU 6000 Reflective Teaching Practice and Classroom Management	3
EDU 5109 Students with Special Needs	3
EDU 7908 Developing Language and Literacy I	3
EDU 7909 Developing Language and Literacy II	3
EDU 6101 Writing Workshop	3
EDU 5106 Introduction to Technology in Education	3
EDU 6407 Bilingualism and Applied Linguistics	3
EDU 6502 Issues in E.S.L./Bilingualism	3
EDU 6504 Methods in Teaching E.S.L.	3
EDU 5203 Pre-Practicum	2
EDU 5204 Pre-Practicum Seminar	1
EDU (Various Numbers) ESL Initial Practicum	3
EDU 6600 Seminar in Professional Education	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

Prerequisite: EDU 6200 Development and Learning or equivalent

Requirements	**42 credits**
EDU 6000 Reflective Teaching Practice and Classroom Management	3
EDU 5109 Students with Special Needs	3
EDU 7908 Developing Language and Literacy I	3
EDU 7909 Developing Language and Literacy II	3
EDU 6101 Writing Workshop	3
EDU 5104 Methods of Teaching Mathematics	3
EDU 636 Social Studies Methods	3
EDU 5402 Assessment of Students	3
EDU 5403 Models of Inclusion	3
PSY 5103 Psychology of Behavior Management	3
Or	
EDU 7308 No-Fault Classroom Management	
EDU 5106 Introduction to Technology in Education	3
EDU 5203 Pre-Practicum	2
EDU 5204 Pre-Practicum Seminar	1
EDU 6600 Seminar in Professional Education	3
EDU 7901 Educating English Language Learners	3
Choose one:	3
EDU 7007 Teacher of S.M.D. (PreK-8) Initial Practicum	
EDU 7008 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**

In Order to Complete the First Reading Specialist Practicum at the Elementary Level

EDU 7200 Struggling Readers-Primary-PreK-2 (Assessment and Instruction)	3
EDU 7201 Struggling Readers-Elementary-3-6 (Assessment and Instruction)	3
EDU 6101 Writing Workshop	3

First Practicum

EDU 7006 Reading Specialist Elementary Initial Practicum and Seminar	3

In Order to Complete the Second Reading Specialist Practicum at the Middle School Level

EDU 7202 Struggling Readers-Middle/Secondary-7-12 (Assessment and Instruction)	3
EDU 6104 Literacy Across the Disciplines	3
EDU 6102 Issues of Diversity and Multiculturalism in Children's Literature	3
EDU 6107 Administration of Literacy Programs	3
EDU 7901 Educating English Language Learners	3
EDU 7108 Research on Learning and Literacy	3
Pass Reading Specialist MTEL	
EDU 7103 Reading Specialist Middle School/Secondary 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

Requirements	**33 Credits**
EDU 5106 Introduction to Technology in Education	3
EDU 6100 Research and Professional Practice	3
Choose One: SOC 5800 Racial and Cultural Groups EDU 6502 Issues in ESL	3
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

Course Requirements	**30 Credits**
EDU 5106 Introduction to Technology in Education	3
EDU 6100 Research and Professional Practice	3
Choose One:	3
SOC 5800 Racial and Cultural Groups	
EDU 6502 Issues in ESL	
Choose Seven:	
Elective Courses	21

Certificate of Advanced Graduate Study (C.A.G.S.) Reading Specialist – Initial License

Course Requirements **39 Credits**

Prerequisites

- Child & Adolescent Development
- At least one survey course in reading

CAGS Core

1. Culture Course 3
   SOC 5800 Racial and Cultural Groups
   OR
   EDU 6502 Issues in ESL/Bilingualism
2. EDU 5106 Introduction to Technology in Education 3

In Order to Complete the First Reading Specialist Practicum at the Elementary Level

EDU 7200 Struggling Readers – Primary – PreK-2 (Assessment & Instruction) 3
EDU 7201 Struggling Readers – Elementary – 3-6 (Assessment & Instruction) 3
EDU 6101 Writing Workshop 3

First Practicum

EDU 7006 Reading Specialist Elementary Initial Practicum & Seminar 3

In Order to Complete the Second Reading Specialist Practicum at the Middle/Secondary Level

EDU 7202 Struggling Readers-Middle/Secondary-7-12 (Assess. & Instruction) 3
EDU 6104 Literacy Across the Disciplines 3
EDU 6102 Issues of Diversity & Multiculturalism in Children's Literature 3
EDU 6107 Administration of Literacy Programs 3
EDU 7901 Education English Language Learners 3
EDU 7108 Research in Learning & Literacy 3
Pass the Reading Specialist MTEL
EDU 7103 Reading Specialist Middle School/Secondary Initial Practicum & Seminar 3

Course Descriptions

EDU 5002 Social Studies and Science Methods (3 credits)
Students will develop standards-based curriculum experiences in both science (Earth, space, physical science, life sciences, technology & engineering) and social studies (history, economics, political science, and geography.)

EDU 5104 Methods in Math Instruction (3 credits)
This three-credit course examines elementary and middle school math curricula (N-9) and includes opportunities for students to practice teaching math skills and concepts. Application of cognitive psychology, implementation of Common Core State Standards and MA Frameworks, visual representations, and the importance of sense making and problem solving are emphasized. Five hours of documented fieldwork are required.
Prerequisites: PSY 2104, EDU 1000, EDU 3109, EDU 5109, EDU 6000.

EDU 5106 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 5109 Students with Special Needs (3 credits)
The successful inclusion of students with moderate disabilities is approached through lectures, readings, discussions, and activities 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 may be expected to make for students with special needs. Five (5) hours of documented fieldwork are required. Open to all majors.
Prerequisites: PSY 2104, EDU 1000.

EDU 5203 Pre-Practicum (2 credits)
60 Hours of fieldwork required for this clinical field experience in education.
Prerequisite: All EDU courses, and permission from faculty. Corequisite: EDU4204/5204. (2 credits for graduate students, 5 credits for undergraduate students)

EDU 5204 Pre-Practicum Seminar (1 credit)
This PRE-Practicum Seminar is the first of 2 Professional Seminars for Educators that correspond with the Massachusetts Practicum experiences for teachers seeking initial licensure. The intent of this seminar is to provide time for students to reflect on their teaching experience, engage in activities that support the uncovering of personal bias, and (through fieldwork) identify and produce evidence of meeting the professional standards for teaching. The course will provide opportunities for students to discuss with their colleagues their current classroom experiences as they relate to current educational

issues and pedagogy, and to prepare students for the Practicum experience where a professional portfolio and Massachusetts Candidate Assessment of Performance Document will be required. 60 hours of fieldwork required in co-requisite Pre-Practicum registration.
Prerequisites: All EDU coursework and fieldwork for the license sought.

EDU 5205 Middle/Secondary Methods (3 credits)
This course critically examines popular educational innovations that have been implemented at the secondary level 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 are required.
Prerequisites: EDU 5109, EDU 6000.

EDU 5206 Middle/Secondary Culture and Curriculum (3 credits)
This course examines the frameworks-based curricula for secondary grades, as well as the culture for 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 carved the present curriculum? What can I do as an educator to improve the state of education today?
Ten hours of fieldwork required.

EDU 5310 Success in Urban Education (3 credits)
This course focuses on current theories and their applications related to cultural competence and Urban Education. Focus will be on the sociological context of Urban Schools, the neuroscience of culturally responsive teaching, and leading with the mindset of providing access to young people who may not normally have access to a college education. Implicit bias and structural racialization will be described and examined. Open to all majors.

EDU 5320 Trauma-Informed Practice (3 credits)
This course examines racism and structured inequality as one of the most common forms of trauma experienced by students of color. Segregation in schools through tracking, employment of deficit models, and other methods of determining devaluation for students of color will be explored. This course will revisit how current school systems “unintentionally” racist and antiquated practices create traumatic ramifications for diverse populations. This class calls to not only question a culture of oppression, but rather a call for action by implementing culturally-responsive leadership, and a classroom structural overhaul regarding “traditional” learning environments. This course is designed for innovative teachers and other leaders and professionals working with a diverse student population, seeking truth and becoming a change agent in their respective communities. Open to all majors.

EDU 5402 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 and learn to use this information to develop curricula and implement appropriate instructional strategies for students with mild and moderate special needs. The appropriate assessment of need and the use of augmentative and alternative communication and other assistive technologies are a part of the subject matter. Students learn to develop Individualized Educational Programs (I.E.P.s) or a 504 Plan from assessment data. Five hours of fieldwork is required. This course is required for Early Childhood and Moderate Disabilities programs.
Prerequisites: EDU 5109, EDU 6000

EDU 5403 Models of Inclusion (3 credits)
This course will explore various models of organizing services and for providing programming for students with special needs within the regular education classroom. Instructional strategies and techniques of inclusion along with practical suggestions of classrooms 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.
Undergraduate Prerequisites: EDU 1000, PSY 2104, EDU 3109.
Graduate Prerequisite: EDU 5109. Five hours of fieldwork is required.

EDU 6000 Reflective Teaching and Classroom Management (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. Five hours fieldwork required. Open to all majors.

EDU 6100 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 6101 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.
Prerequisites: EDU 1000, PSY 2104 or permission of the instructor at the undergraduate level.

EDU 6102 Diversity and Multiculturalism in Children's Literature (3 credits)
This course focuses on issues of diversity and multiculturalism as represented in literature for children and young adults. We will consider representation of race, ethnicities, socioeconomic status, gender, sexual orientation and exceptionalities. A range of issues is addressed including authenticity, representation, and cultural appropriateness. This course enriches teacher knowledge of both a variety of genres and the works of a number of authors and illustrators. Open to all majors.

EDU 6104 Literacy Across the Disciplines (3 credits)
Teachers and pre-service 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 will address issues of motivation, memory, comprehension of text material, and vocabulary development, plus listening, note taking, and test-taking skills. Participants will apply the strategies covered to student content area materials.

EDU 6107 Administration of Literacy Programs (3 credits)
This course is designed for those who expect to assume responsibility for reading or other language arts programs. Classroom topics are coordinated with field work assignments in such areas as: administrative styles, models of supervision and consultation/coaching, needs assessment, program evaluation, the change process, and staff development. Fieldwork may be required.
Prerequisites: Reading Specialist enrollment or permission of Instructor.

EDU 6200 Development and Learning (3 credits)
This course examines various aspects of the development of children and adolescents. It focuses on viewing human development as a continuum. Theories of learning are examined and applied to professional practice.

EDU 6202 Curriculum for Early Childhood Inclusion Settings (3 credits)
This course focuses on developmentally-appropriate practices, environments, activities, and materials for students with and without special needs in preschool and primary grades. This course prepares early childhood teachers who can 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. Ten hours of fieldwork is required in a public preschool inclusion classroom that follows developmentally appropriate practice.
Prerequisites: EDU 1000, PSY 2104, EDU 3109.

EDU 6407 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 acquisition are examined. Application of relevant research in work with early childhood, special needs, bilingual, foreign language, and reading classrooms is explored.
Prerequisites: EDU 5109, EDU 6000.

EDU 6502 Issues in E.S.L./Bilingualism (3 credits)
This course analyzes issues relating to bilingualism and the fields of English as a Second Language/Bilingual Education. Students explore the historical, political, philosophical, sociological, legislative, and judicial context of programs for bilingual learners. Educational models for developing bilingual proficiency, including those which integrate special needs and typical students, 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 6504 Methods in Teaching English as a Second Language (3 credits)
ESL methodologies are explored and demonstrated. Students learn to assess ESL skills, to plan appropriate oral and written instruction, and to evaluate ESL materials. Observation of ESL methodology as implemented in classrooms is a central theme. Application of ESL across the curricular areas of social studies, math, and science, plus the integration of special needs and typical ESL learners, are explored. Ten hours of fieldwork required.
Prerequisites: EDU 6000, EDU 6200, EDU 5109.

EDU 6600 Seminar in Professional Education (3 credits)
The intent of this seminar is to provide time for students to reflect on their 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 his/her individual portfolio and projects, and the second is to discuss various current and important topics that impact teachers. Prerequisites: All pre-practicum coursework and fieldwork for the license sought. This course is taken in conjunction with the initial practicum.
Prerequisite: All pre-practicum coursework and fieldwork for the license sought. This course is taken in conjunction with the initial practicum.

EDU 7006 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 6101, EDU 7200, EDU 7201.

EDU 7103 Reading Initial Practicum and Seminar – Middle School (3 credits)
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 6101, EDU 7200, EDU 7201, EDU 7202.

EDU 7108 Research in Learning and Literacy (3 credits)
Candidates will learn how to read, interpret, and analyze research while surveying the current perspectives of literacy research and practice. Current issues in literacy will be emphasized. Candidates will become familiar with issues of social justice and equality and the roles they play in literacy. In addition, candidates will investigate the most current research regarding a wide variety of literacy issues that are relevant to their practice.
Prerequisite: Reading Specialist Enrollment or permission of the Instructor.

EDU 7200 Struggling Readers – Primary (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 PreK-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 7201 Struggling Readers – Elementary (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 Grades 3-5 who are having difficulty in reading and writing. Methods of closely observing 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 7202 Struggling Readers – Middle/Secondary (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 skills in the observation, assessment and diagnosis of reading difficulties in middle-high school students. Specific teaching strategies or helping struggling readers in middle/secondary grades 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. Ten hours of fieldwork required.
Prerequisites: EDU 1000, EDU 3109, PSY 2104.

EDU 7305 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 7308 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. These strategies can be applied at any time of the year, at any grade level. This is part I of a two- part course sequence. It offers what experienced teachers learn after years in the classroom: proven strategies for managing challenging behavior, the development of self-regulation and emotional control in children and adolescents, and how effective management and problem-solving can turn even the most hard-to-control students into willing collaborators in learning.

EDU 7603 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/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 for school nurses. (Restricted to candidates in the MSN Program for School Nurses.)

EDU 7701 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.
Prerequisites: EDU 2308, EDU 7308.

EDU 7802 Creative Classroom Centers for PreK-3 (3 credits)
The focus of this course will be on developing an understanding of the importance of centers in education and creating classroom centers for students in prekindergarten through third grade. A focus

will be on developing effective lesson plans and adapting the centers to students with various abilities and needs.

EDU 7901 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 of A or B, qualifies students who complete Elms College teacher preparation programs for Massachusetts endorsement in teaching through the Sheltered English Approach (SEI). Only one missed class is permitted.
Prerequisites for licensure candidates - Undergraduate: PSY 2104, EDU 1000, 3109 and all relevant methods courses for the license sought. Graduate: EDU 6000, 5109, and all relevant methods courses for the license sought.

EDU 7906 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 7908 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 4908/7908 is a prerequisite for EDU 4909/7909.
Prerequisites: UG: EDU 1000, PSY 2104, EDU 3109 G: EDU 6000, EDU 5109.

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 develop the topics that help teachers master the English Language Arts Framework. Five hours of fieldwork are required for this course.
Prerequisites: UG: EDU 1000, PSY 2104, EDU 3109, EDU 4908 G: EDU 6000, EDU 5109, EDU 7908.

All Graduate Initial Practica (3 credits for Graduate Students, 12 credits for Undergraduate Students)
The initial practicum is a full time, fourteen-week supervised 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. This classroom must include children with and without special needs. The remaining 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.
Prerequisites: All previous EDU coursework and requirements.

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

Michael J. McGravey, *assistant professor of religious studies, director of the Institute for Theology and Pastoral Studies*
B.A., Gannon University
M.A., Villanova University
Ph.D., Duquesne University
Dr. McGravey earned his doctorate in systematic theology from Duquesne University (Pittsburgh, PA). He holds a master's degree in theology and religious studies from Villanova University and a bachelor's from Gannon University. Prior to his experience at Duquesne, he served as a member of the Religious Studies department at St. Joseph's Preparatory School in Philadelphia. His dissertation explored the connections between post-secularism, Continental Philosophy, and ecclesiology, relying on the philosophical writings of Jean-Luc Marion and Gianni Vattimo. Michael has published several book reviews in the field of religious studies and political theology.

Reverend Mark S. Stelzer, *lecturer in religious studies*
B.A., M.A., M.Div., St. John's Seminary
Licentiate and S.Th.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. In addition to his responsibilities at the college, Father Stelzer serves as administrator of Saint Jerome Parish in Holyoke and education director for Guest House, a treatment center for clergy and religious living with addictive disorders. Father Stelzer

facilitates retreats and conferences nationally and internationally on topics related to addiction and recovery.

Adjunct Faculty

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.

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)

Requirements	36 credits
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)

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 6205 Foundations of Theology (3 credits or 12 ITPS units)
REL 6207 Hebrew Scriptures (3 credits or 12 ITPS units)

Choose one:
REL 6208 Christian Scriptures (3 credits or 12 ITPS units)
REL 6402 Introduction to the Bible (3 credits or 12 ITPS units)

Elective Coursework (2-3 courses)

Choose two or three:
REL 6209 Contextual Theology (3 credits or 12 ITPS units)
REL 6300 Integrative Spirituality (3 credits or 12 ITPS units)
REL 6302 Contemporary Issues in Christology (3 credits or 12 ITPS units)
REL 6303 Society, Church, and Ethics (3 credits or 12 ITPS units)
REL 6304 Contemporary Issues in Ecclesiology (3 credits or 12 ITPS units)
REL 6306 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.

Course Descriptions

REL 5000 Independent Study in Religion

REL 5002 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 5005 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 5100 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 5107 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 5202 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 5206 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 5207 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 5303 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 5402.01 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 5404 Scripture and Liberation (3 credits)
A study of the historical foundation and major themes of liberation theology.

REL 5602 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 5700 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 5908 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 6205 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 6206 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 6207 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 6208 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 6209 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 6300 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 6301 Ministerial Identity (3 credits)
A study of the scriptural and historical models of ministry. Emphasis on collaborative models of ministry.

REL 6302 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 6303 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 6304 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 6306 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 6307 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 6402 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 6503 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 6504 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 6505 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 6800 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 6804 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 Humanities – Bioethics and Medical Humanities Program

Director: Prof. Peter A. DePergola II, Ph.D., M.T.S. (depergolap@elms.edu)

What is Medical Humanities?

Medical humanities is an interdisciplinary field emerging at the intersection of the humanities (literature, philosophy, ethics, history, religion, etc.), social sciences (anthropology, cultural studies, psychology, sociology, health geography, etc.), and the arts (theater, film, visual arts, etc.) vis-à-vis their application to medical education and practice. Disciplines from the realm of the humanities are seen as complementary and not incompatible with the basic sciences that have traditionally dominated pre-medical and pre-health education.

Background: Medical humanities developed as a response to concerns that technological advances and economic upheaval in modern medicine were negatively impacting the relationship between patients and their healthcare professionals. Studies in the medical humanities are meant to enhance medical education and clinical practice by restoring holistic values to the healing arts and healthcare settings and reminding us that our explicit focus in healthcare should include the experience of patients as human beings, not just as particular body parts or pathological processes.

Application: Illness is often perceived in broad, all-encompassing, textbook terms, but the experience of illness, disease, and health is an individual patient journey that can take on a variety of forms, meanings, and narrations. The medical humanities provide an interdisciplinary and interprofessional approach to investigating and understanding the profound effects of illness, disease, and health on patients, healthcare professionals, and the social worlds in which they live and work. In contrast to the medical sciences, the medical humanities – which include narrative medicine, history of medicine, culture studies, science and technology studies, medical anthropology, bioethics, economics, philosophy, religion, and the arts (literature, film, visual art, etc.) – *focus more on meaning making than measurement.* This approach to illness, disease, and health allows for a discussion of the whole person, drawing themes from social justice deeply ingrained in the spiritual mission of the Sisters of St Joseph.

Why study Medical Humanities *in addition to* Bioethics?

- Medicine has been described as both art and science, but traditional prerequisite coursework in premedical education has long favored the sciences. However, that is rapidly changing. In 2015, the MCAT was substantially revised with the addition of two new sections that reflect a far greater respect for the role that the humanities have in understanding health and human behavior. The new sections emphasize psychological, social, and behavioral sciences, with passages from a variety of humanities and social science disciplines used to evaluate critical thinking and reasoning skills. The course offerings in the proposed program in Bioethics and Medical Humanities are in superior alignment with the new MCAT's priorities.

- Yet medical humanities is about much more than the MCAT; medical humanities is about what matters most in medical practice. It heightens our awareness and appreciation for the "whole person" in medicine. Students come away with a greater understanding of the art of medicine, the importance of the clinician-patient relationship, the spiritual and emotional dimensions of disease, and the human experience of illness.
- As one recent student, now graduated and in medical school, put it: "Biology helped me pass my exams, including the all-important MCAT. But your bioethics courses, with the heavy emphasis you placed on the medical humanities as essential to successful clinical practice, continues to help me know what it means to be with the sick and suffering every day."

What students would be interested in such a program?

- **General:** Current or prospective students planning or already engaged in careers in medicine, healthcare policy, health law, psychology, public and/or global health, social work, patient advocacy, health journalism, bioethics, healthcare management, or the narrative contexts for current (and at times competing) ideas about illness and the body.
- **Specific:** Premedical students; "gap-year" medical students; philosophy students; nursing students; sociology and social work students; healthcare M.B.A. students; healthcare management students; M.S.N. and D.N.P. students; M.S. biotechnology students; pre-law students; religious studies students; M.A.A.T. students; and all members of the local and national healthcare community.
- **Possible Collaborations:** The future M.A. in Bioethics and Medical Humanities may be paired with: M.B.A. programs; M.S.N. and D.N.P. programs; M.S. in biotechnology and M.S. in biomedical sciences programs; M.A.A.T. program; and future collaboration with needed M.P.H. programs.

Why study Bioethics and Medical Humanities at Elms College?

- Elms College prides itself on an unwavering commitment to the intellectual tradition of the Church and its indispensable contribution to higher education. This tradition, whose gifts shine most brightly in the humanities, is now paired with a second distinctive gift for which Elms College is nationally known: training the healthcare providers, leaders, and scholars of the future in a way that challenges them to embrace change without compromising principle, respond creatively to the demands of their chosen careers, and advocate for people in greatest need. To that end, the programs in Bioethics and Medical Humanities sustain and develop the tradition of the Sisters of St. Joseph, ensuring that its graduates are rooted in faith, educated in mind, compassionate in heart, and responsive to civic and social obligations.
- Elms College is one of extremely few institutions – and, with the doctoral program, the *only* institution – in the United States with programs in Bioethics and Medical Humanities, which is becoming increasingly demanded (and will likely become required) in undergraduate, graduate, and medical schools around the world. Elms College is a trailblazer in this exciting and promising field.
- This program draws national attention, thereby inviting applications from a broad and diverse student body. Elms has become a national and international hub that provides opportunities for

students to develop a stronger academic basis in order to move forward to professional health programs such as medical school or graduate programs in research.

- The programs in Bioethics and Medical Humanities is the most popular undergraduate minor at the College, and with so many local hospitals – including Baystate Health (4 hospitals and 90+ outpatient facilities), Mercy Medical Center, Cooley Dickinson Hospital, Berkshire Medical Center, and several other care facilities) – it creates an excellent opportunity to generate immediate benefit to the healthcare industry.
- On top of the clear net benefit for students, Elms College is quickly becoming a national leader for bioethics and medical humanities education, thereby serving as a model by which best practices for other programs will be determined in the future.

How long is the program?

- For undergraduate minors and those in the graduate certificate program, approximately 1 year of concentrated study.
- For M.A. students, approximately 1-2 years of concentrated study. (The anticipated program launch is Fall 2022.)
- For D.B.M.H. students, approximately 4-6 years of concentrated study (beyond completion of M.A. degree). (The anticipated program launch is TBA.)

Graduate Certificate in Bioethics and Medical Humanities
Total Number of Credits: 18

Required courses: 3 Credits

- BMH 5006 Medical Humanities **and/or**
- BMH 5007 Bioethics
  (Note: If both courses are taken, one will count as a BMH elective course.)

Elective courses: 15

Credits Bioethics (choose maximally three):

- BIO 5101 Ecology
- BIO 5201 Genetics
- BMH 5200 Comparative Religious Bioethics
- BMH 5009 Global Health Ethics
- BMH 5010 Clinical Research Ethics
- BMH 5500 Advanced Research in Bioethics and Medical Humanities

Medical Humanities (choose minimally two):

- BMH 5008 Philosophy of Medicine
- BMH 5011 Philosophy of Death and Dying
- BMH 5100 Art and Medicine
- BMH 5101 Narrative Medicine
- BMH 5107 Medical Anthropology
- BMH 5500 Advanced Research in Bioethics and Medical Humanities

- LEG 5101 Health Law
- PSY 5100 Psychology of Gender
- REL 5400 Spirituality in Healthcare
- REL 5504 Life and Death Decisions in Catholic Thought
- REL 5505 Suffering and Grief
- REL 5506 Theology of Ageing
- REL 5400 Addiction and Recovery
- REL 5804 International Human Rights
- SWK 5102 Death and Dying
- SWK 5003 Mental Health and Mental Illness

Master of Arts in Bioethics and Medical Humanities
Total Number of Credits: 36

Required courses: 15 Credits

- BMH 5006 Medical Humanities (must be taken first year)
- BMH 5007 Bioethics (must be taken first year)
- BMH 5009 Global Health Ethics
- BMH 5101 Narrative Medicine
- BMH 5500 Advanced Research in Bioethics and Medical Humanities

Elective courses:

15 Credits Bioethics (choose maximally three):

- BMH 5010 Clinical Research Ethics
- BMH 5200 Comparative Religious Bioethics
- BMH 5XXX Clinical Bioethics
- BMH 5XXX Public Health Ethics
- BMH 5XXX Genetics and Ethics
- BMH 5XXX Neuroethics
- BMH 5XXX End-of-Life Ethics

Medical Humanities (choose minimally two):

- BMH 5008 Philosophy of Medicine
- BMH 5011 Philosophy of Death and Dying
- BMH 5100 Art and Medicine
- BMH 5101 Narrative Medicine
- BMH 5107 Medical Anthropology
- BMH 5500 Advanced Research in Bioethics and Medical Humanities
- LEG 5101 Health Law
- PSY 5100 Psychology of Gender

- REL 5400 Spirituality in Healthcare
- REL 550 Life and Death Decisions in Catholic Thought
- REL 5505 Suffering and Grief
- REL 5506 Theology of Ageing
- REL 5400 Addiction and Recovery
- REL 5804 International Human Rights
- SWK 5102 Death and Dying
- SWK 5003 Mental Health and Mental Illness

Comprehensive Examination

- The M.A. candidate is required to take a 75-90 minute oral exam before a board of three affiliated faculty members. This examination is scheduled immediately following the semester in which all course work has been fulfilled. The comprehensive examination cannot be taken more than twice.

M.A. Thesis: 6 Credits Requirement:

- BMH 5500: Advanced Research in Bioethics and Medical Humanities (must be taken with the thesis director the semester prior to commencing the thesis proposal).
- 50-75 page M.A. Thesis, including successful defense of thesis proposal, final thesis submission, and thesis defense before three faculty examiners.

FUTURE PROGRAM OF STUDY

Doctor of Bioethics and Medical Humanities
Total Number of Credits: 48 (36 beyond M.A. degree)

The D.B.M.H**.** requires twelve courses (36 credits) beyond the M.A. degree. After comprehensive examinations, the D.B.M.H. requires 6 credits of dissertation hours. If a student's graduate degree from another institution does not include the equivalent courses for admission to the D.B.M.H. program, the relevant courses may be taken prior to beginning the twelve doctoral courses. Baccalaureate admission requires sixteen courses (48 credits) beyond the baccalaureate degree prior to comprehensive examinations and 6 credits of dissertation hours.

Prerequisite courses: 15 Credits

- BMH 5007 Bioethics (must be taken first year)
- BMH 5006 Medical Humanities (must be taken first year)
- BMH 5009 Global Health Ethics
- BMH 5101 Narrative Medicine
- BMH 5500 Advanced Research in Bioethics and Medical Humanities

(If a student has already completed the M.A. in Bioethics and Medical Humanities, s/he may select 36 credits from the elective courses below.)

Elective courses: 36 credits

Bioethics (choose maximally five):

- BMH 7010 Clinical Research Ethics
- BMH 7200 Comparative Religious Bioethics
- BMH 7XXX Clinical Bioethics
- BMH 7XXX Public Health Ethics
- BMH 7XXX Genetics and Ethics
- BMH 7XXX Neuroethics
- BMH 7XXX End-of-Life Ethics

Medical Humanities (choose minimally seven):

- BMH 7008 Philosophy of Medicine
- BMH 7011 Philosophy of Death and Dying
- BMH 7100 Art and Medicine
- BMH 7101 Narrative Medicine
- BMH 7107 Medical Anthropology
- LEG 7101 Health Law
- PSY 7100 Psychology of Gender
- REL 7400 Spirituality in Healthcare
- REL 7504 Life and Death Decisions in Catholic Thought
- REL 7505 Suffering and Grief
- REL 7506 Theology of Ageing
- REL 7400 Addiction and Recovery
- REL 7804 International Human Rights
- SWK 7102 Death and Dying
- SWK 7003 Mental Health and Mental Illness

Comprehensive Examinations

Requirement:

- The D.B.M.H. candidate is required to take a 120-minute oral exam before a board of three affiliated faculty members, followed by a written exam under the supervision of three faculty examiners. A detailed outline of the comprehensive examination process will appear in the *Handbook of Policies and Guidelines* (forthcoming). These examinations are scheduled immediately following the semester in which all course work has been fulfilled.

D.B.M.H. Dissertation: 6 credits

Requirement:

- BMH 7600: Doctoral Research in Bioethics and Medical Humanities (must be taken with the dissertation director the semester prior to commencing the dissertation proposal).
- 125-150 page D.B.M.H. dissertation, including successful defense of the dissertation proposal, final dissertation submission, and dissertation defense before three faculty examiners.

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 are 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 Profiles

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 her former employer 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.

Sudad Saman, *lecturer in biology and biomedical sciences*
M.S. New York University
Ph.D. University of Massachusetts

Dr. Saman is a cell biologist and bioinformatics specialist. His current research involves the identification of microRNA in different body fluids that can function as early detection of Alzheimer's disease. Similarly, tau is being studied as a marker for the detection of prostate cancer. Dr. Saman's research involves many applications in biology including: molecular biology, proteomics, and bioinformatics.

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.

Courses for the Master's in Biomedical Sciences Program

Fall
BIO 5006 Medical Terminology
BIO 5103/5103L Anatomy and Physiology 1 Lecture/Lab BIO
5106/5106L Cell Biology Lecture/Lab
BIO 5201/5201L Genetics Lecture/Lab
BIO 5206/5206L Molecular Biology Lecture/Lab
BMS 5009 Epidemiology and Biostatistics
BMS 5100 Endocrinology
BMS 6100 Introduction to Clinical Medicine
BMS 6402 Biology of Cancer
BMS 6900 Capstone
BMS 6905 Graduate Teaching Assistantship

Spring
BIO 5104/5104L Anatomy and Physiology 2 Lecture/Lab BIO
5300 Microbiology Lecture/Lab
BIO 5305 Nutrition
BIO 5400 Immunology
BMS 5202 Pharmacology
BMS 5207 Pathology
BMS 6300 Neuroscience
BMS 6900 Capstone
BMS 6905 Graduate Teaching Assistantship

*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 5006 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 5009 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 epidemiology and biostatistics to actual research in the field.

BMS 5100 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 5103/5104 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 5106 Cell Biology (3 credits)
This is an introductory course in Cell Biology that investigates the aspects of cell structure and function. Intracellular transport and targeting pathways within the cell are also studied. Intercellular communication and regulation are included topics in the course.

BIO 5201 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 5202 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 3306/5306 is recommended as a prerequisite or in conjunction with this course.

BIO 5206/5206L 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 5207 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 5103/5104 prior to this course or in conjunction with this course.

BIO 5300/5300L 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 5305 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 5306 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 5400 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 5700 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 6100 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 6105). The laboratory is integrated into this course.

BMS 6300 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 6900 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 6905 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.

Master of Science in Biotechnology (Expected launch date, Fall 2022)

There is an increasing demand for students to be educated and trained in the area of biotechnology. It is important for students to learn the concepts of science and technology in biology and also learn the techniques needed to perform experiments when working in biotechnology. The MS in Biotechnology program will fulfill these needs at an advanced level. The program will prepare students for careers in biotechnology, will connect seamlessly to the undergraduate majors in biology and biotechnology, and will provide opportunities for students to develop a stronger academic and skill basis in order to move forward to professional health programs such as medical school or employment or graduate programs in research.

MS in Biotechnology Program Overview

- Master of Science in Biotechnology (MBT) is a thesis/research-based program
- Stand-alone Master's degree program—students can apply with a minimum 3.0 Science GPA (outside of Elms College), and minimum of B in all prerequisite courses.
- 5-6 year option for Elms College students enrolled in Biology or Chemistry in the undergraduate program (minimum GPA 3.5 Science GPA) to declare the spring of the Junior year
- Students would be urged to consider an MBT/MBA dual program
- Thesis would be based on laboratory-based experimentation and/or *in silico* study
- Length of Program: 1-2 years
- Minimum of 12 Credits Graduate Level Biology Courses, Biotechnology or Biomedical Science Courses
- Courses in the MBA program can be taken to replace BIO, MBT, and BMS courses up to 6 credits at the 5000 or above level.
- Up to 6 credits in CIT at the 5000 or above level.
- Research/Internship Required (number of hours TBD up to 6 per semester)
- Research 2-6 credits—To be completed as an internship and/or research at Elms College. A thesis and presentation of the thesis will be required for program completion. Research can be completed at a site other than Elms College with permission from the program director at Elms College. Students who perform research offsite will be required to complete and submit their thesis to their Elms College mentor, and they will be required to perform an oral presentation of their thesis to the Elms College Biotechnology community.

Degree Completion Outcomes

Students who complete the Professional Sciences Master's degree in Biotechnology would be eligible to:

- Apply to programs in professional healthcare (medical, dental, veterinary, pharmacy, etc.)
- Apply to graduate programs such as (Master's in Business Administration, Master's in Public Health, Master's/Ph.D. in Bioethics/Medical Humanities, Master's in Education, Master's/Ph.D. in basic science)
- Enter jobs in the sciences
- Enter jobs at the instructor level in higher education

Remote Options for the Master of Biotechnology Program

Students might choose a remote option for this program. This would require that students take their courses online and perform their research either *in silico* or in an approved research laboratory. It would also require that the remote laboratory (either in the U.S. or internationally) would also have to approve of the student's involvement in the program and must provide a mentor to oversee the work of the student.

Program for International Students

Students from outside of the U.S. if accepted to the program can join the program onsite at Elms College. We must seek approval for this type of program.

Course Descriptions

Courses in the Master of Science in Biotechnology currently offered at Elms College (for 5-6 year B.S./M.S. or the 2 year M.S.)

BIO 3204/5204 Potions, Poisons & Perfumes (**Lecture and Lab 3 + 1 credits**)
The lecture portion of the course focuses on the use of plants to procure many different substances that we use and exploit from drugs to rubber. The laboratory develops some of these concepts in a practical sense.

BIO 3106/5106 Cell Biology (**Lecture and Lab 3 + 1 credits)**
The lecture portion of this course focuses on the introduction to the cell. The laboratory portion of the course focuses on cell culture and histological preparation of tissues for examination under the microscope (this course will probably need a 300 number for the undergraduate section).

BMH 3007/5007 Bioethics (**3 credits)**
This course focuses on all aspects of biology and the ethical implications. Team-taught, guest speakers and student presentations are the highlights of this course.

BIO 3201/5201 Genetics (**Lecture and Lab 3 + 1 credits)**
The lecture portion of this course focuses on traditional introductory organismal and population genetics. The laboratory portion of the course will focus on cytogenetics, population genetics investigation using PCR, and a pedigree analysis study.

BIO 3206/5206 Molecular Biology, (**Lecture and Lab 3 + 1 credits)**
The lecture portion of the course focuses on introductory concepts in Molecular Biology. The laboratory portion of the course focuses on general molecular biology techniques such as DNA isolation, manipulation, electrophoresis, cloning, PCR, etc.

BIO 3300/5300 Microbiology, (**Lecture and Lab 3 + 1 credits)**
The lecture portion of the course focuses on general, introductory microbiology. The laboratory portion of the course focuses on culture, identification, and control of microbial organisms and agents such as viruses.

BIO 3306/5306 Biochemistry, (**Lecture and Lab 3 + 1 credits**)
The lecture portion of the course focuses on introductory biochemistry excluding nucleic acids. Analysis of biochemical molecules and metabolic pathways are included in this course. The laboratory portion of the course focuses on various techniques applied in biochemistry including; fractionation columns, protein quantitation, and analysis, ELISA, and assays in kinetics.

BIO 3330/5330 Biotechnology (3 credits)
An introductory survey course in biotechnology. A course in general biology is the recommended prerequisite to this course.

BIO 3330L/5330L Biotechnology Laboratory (1 credit)
This would be an overview course of what Biotechnology is. This laboratory would use various techniques not previously developed in earlier courses such as Western blots, quantitative PCR for the identification of pathogens in food samples, DNA microarrays, Next Generation Sequencing, gas chromatography mass/spectrometry, advanced cloning techniques and strategies, etc.

BIO 3400/5400 Immunology (3 credits)
An online introductory level course for immunology.

BMS 5009 Biostatistics & Epidemiology (3 credits)
This is an introductory course in biostatistics and epidemiology, however, students are advised to take an introductory course in statistics (MAT 1009 or similar).

BMS 5100 Endocrinology (3 credits)
An introductory course in endocrinology at the graduate level. Students should have a strong background in general and/or cell biology and anatomy & physiology.

BMS 5700 Histology (3 credits)
A course in light and electron microscopy structure and ultrastructure. Emphasis is on structure and the implied function. Anatomy & physiology 1 and 2 is a strong recommendation prerequisite.

BMS 5202 Pharmacology (3 credits)
An introductory course in the uses, effects, and modes of action of drugs. This course prepares the student to consider new drugs for diseases. Students should have taken biochemistry as a prerequisite.

BMS 5207 Pathology (3 credits)
A course in disease and diseased tissues. Students should have taken anatomy & physiology prior to taking this course.

BMS 6300 Neuroscience (3 credits)
An introductory course in neuroscience at the graduate level. Students should have taken anatomy & physiology as a prerequisite.

BMS 6402 Biology of Cancer (3 credits)
A online course on cancer. Students should have a functional understanding of cell biology, molecular biology, and biochemistry as a prerequisite.

CIT 3100/5100 Data Analytics and Bioinformatics (3 credits)
Other potential courses might include a course involved in Professional Writing in the Sciences or similar

School of Nursing

Doctor of Nursing Practice Program

The Elms Doctor of Nursing Practice (DNP) program was established in 2014. The program was developed in response to the American Association of Colleges of Nursing (AACN) Position Statement on the Practice Doctorate in Nursing. The position statement supported moving the preparation of advanced practice nurses from the Master of Science in Nursing to the Doctoral level by the year 2015.

The inaugural class entered the program in Fall 2014. Building on baccalaureate and masters' nursing education, the DNP Program was designed to educate nurses in a direct care focus program of study preparing advanced practice nurses in two tracks: The Family Nurse Practitioner (FNP) and Adult Gerontology Acute Care Nurse Practitioner (AGACNP.) In September 2017, the DNP Program opened the post-masters' Health Systems Innovation and Leadership (HSIL) track. The post-master's DNP track in health systems leadership (HSIL track) is designed for mid-career nurses who wish to become innovative health care leaders building on their previous education and work experience while gaining knowledge and advanced leadership skills.

The Doctor of Nursing Practice Program is designed to prepare the nurse at an advanced level of nursing science. The program emphasizes the development of the student's capacity to impact the clinical setting as leaders of change and to utilize clinical research to improve and transform health care. This program is based on the understanding that nursing provides services, which include the direct care of individual clients, management of care for populations, administration of nursing systems, and development and implementation of health policy. Advanced practice nurses with practice doctorates will address significant practice issues in a scholarly way, adopt broad system perspectives for health promotion and risk reduction, act as agents of change that transform client/community care, participate in the on-going evaluation of health care outcomes, and assist in the translation of research that leads to positive nursing practice changes.

The Elms DNP is a practice doctorate, which provides students with the skills and tools necessary to assess the evidence gained through nursing research, evaluate the impact of that research on their practice, and, as necessary, make changes to enhance quality of care. As nursing leaders in interdisciplinary health care teams, graduates of the Elms Doctor of Nursing Practice Program work to improve systems of care, patient outcomes, quality, and safety. The curriculum is based on American Association of Colleges of Nursing (AACN) guidelines and focuses on translation of evidence to practice, transformation of health care, health care leadership, and advanced specialty practice. The common thread throughout the curriculum is data-driven, evidence-based work that leads to quality care and patient safety.
The program requires approximately 70 to 80 credit hours post-BSN or post-MSN in the clinical tracks and 33 credit hours' post-master's track. Students upon advisement may follow a part-time or full-time plan of study.

The DNP curriculum model is based on the American Association of Colleges and Nursing (AACN) (2006) *Essentials of Doctoral Education for Advanced Practice,* the *Core Competencies for Nurse Practitioners* of the National Association of Nurse Practitioner Faculties (NONPF) (2017), and the American Organization of Nurse Leaders (AONL).

The purposes of the Doctor of Nursing Practice program are:

- To prepare clinically focused advanced practice nurses who are capable of translating knowledge into the clinical setting that contributes to the positive development of individuals, families, communities, society and the discipline of nursing.
- To prepare clinically focused advanced practice nurses who will be capable of addressing the multiple weaknesses in the current health care systems through roles as leaders, educators and agents of change.
- To prepare leaders for the discipline and profession of nursing that will have the skills to address issues of health in an urban environment and innovate and lead change in organizations.

DNP Nursing Faculty Profiles

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.

Teresa Kuta Reske, A*ssociate Dean of Graduate Nursing Studies, DNP program director, associate professor*
BS (Nursing), Saint Anselm College

MPA, University of New Haven
MSN, Vanderbilt University
DNP, MGH Institute of Health Professions

Dr. Reske is the original member of the leadership team that developed the DNP program and has taught in the program since its inception in fall 2014. She brings a wealth of knowledge and experience focusing on change management and process redesign. She currently teaches and coordinates a series of doctoral level courses including the scholarly DNP capstone immersion and project courses as well as courses in nurse leadership within organizations. Additionally, she teaches a course on information systems in the MSN program.

Prior to joining Elms College, she was responsible for clinical, operational, and financial leadership for practices in pediatric inpatient settings and pediatric ambulatory services. She also held advanced leadership positions in the Baystate Health system of services in start-up programs and in emerging roles such as clinical system nursing informatics, nurse telephone triage, market research, and patient satisfaction within a large tertiary health care system.

Jennifer Nugent, MSN, APRN, ANP-C, FNP-C
Family Nurse Practitioner Track Coordinator, Assistant Clinical Professor of Nursing

Bethany Ondrick, DNP ’20, APRN, ACNP-BC, CLC
Adult Acute Gerontology Nurse Practitioner (AGACNPP Track Coordinator, Associate Professor of Nursing

DNP Clinical Faculty
Joelle Chateauneuf, APRN, FNP-BC
Caitlin Erickson, APRN, FNP-BC
Grace LaValley, DNP’17, APRN, AGACNP-BC
Kimberly Logan, APRN, FNP-BC
William Pezzotti, DNP, RN, CRNP, AGACNP-BC
Paul Pilegi, DNP, AGACNP-BC
Allison Sherwood-Zolenski, APRN, FNP-BC

DNP Adjunct Faculty
Amanda Garcia, MBA, CPA, CFP
Susan Kearney, APRN, PNP
Alex Knee, M.S.
Deborah Naglieri-Prescod, PhD
William Pezzotti, DNP, APRN, CRNP, AGACNP-BC
Paul Pilegi, DNP, APRN, AGACNP-BC
Jon A. Reske, MBA
Christine Schrauf, PhD, MBA, RN

Ryan Stelzer, M.A.
Kathleen Troczynski, MSN, APRN, WHNP-BC
Lisa Wolf, PhD, RN, CEN, FAEN

Elms Doctor of Nursing Practice Program Outcomes
At the completion of the Doctor of Nursing Practice (DNP) Program, the graduate will:

- 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 inter-professional 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 population.

The *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) are:

1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Clinical Scholarship and Analytic Methods for Evidence-based Practice
4. Information Systems/Technology and Patient Care Technology for 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

We believe that nurses build their academic program with us as novices and progress to clinical and leadership experts, with increasing complexities of knowledge, skills and values needed to promote, maintain, restore, support, and maximize adaptation of humans in health promotion and in illness. We believe that all registered nurses must practice to the full scope of their education and training in environments where laws, standards of practice, and reimbursement regulations are commensurate with

education and experience.

Accreditation
The Doctor of Nursing Practice Program at the Elms College is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001 (www.aacnnursing.org) AACN's telephone number is (202) 463-6930.

Pathways for Entry into the Doctor of Nursing Practice Degree

The Elms College DNP Program prepares advanced practice nurses in three program tracks (concentrations): The **Family Nurse Practitioner (FNP),** the **Adult Gerontology Acute Care Nurse Practitioner (AGACNP);** and, in **Health Systems Innovation and Leadership (HSIL).**

DNP Nurse Practitioner Tracks – FNP and AGACNP
The BS to NP track is for eligible and qualified students who have a baccalaureate degree in nursing and whose goal is to become an advanced practice nurse practitioner. The course of study is ordinarily to be three years of full-time study, approximately 80 credits of required courses of which: 1,000 hours of required clinical and immersion practice experience, and completion of a distinguished capstone project. The course of study for students with a master's degree in nursing may ordinarily to be three years of full-time study, approximately 70 credits of required courses of which: 1,000 hours of required clinical and immersion practice experience, and completion of a distinguished capstone project.

DNP Health Systems Innovation and Leadership - HSIL
The DNP HSIL track is for eligible and qualified students who have earned a master's degree in nursing. The curriculum for these students will recognize their attainment of the advanced specialty practice Master's degree. The course of study is 33 credits, 1,000 hours of required clinical and immersion practice experience, and completion of a distinguished capstone project (500 hours may be counted from previous Master's work). Students with another graduate degree will be required to complete the graduate foundational core courses as determined following an individualized analysis of the student's prior academic preparation in the context of the specialty.

Post-Graduate (Nurse Practitioner) Certificate Program
The School of Nursing offers the post-graduate certificate (PGC) option to students. The certificate program in Family Nurse Practitioner or Adult Gerontology Acute Care Nurse Practitioner are available to nurses with a Master of Science degree from a nationally accredited school of nursing and who are certified as nurse practitioners in a specialty. The coursework and number of credit hours required to complete the certificate will be determined following an individualized gap analysis of the student's prior academic preparation in the context of the specialty. Completion of the post-graduate certificate will be documented on the student's academic transcript. Depending upon the FNP or AGACNP major, students who have earned the postgraduate certificate may meet the qualifications to apply for certification for advanced specialty practice. Completion of graduate-level courses in

Advanced Health and Physical Assessment, Advanced Pharmacology and Advanced Health Assessment must have been achieved within the last seven years with grades of B or above. Graduates are awarded a certificate of completion.

Elms College DNP Curriculum Model

The Elms College DNP Curriculum builds on knowledge acquired in baccalaureate nursing preparation and offers an efficient pathway from either Baccalaureate in Nursing (BSN) or Master of Science in Nursing (MSN) to the DNP degree. The DNP curriculum is based on the *Essentials of the Doctor of Nursing Practice guidelines issued by the American Association of Colleges of Nursing* in 2006 and is in accordance with the guidelines issued by nursing specialty practice organizations. The curriculum has four main foci: Foundational Core, Clinical Core, APRN Specialty Core, and DNP Theory Core. The DNP NP curriculum foci have a common thread throughout the curriculum as data-driven, evidence-based work that leads to quality care and patient safety.

The curriculum model is designed to prepare advanced practice nurses who are clinical experts, provide leadership to affect change, and to translate research into evidence-based practice.

All students must complete the DNP, clinical, and advanced practice core courses. Clinical hours are included in course requirements for both core courses and for population-focused concentration courses. Students are admitted as cohorts into three-year full-time or an individualized four-year part-time plans of study and are expected to maintain progression with their cohort as outlined upon admission. However, students must complete all course work within a seven-year time frame in order to be eligible to earn the degree.

There are four distinct components of this curriculum for the nurse practitioner student:

a. *Foundational Core*. The foundational content is the Elms Master's degree in nursing core courses and will prepare the incoming baccalaureate-prepared student for advanced and specialized coursework. This core is required for all students whose highest degree is the BSN for the master's prepared nurse. This coursework is waived based on their earned MSN degree work.

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 Core.* 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 theory core is designed to fulfill the AACN core competencies in the *Essentials of Doctoral Education for Advanced Nursing Practice* and integrate skills to lead change and increase quality outcomes.

Students with an earned Master's in nursing will be eligible to apply for the DNP HSIL program if their Master's degree is in an advanced practice major or in a health-related field. Advanced practice is defined

as direct care specialization (such as, nurse practitioner, clinical nurse specialist, nurse anesthetist, nurse midwife) or indirect care specialization (such as, nursing administration, nursing and healthcare leadership, nursing informatics).

The post-master's DNP program includes completion of all DNP theory core courses.

Graduates of this program are expected to lead health care organizations by providing evidence-based leadership; creating healthful work environments and encouraging the practice of nurse caring; and, influencing quality and safety outcomes for consumers of health.

- *DNP Theory Core*. The DNP theory core is designed to fulfill the AACN core competencies in the *Essentials of Doctoral Education for Advanced Nursing Practice.*

The scholarly DNP Project is an evidence-based practice project developed, implemented, evaluated and disseminated under the supervision of a DNP project Chairperson, the DNP Project Coordinator, and the Project Faculty team. The student is required to provide an oral project presentation and written project proposal that is approved to the DNP Faculty and Capstone Project Team prior to being reviewed by the facility Institutional Review Board (IRB).

This scholarly DNP project demonstrates synthesis of the student's work, lays the foundation for future scholarship, and relates to a specialized area in advance practice. The final project must benefit a group, population or community rather than an individual patient. The culminating project reflects scholarly work that translates evidence into improved practice or health outcomes that affect aggregates. Each doctoral student will disseminate his or her final project in a public presentation that is approved by the DNP Project Coordinator and the faculty project team after the project has been formally written, approved and presented to the faculty of the School of Nursing prior to graduation. The student will further disseminate the final translational project in a publishable manuscript under the guidance of the student's faculty Chairperson.

Standards of Education for Nurse Practitioners

The Elms College School of Nursing DNP program for nurse practitioners is informed by the 2008 National Council of State Boards of Nursing Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (LACE), the National Organization of Nurse Practitioner Faculties NP core competencies and the NP Practice Doctorate Competencies (NONPF, 2006a, 2006b, Criteria for Evaluation of Nurse Practitioner Programs (2012), AACN *Essentials of Doctoral Education for Advanced Practice* (2006), and Essentials for Master's Education in Nursing (1996). The complete versions of both of these last two documents can be viewed on the AACN 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, 2013). NONPF defines Domains and core

competencies to accurately describe nurse practitioner skills 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.

Application Information for the DNP Program

Upon completion and submission of the DNP Program and Post-Graduate Certificate requirements, the Graduate School Office will forward all required items to the DNP Program for review and consideration. A decision for acceptance into the program is based upon the overall potential for the applicant's success in the program.

To be considered for admission to the Elms College DNP NP Program, the applicant will have worked as a full-time registered nurse for one year. The ideal candidate will have submitted the following documents giving evidence of having the admission criteria to be considered as a candidate qualified for admission:

- Completed Elms College Application form
- Professional portfolio that includes a Curriculum Vitae or resume of professional accomplishments, evidence of a cumulative GPA of 3.0 or above based on a 4.0-point scale and a Bachelor of Science or a Master of Science degree from a nationally accredited school of nursing.
- Official transcripts from all institutions attended.
- A copy of current Massachusetts RN license (or state where student is currently practicing as a RN indicating no restrictions. Upon admission, the student must obtain a Massachusetts license.
- Three letters should address professional competency: One should reference the candidate's academic abilities and achievements (ideally from a former instructor) and one related to the candidate's professional competence (ideally from a supervisor or mentor). One professional reference of personal character. These are to be submitted with the application packet each sealed in an envelope with the endorser's signature across the sealed flap or an online reference submission must have equivalent confidentiality protecting.
- Statement of Purpose: An essay of 500-700 words using APA format beginning, "My intent in applying to the Elms College Doctor of Nursing Practice Program is …
- Telephone or in person interview must be scheduled.

Application Information for the DNP HSIL Program

To be considered for admission to the Elms College DNP post-master's Program, the applicant will have worked as a full-time registered nurse for one year and in a leadership position for one year. The ideal candidate will have submitted the following documents giving evidence of having the admission criteria to be considered as a candidate qualified for admission:

- Completed Elms College Application form
- Professional portfolio that includes a Curriculum Vitae or resume of professional accomplishments, evidence of a cumulative GPA of 3.0 or above based on a 4.0-point scale and a Bachelor of Science or a Master of Science degree from a nationally accredited school of nursing.
- Official transcripts from all institutions attended.
- A copy of current Massachusetts RN license (or state where student is currently practicing as a RN indicating no restrictions.
- Three letters of recommendation, one letter from a direct supervisor at the current place of employment; a second and third letter from an academic person if possible or other professional reference.
- Personal statement. The personal statement will also include a description of the reason for pursuing the DNP degree, short-term and long-term professional goals, current area of nursing practice, an aggregate population that is of interest, and possible ideas for the DNP cumulative project (Scholarly Project).
- Telephone or in person interview must be scheduled.
- A GRE is not required for DNP Completion Program students.

Application Information for the Post-Graduate Certificate Program

Each applicant is considered on an individual basis and must meet the following requirements:

- Completed Elms College Application form
- Professional portfolio that includes a Curriculum Vitae or resume of professional accomplishments, evidence of a cumulative GPA of 3.0 or above based on a 4.0-point scale and a Bachelor of Science or a Master of Science degree from a nationally accredited school of nursing.
- Official transcripts from all institutions attended including Master's degree in nursing (MSN) from a nationally accredited
- *****Current unencumbered United States Advanced Practice License where appropriate
- Board certification in the nursing specialty when appropriate
- Two letters of recommendation: one recent academic reference and one reference directly related to professional practice
- Verification of preceptor approved clinical hours as competed in the applicant's Master's or post-Master's program
- Personal statement. The personal statement will also include a description of the reason for pursuing the advanced certification including professional goals, current area of nursing

practice, an aggregate population that is of interest.

Additional Information

Students are urged to familiarize themselves with individual program requirements and other pertinent information contained in the graduate student catalog.

- All applications are reviewed by members of the DNP Program Curriculum and Operations Committee.
- Acceptance letters with enrollment forms are issued by the Elms College Office of Graduate Admissions.

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 table of contents in this catalog.

Application Fee

- None.

Application for Admission Deadline

The deadline for application for post-baccalaureate and post-master's candidates is June 30 for each year. Any applications received after the deadline may be considered for the next academic year or based on timing and seat availability evaluated for fall entry. Applicants are encouraged to apply. Application for early acceptance consideration must be received by March 30 annually.

The application process is online only and requires the applicant's electronic signature.

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, nurse practitioner students must complete a minimum of 800 clinical hours and 200 immersion and capstone practice hours in a supervised clinical setting. HSIL students will complete 1,000 practice hours of which 500 hours may be accepted form their MSN program. The scholarly project requirement is in partial fulfillment and leading to culmination of the DNP degree. Students can complete their DNP project at their site of employment, and, in doing so, have an impact on their own institution and its health care outcomes.

Immersion Courses and DNP Capstone Project Courses

The DNP Immersion courses and DNP Project Courses provide an opportunity to launch an understanding of the Advanced Practice Nurse role to be mastered in the DNP program. 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 in capstone project course. This scholarly project will embrace learning from both coursework and clinical practice application. Prior to graduation, each student will prepare a manuscript describing the scholarly project and will publicly present their project findings. Students are subsequently 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 and DNP Student Handbook.

Practicum (DNP-NP Track)

The purpose of a clinical practicum as it relates to the requisite practicum clinical hours 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 continuously involve the student in their project from initial identification through project completion.

Program Delivery

Using a hybrid model of education, students will be expected to be on campus for face-to- face or ZOOM classes on a scheduled basis through the semester. Face-to-face class sessions may also be scheduled as ZOOM interactions in a virtual classroom setting. Courses may be campus-based that also include some online activities. Online courses consist of instructor-designed, student driven, interactive modules of instruction delivered via the Internet (Elms Moodle) platform. Online courses may have a synchronous component such as planned activities at specific times when students and faculty interact. The hybrid educational process is conducted through the college's on-line platform, Moodle. The online weeks are incorporated into the course by semester. The Foundational Core courses are 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 adults. 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 is intended to help both the patient and family achieve the highest degree of wellness possible.

Based upon practice experience and the nurse's skills, the adult-gerontology acute nurse practitioner is prepared 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 designed for the Health Systems Innovation and Leadership (HSIL) concentration educates master's-prepared nurse leaders, and advanced practice nurse

practitioners based upon the American Organization of Nurse Leaders (AONL) core competencies in alignment with the AACN DNP *Essentials*.

As advanced nurses lead change, this change demands clear and convincing communication, strong analytic capabilities, and flexible leadership skills at the system level as required skills for practice today. 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. The *Essentials of the Doctoral Education for Advanced Nursing Practice,* the Magnet Model Components, American Organization of Nurse Leaders, and the Quality and Safety Education for Nurses competencies are embedded in this program. Graduates of this program will contribute to the discipline of nursing through innovation and translation of evidence into leadership practice.

The Elms College DNP HSIL concentration 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 practice change and innovation to meet the challenges of complex healthcare settings and systems and in the care of diverse populations for improved outcomes.

Upon graduation, students will be eligible to take national certifications exams offered by the American Nurses Credentialing Center and the American Organization of Nurse Leaders.

Post-Graduate Certificate Program (FNP and AGACNP)

The Family Nurse Practitioner Post-Graduate Certificate (FNP PGC) or Adult Gerontology Acute Care Nurse Post-Graduate Practitioner Certificate (AGACNP PGC) program is available to advance practice nurses who have an earned master's degree in nursing and are nationally certified as a nurse practitioner. The Post-Graduate Certificate Program provides students the opportunity to continue their education and expand their skillset with coursework for another certification.

The Post-Graduate Certificate is a variable credit-hour program, ranging from 8 to 34 credits, depending on prior education and certification. Elms College DNP clinical faculty 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 to prepare them to sit for a family nurse practitioner or adult gerontology acute care nurse practitioner certificate examination.

Students receive a certificate of program completion based upon completion of their Plan of Study.

Students who complete the Post-Graduate Certificate many continue their education and apply to the DNP HSIL program of study leading to a Doctor of Nursing Practice degree.

Time Limit
Requirements for the DNP degree must be completed within seven years from the first semester in the program.

Clinical Preceptors
The Elms College School of Nursing DNP preceptors are clinical mentors who are 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 student's 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.

During the practicum hours, students work with preceptors and experts in their area of focus to gain meaningful clinical and leadership experiences and to develop and implement their capstone project.

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. Board Certified nurse practitioner licensed in the state in which they practice and precept.
b. Doctor of Nursing Practice or Master's Degree in nursing, 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.

DNP Nurse Practitioner Track Curriculum (FNP & AGACNP)

DNP Foundation Core

NUR 5005: Nursing Knowledge and Practice	3 credits
NUR 5105: Translating and Integrating Evidence into Practice	3 credits
NUR 5302: Health Policy and Advocacy	3 credits
NUR 6001: Technology: Methods and Tools for Graduate Studies	1 credit
Total Credits	**10 credits**

Clinical Core: Advanced Practice

NUR 6004: Advanced Pathophysiology	4 credits NUR
6006: Advanced Diagnostic Analysis, Health and Physical Assessment with lab/Clinical Practicum, practice hours	4 credits
NUR 6007: Advanced Pharmacology and Therapeutics	4 credits
NUR 7600: Clinical Decision Making and Diagnostic Reasoning	3 credits
Total Credits	**15 credits**

DNP Theory Core

NUR 7100: DNP Immersion I: Role Development of the APRN Nurse Practitioner	3 credits
NUR 7101: DNP Immersion II: Scholarly Project – Project Idea (25 Immersion Practice Hours.)	2 credits
NUR 7102: DNP Immersion III: Scholarly Project – Project Development (25 Immersion Practice Hours)	2 credits
NUR 7103: DNP Immersion IV: Scholarly Project – Project Implementation (75 Immersion Practice Hours)	2 credits
NUR 7105: Organizational Systems and Quality Improvement:	3 credits
NUR 7304: Population Health and Epidemiology	3 credits
NUR 7306: Biostatistics	3 credits
NUR 7307: Research Methods and Translation for Advanced Practice	3 credits NUR
7400: Finance Management in Health Care Delivery	3 credits NUR
7406: Leadership and Collaboration in Health Care Organizations	3 credits NUR
7500: DNP Capstone: Scholarly Project – Project Evaluation (75 Immersion Hours)	3 credits
Total Credits	**30 credits**

Advanced Practice Specialty: Adult Gerontology Acute Care Nurse Practitioner

NUR 7206: Adult Gerontology Health Care I and Practicum	5 credits
NUR 7207: Adult Gerontology Health Care II and Practicum	5 credits
NUR 7208: Adult Gerontology Health Care III and Practicum	4 credits
NUR 7209: Adult Gerontology Health Care IV and Practicum	4 credits
NUR 7309: Ethics for Advanced Practice	3 credits NUR
7404: Transition into Practice and Certification Seminar Elective	2 credits
NUR 7601: Clinical Procedures in Critical and Emergency Care	2 credits
Total Credits	**25 credits**

Advanced Practice Specialty: Family Nurse Practitioner

NUR 7203: Primary Care I: Infancy through Adolescence and Practicum	4 credits NUR
7204: Primary Care II: Young Adults to Older Adults and Practicum	6 credits NUR
7205: Primary Care III: Women and Practicum	4 credits
NUR 7309: Ethics for Advanced Practice	3 credits NUR
7402: Complex Health Problems in Primary Care and Practicum	6 credits NUR
7404: Transition into Practice and Certification Seminar	2 credits
Total Credits	**25 credits**

DNP Health Systems Innovation and Leadership (HSIL) – post-Master's Track Curriculum

NUR 7106: Organizational Systems and Quality Improvement	3 credits
NUR 7304: Population Health and Epidemiology	3 credits NUR
7307: Research Methods and Translation for Advanced Practice	3 credits NUR
7309: Ethics for Advanced Practice	3 credits
NUR 7400: Financial Management in Health Care Delivery	3 credits
NUR 7401: Business Marketing and Communications for Health Care Leaders	2 credits
NUR 7407: Leadership and Collaboration in Health Care Organizations	3 credits
NUR 7502: (crossed list with BUS 6305): Lean Launch Pad/Healthcare	3 credits NUR
7503: DNP Capstone Project III: Population Health-Based Care and Informatics	3 credits
NUR 7504: DNP Capstone Project IV: Advanced Management in Complex Health Care Systems for Change: Implementation	3 credits
NUR 7505: DNP Capstone Project V: Evaluation of Project in Organizational Setting and Writing for Dissemination	4 credits
Total Credits	**33 credits**

Financial Aid Eligibility for the DNP Program
Students may be eligible for financial assistance 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. Students may also go directly to the FAFSA website at https://fafsa.ed.gov to apply. The Elms College 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 employer's Human Resources Department.

Program Delivery
The Program is considered "hybrid" with instruction offered via ZOOM sessions on campus and online. Attendance may be required in scheduled classroom time for some courses.

Flexible Scheduling
Full and part-time options are offered allowing maximum flexibility for the working registered nurse.

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 Office of Graduate Admissions 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 Program Director and DNP faculty. Upon review, the DNP Director may determine if the credit is eligible for transfer into the Elms College School of Nursing DNP Program. A maximum of 9 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 and a course syllabus must accompany the request.

Academic Advising
Upon acceptance of the applicant, the student will meet with an assigned academic advisor to ensure the student meets all requirements to graduate with a degree or certificate.

Questions:
Contact Elms College Office of Graduate Admission at 413-265-2456, or request information via grad@elms.edu or www.elms.edu/graduate-studies. Academic Policies and Procedures.

Grade Appeal
An "academic grievance" is a claim by a student that a specific academic decision (assignment of a course grade 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.

**Note: An academic grievance is different from a "grade appeal." Dissatisfaction with a final grade is not grounds for an academic grievance.*

Academic Grievance
An "academic grievance" is a claim by a student that a specific academic decision (assignment of a course grade 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.

*Note: An academic grievance is different from a "grade appeal." Dissatisfaction with a final grade is not grounds for an academic grievance.

Grounds for Grievance
The following are grounds for which a student may grieve:

1. Course faculty violated published policies and procedures that unfairly affected the student's grade.
2. Grades were assigned according to different criteria than that used to assess other students in the course.
3. The application of non-academic criteria, such as the consideration of race, politics, religion, sex or other criteria not directly reflective of student performance related to the course requirements.
4. Personal or sexual harassment.

A student who has an academic or clinical grievance is expected to follow the Lines of Communication in Pursuing a Grievance as outlined in the Grievance Process.

Grievance Process
Lines of Communication in Pursuing a Grievance

1. The student will submit a letter describing the grounds for the grievance (via email or letter) to

the Chairperson of the Academic Progression Committee (APC.)

2. The letter/email must state the grounds for the grievance as outlined in the grievance policy on the previous page, must be postmarked or time, date stamped via email within two weeks of the final grade release from the Office of the Registrar.
3. The APC Committee will review and evaluate the stated grounds for the grievance.
4. The student will receive an evaluation of the student's grievance by the APC.
5. If the student's issues constitute an academic grievance, the APC Chairperson will schedule a meeting between the student and the APC members.
6. After meeting with the student, the APC will submit recommendations to the Dean, School of Nursing, regarding the resolution of the student grievance.
7. If a satisfactory outcome is not reached, the student may schedule an appointment with the Dean, School of Nursing, to discuss the matter. The Dean, School of Nursing, will act as an informal arbitrator if the APC does not reach a satisfactory outcome.

If these steps are not followed, the student will be instructed to go back to follow the process as outlined.

[In general grievances will not be addressed during holiday closures of the college and will resume discussion when the college re-opens.]

Course Descriptions

Foundational Core

NUR 5005 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 5105 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 5302 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 6001 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 6004 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 6006.

NUR 6006 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 6007 A & B 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 6006 and NUR 6004.

NUR 7600 Clinical Decision Making and Diagnostic Reasoning for the Advanced Practice Nurse (3 credits)
This course is a “bridge” course between the core courses taken thus far including advanced assessment, pathophysiology, and pharmacology and the clinical management courses that will be taken following this course. The learning experiences are intended to incorporate current theoretical knowledge including

advanced pathophysiology and examination techniques learned in development of the advanced clinical practice role. Additionally, the course will prepare students to critically examine the appropriate use of various testing modalities including imaging, procedures and lab studies to formulate differential diagnoses, assessment and plan. *Pre-requisites: NUR604A, NUR606, NUR607A. Co-requisites: NUR6004B & NUR6007B*

DNP Theory Core for NP Student

NUR 7100 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 advance 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 7101 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 7100, NUR 7307, NUR 7105

NUR 7102 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 7100, NUR 7101, NUR 7307, NUR 7105

NUR 7103 DNP Immersion IV: Scholarly Project – Project Development (75 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 7100, NUR 7101, NUR 7102, NUR 7307, NUR 7105

NUR 7105 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 7304 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 7306 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 7307 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 7400 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. The use of technology as an adjunct to inquiry and how it supports clinical and professional decision-making is explained and demonstrated.

NUR 7406 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 7500 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 7100, NUR 7101, NUR 7102, NUR 7103, NUR 7307, NUR 7105.

Advanced Practice Specialty: Adult Gerontology Acute Care Nurse Practitioner

NUR 7206 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 6006, NUR 6004 A & B, NUR 6007 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 7207 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 7206

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 7208 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 7206, NUR 7207

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 7209 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.*

NUR 7309 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 7404 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 7601- Clinical Procedures in Critical and Emergency Care
This course provides theoretical knowledge and emphasizes psychomotor skills necessary to provide advanced practice nursing interventions utilized in the care of acutely ill adults in a variety of settings. Focus is on providing safe, effective, efficient, and quality care to diverse populations.
Pre/Co-requisites: NUR 7206, NUR 7207

Advanced Practice Specialty: Family Nurse Practitioner (FNP)

NUR 7203 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 6006, NUR 6004A & B, NUR 6007 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 7204 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 7203*

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 7205 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 7203, NUR 7204 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 7204

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 7309 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 7402 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 7203, NUR 7204, NUR 7205

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 7404 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 7105/7106 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 7304 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 7307 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 7309 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 7400 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 7406/7407 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 7401 Business and Marketing Communications course (2 credits)
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 7502 (crossed list with BUS 6305): Lean Launch Pad/Healthcare (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. *200 Practice hours. (Interdisciplinary) Prerequisites: NUR 7307, and NUR 7105/7106.*

NUR 7503 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 7502. 200 Practice hours.

NUR 7504 DNP Capstone Project IV: Advanced Management in Complex Health Care Systems for Change: Implementation (3 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 7502, and NUR 7503.*

NUR 7505 DNP Capstone Project V: Evaluation of Project in Organizational Setting and Writing for Dissemination (4 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 7502, NUR 7503, and NUR 7504. 200 Practice hours.

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 the business sector and in healthcare organizations.

Nursing Faculty Profiles – MSN Programs

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, p*rofessor 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. Ficella 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.

Teresa Kuta Reske, A*ssociate Dean of Graduate Nursing Studies, DNP program director, associate professor*
BS (Nursing), Saint Anselm College
MPA, University of New Haven
MSN, Vanderbilt University
DNP, MGH Institute of Health Professions

Dr. Reske is the original member of the leadership team that developed the DNP program and has taught in the program since its inception in fall 2014. She brings a wealth of knowledge and experience focusing on change management and process redesign. She currently teaches and coordinates a series of doctoral level courses including the scholarly DNP capstone immersion and project courses as well as courses in nurse leadership within organizations. Additionally, she teaches a course on information systems in the MSN program.

Prior to joining Elms College, she was responsible for clinical, operational, and financial leadership for practices in pediatric inpatient settings and pediatric ambulatory services. She also held advanced leadership positions in the Baystate Health system of services in start-up programs and in emerging roles such as clinical system nursing informatics, nurse telephone triage, market research, and patient satisfaction within a large tertiary health care system.

Nursing Adjunct and Interdisciplinary Faculty

Emily Cabrera, *adjunct*
Ed.D., Regis College
BSN, Anna Maria College
MSN, Framingham State University
Graduate Certificate in Nursing Education, Framingham State University.

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.

David Kimball, *associate professor of business management*
B.S., Western New England College
B.A., Western New England College
MBA, Western New England College
ScD, University of New Haven
Dr. Kimball 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.

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.

Patricia Normandin, *adjunct*
B.S., University of Lowell
M.A./M.S. Nursing Administration, University of Massachusetts Lowell
Post-Masters Nurse Educator Certificate, Regis College
D.N.P., Regis College
Dr. Normandin has a history of working in the emergency department in many hospitals of greater Boston. She is a Certified Emergency Nurse and a Fellow in the Academy of Emergency Nursing. Currently she works in the emergency department, is a nurse researcher at a major teaching acute care facility, and has been chosen to be a Magnet Nurse since 2019.

Scarlette Pikul, adjunct
B.S.N., Norwich University

MSN/MBA, Elms College
Currently Ms. Pikul works in quality improvement consulting for outpatient pediatric physicians.

Laura Porter, adjunct for the Division of Nursing and School of Nursing
Ed.D. Special Education, The George Washington University
Dr. Porter is a former early childhood and special education public school educator. Over the course of her career, she has held roles as a curriculum developer, assessment specialist, professional development trainer, assistant professor, student teacher supervisor, accreditation director, and higher education administrator. Her professional interests focus on encouraging adult learners in gaining or understanding about special needs and developing strategies to engage with individuals who have exceptionality as well as their families.

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, nurse educator, or school nurse; 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

The 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 practicum courses that provide opportunity for students to apply knowledge and skills learned as well as obtain graduate-level clinical practice and teaching experience in an 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 58 credits and in approximately 30 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 healthcare 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.

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 5005 Nursing Knowledge and Practice	3 credits
NUR 5105 Translating and Integrating Evidence Into Practice	3 credits
NUR 5302 Health Care Policy and Advocacy	3 credits
NUR 6400 Leadership and Management	3 credits

Functional Area Core/Content

NUR 6001 Technology: Methods and Tools for Graduate Studies	1 credit
NUR 6101 Excel	1 credit
NUR 6207 Financial Management	3 credits
HCL 6105 Business Dynamics of Healthcare	3 credits
HCL 6500 Information Systems in Healthcare Management	3 credits
HCL 6305 Managing Human Capital in Healthcare	3 credits
HCL 6600 Global Perspectives in Healthcare Management	3 credits

Practice Experience

NUR 6801 Nursing and Health Services Management Practicum I	3 credits
NUR 6802 Nursing and Health Services Management Practicum II	3 credits
Total Credits	**35 credits**

Nursing Education track

Graduate Nursing Core Classes:	
NUR 5005 Nursing Knowledge and Practice	3 credits
NUR 5105 Translating and Integrating Evidence Into Practice	3 credits
NUR 5302 Health Care Policy and Advocacy	3 credits
NUR 6400 Leadership and Management	3 credits
Direct Care Core Classes:	
NUR 6107 Advanced Comprehensive Health Assessment	3 credits
NUR 6109 Advanced Concepts in Pathophysiology	3 credits
NUR 6204 Pharmacology for the Master's Prepared Nurse	3 credits
Functional Area Core/Content Classes:	
NUR 6001 Technology: Methods and Tools for Graduate Studies	1 credit
NUR 6102 Teaching and Evaluation Strategies	3 credits
NUR 6202 Curriculum Design, Program Planning, and Evaluation	3 credits
NUR 6401 Mobile Apps for Nursing Practice	1 credit
NUR 6402 Nursing and Healthcare Informatics	1 credit
NUR 6403 Simulation for Nurse Educators	1 credit
Practice Experience Classes:	
NUR 6701 Nursing Education Practicum I: The Role of the Nurse Educator in Academia	3 credits
NUR 6702 Nursing Education Practicum II: The Role of the Nurse Educator in a Care Delivery Setting	3 credits
Total Credits	**37 credits**

School Nurse track

MSN Graduate Nursing Core Classes	
NUR 5005 Nursing Knowledge and Practice	3 credits
NUR 5105 Translating and Integrating Evidence Into Practice	3 credits
NUR 5302 Health Care Policy and Advocacy	3 credits
NUR 6400 Leadership and Management	3 credits
Direct Care Core Classes:	
NUR 6107 Advanced Comprehensive Health Assessment	3 credits
NUR 6109 Advanced Concepts in Pathophysiology	3 credits
NUR 6204 Pharmacology for the Master's Prepared Nurse	3 credits
Functional Area Core/Content Classes:	
NUR 6001 Technology: Methods and Tools for Graduate Studies	1 credit
NUR 6402 Nursing and Healthcare Informatics	1 credit
NUR 6601 School Nurses as Public Health Educators	3 credits
NUR 6603 Health and Wellness: Complex Issues in School Nursing	3 credits
NUR 6605 Principles of Population Health, Public Health and the Role of the School Nurse	3 credits
EDU 7603 Students with Disabilities	3 credits
NUR 6901 School Nurse Practicum I	3 credits
NUR 6902 School Nurse Practicum II	3 credits
Total credits	**41 credits**

MSN/MBA Dual Degree track

MSN Graduate Nursing Core Classes

NUR 5005 Nursing Knowledge and Practice	3 credits
NUR 5105 Translating and Integrating Evidence Into Practice	3 credits
NUR 5302 Health Care Policy and Advocacy	3 credits
NUR 6400 Leadership and Management	3 credits

MSN Nursing and Health Services Management Functional Area Core/Content

NUR 6001 Technology: Methods and Tools for Graduate Studies	1 credit
HCL 6105 Business Dynamics of Healthcare	3 credits
HCL 6305 Managing Human Capital in Healthcare	3 credits
HCL 6500 Information Systems in Healthcare Management	3 credits
HCL 6600 Global Perspectives in Healthcare Management	3 credits

MSN Practice Experience

NUR 6801 Nursing Management Practicum I	3 credits
NUR 6802 Nursing Management Practicum II	3 credits
Total Credits	**31 credits**

MBA Core Courses

BUS 5001 Accelerated Business Foundations	3 credits
BUS 5002 Excel	3 credits
BUS 6000 Managerial Finance and Data Analysis	3 credits
BUS 6100 Globalization and Social Responsibility	3 credits
BUS 6200 Leadership and Teamwork	3 credits
BUS 6300 Current Events Impact on the Economy	3 credits
BUS 6400 Strategic Management Practicum	3 credits

MBA Leadership Concentration

ACC 6002 Accounting for Managers	3 credits
HCL 6205 Budgeting in Healthcare	3 credits
HCL 6405 Healthcare Operations Management	3 credits
HCL 6605 Design Thinking in Healthcare	3 credits
Total MBA Credits	**33 credits**
Total MSN/MBA credits	**64 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 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 3101 Nursing as a Profession,* (b) *NUR 4405 Population Health,* (c) *NUR 3400 Evidence Based Nursing,* and (d) *NUR 6400 Leadership and Management*.

The goal of the three undergraduate courses and one graduate course (*NUR 6400 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 6400 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 Comprehensive Health and Physical Assessment
- Advanced Concepts in Pathophysiology
- Pharmacology for the Master's Prepared Nurse
- Teaching and Evaluation Strategies
- Curriculum Development, Program Planning, and Evaluation
- Mobile Apps for Nursing Practice (1 credit)*
- Nursing and Healthcare Informatics (1 credit)*
- Simulation for Nurse Educators (1 credit)

*All three one-credit courses must be taken to fulfill the certificate requirements.

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:

- Advanced Comprehensive Health Assessment
- 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
- Principles of Population Health, Public Health, and the Role of the School Nurse
- 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 form 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 applying to the MBA program.
- Proof of licensure as a RN; RN-MSN candidates must supply this proof within the first semester of enrollment.
- An informational interview with the Director of the MSN Program or a member of the graduate faculty prior to consideration for acceptance.
    a. MSN/MBA dual degree candidates must also complete an informational interview with the Director of the MSN Program or a 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; nine (9 credits) transfer credits are allowed unless special permission is granted by the Director of the MSN Program.

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 School of Graduate and Professional Studies and/or the Graduate Admissions Office.

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 director of the MSN program.
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 50005 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, school nursing, and administrative tracks. The outcomes, content and methods used in the course are based on the Elms MSN Program Outcomes and the Master's Essentials of the American Association of Colleges of Nursing.

NUR 5105 Translating and Integrating Evidence into Practice (3 credits)
This course examines the ethical translation of current evidence into practice. Students 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 build on foundational baccalaureate nursing concepts to develop the skills of inquiry, acquisition and dissemination of knowledge as well as change management.
Prerequisites: Statistics, Undergraduate Nursing Research.

NUR 5302 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 6400 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 6001 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 hardware, computer settings, productivity applications (word processing, spreadsheets, presentation software), online learning environments (Moodle), online resources (files and video), copyright, and online collaborative tools (Google Apps).

NUR 6101 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 6102 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 6107 Advanced Comprehensive Health Assessment (3 credits)
This course focuses on comprehensive health assessment skills and builds on basic and experiential knowledge of health assessment competencies for the master's level student. Emphasis is placed on honing critical thinking and clinical reasoning skills in assessing, analyzing, monitoring, and managing the health status of clients of varying ages. A digital format clinical experience provides the student with techniques to perform focused and comprehensive health assessment and strategies to advance patient-centered and interprofessional communication skills.

NUR 6109 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 6202 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 6204 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 6207 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 6401 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 6402 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 6403 Simulation for Nurse Educators (1 credit)
This course provides participants theory and training related to leading-edge simulation skills in the use of 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 6601 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 Coordinated School Health Program, the CDC Priority School Health Behaviors, and the Health Education Curriculum Analysis Tool are reviewed, evaluated, and discussed. Students are asked to evaluate which of these standards are being utilized in the schools where they are employed. 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 6603 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 6605 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 6701 Nursing Education Practicum I: The Role of the Nurse Educator in Academia (3 credits)
The education practicum experience 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 classroom, clinical, simulation, and community instruction in an area of specialization, and to experiment with

different teaching methodologies. In this experience, students are required to reflect on their prior learning as they transition in leadership roles in education and practice settings. Using current educational research, the MSN students will identify a focus and develop a plan/strategy for the capstone project. The student will work with a Master's or doctoral prepared nurse educator in a program of nursing participating and learning the multifaceted role of the advance prepared nurse educator. The student will complete a total of 80 hours with a graduate prepared nurse as a preceptor. The practicum course faculty will serve as a resource to the student as preceptor. Additionally, the student is required to attend synchronous online seminars for a total of 10 seminar hours.

NUR 6702 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 graduate nurse educator students 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 a specific area of nursing practice. Practicum hours are performed in the practice environment to integrate this enhanced knowledge and skills into their nursing practice. 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 course faculty, an area for the graduate practicum experience 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 graduate prepared nurse as a preceptor in the nursing practice setting. The course faculty will serve as a resource to the student and preceptor. Additionally, the student is required to attend synchronous online seminars for a total of 10 seminar hours.

NUR 6801 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 healthcare 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 outside the classroom, of which 60 hours are completed with a graduate 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 three to four synchronous online seminars for a total of 10 seminar hours.

NUR 6802 Nursing and Health Services Management Practicum II (3 credits)
This practicum in nursing and health services management requires approximately ten (10) hours per week in a placement in a healthcare 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 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 outside the classroom, of which 60 hours are completed with a graduate prepared nurse as a preceptor in the healthcare organizational setting. A faculty advisor will serve as a resource to the student and preceptor. Additionally, the student is required to attend three to four synchronous online seminars for a total of 10 seminar hours.

NUR 6901 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 attend three to four synchronous online seminars for a total of 10 seminar 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 6902 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 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 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 attend three to four synchronous online seminars for a total of 10 seminar hours.

HCL 6105 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 6305 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 6500 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 6600 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 7603 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.

Additional Graduate Course Offerings in the Liberal Arts and Sciences

Humanities Faculty

Tom Cerasulo, *Chair, Division of Humanities & Fine Arts; 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.

Martha Barry-Plotkin, *lecturer in Modern Languages*
B.A., Amherst College
M.A., Harvard University
Martha Barry-Plotkin received her Bachelor's Degree in Spanish from Amherst College and her Master's Degree in Spanish Linguistics and Literature from Harvard University. She has worked as a Teaching Fellow at Boston College and Harvard University, and studied at the Instituto Internacional in Madrid and the National Autonomous University of Mexico in Mexico City. In addition to teaching, Martha has worked and consulted to develop job training and career counseling programs in various corporate and community organizations. Martha is a musician and vocalist who has created, produced, and recorded educational music language-learning programs for children. She has been performing with the Dan Kane Singers and the Pearls for the past 20 years in the greater Springfield-Hartford-Northampton area.

Daniel Chelotti, *associate 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 Colraine Writers' Workshops. On campus, he is the faculty advisor to *Bloom*, the college's literary magazine.

Peter DePergola, *associate professor of bioethics and medical humanities*

B.A., Elms College

M.T.S., Boston College

Ph.D., Duquesne University

Dr. DePergola is Associate Professor of Bioethics and Medical Humanities at Elms College, Senior Director and Chief of Clinical Ethics at Baystate Health, and Assistant Professor of Medicine at University of Massachusetts Medical School. He holds secondary academic and research appointments at Tufts University School of Medicine, Sacred Heart University, the American Academy of Neurology, and TEDMED.

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 offers survey courses in European and world history, and upper-level courses in her areas of specialization, modern Ireland and Britain. She enjoys travel and good food. As such, she has led study-abroad trips to Ireland and Italy, and enjoys offering unusual experiential-learning classes, most notably HIS250: "A Taste of Freedom," a historical and culinary exploration of the American immigration experience.

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.

Jason Burke Murphy, *associate professor of philosophy*
B.A., Hendrix College
Ph.D.. St. Louis University
Dr. Murphy joined the Elms College Philosophy Department in fall 2010. Previously he taught philosophy, ethics, and political theory at Saint Louis University, Saint Louis Community College, Webster University, and Goethe-Universitat in Frankfurt, Germany. He was a research fellow in computer ethics at SLU School for Professional Studies, and held doctoral and teaching fellowships there in the Department of Philosophy. His areas of specialization are social/political philosophy, contemporary German philosophy, and ethics. Murphy has been published in The Monist and Basic Income Studies. He has served on the executive committees of the US Basic Income Guarantee Network and of the Basic Income Earth Network.

Damien Murray, *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 most recent book is *Irish Nationalists in Boston: Catholicism and Conflict, 1900-1928* (CUA Press, 2018). His first book, *Romanticism, Nationalism and Irish Antiquarian Societies, 1840-80* was published by the Department of Old and Middle Irish, NUI Maynooth. His articles have been published in Studies in American Culture, the Journal of American Ethnic History and Éire-Ireland.

Humanities Course Descriptions Art

ART 5202 Watercolor Painting (3 credits)
Students will learn fundamental approaches to effective use of transparent watercolor. Students will experiment with papers and tools, with color mixing and compositional invention and they will study oriental approaches to ink wash and watercolor painting. There is a lab fee for this course.

ART 5405 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. There is a lab fee for this course.

ART 5406 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. There is a lab fee for this course.

English

ENG 5201 Shakespeare (3 credits)
An introduction to selected plays from the major genres. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 5601 The Victorian Experience (3 credits)
A study of major poets and prose writers of the English Victorian period (1837-1901).

ENG 5603 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 5606 Reading Like a Writer (3 credits)
The goal of the class is learn to read like a writer. In order to do so, the class will focus heavily on the structural forms of poetry and fiction so we can use our knowledge of form to improve our own writing skills. We will read writers who write directly about writing, stories and novels about writing, and poems about writing. Students will turn in weekly creative assignments, work in groups, and deliver a presentation to the class.

ENG 5609 Nature Writing (3 credits)
A writing workshop that uses interaction with nature as inspiration for fiction, poetry, or memoir.

ENG 5701 Modern Poetry (3 credits)
The term 'Modern Poetry' applies to the word-shapes the human mind could form while living under available societal constructs from roughly 1850-1950. The forms of the poems will be our teachers, and we will investigate their speakers to see if we can get at the roots of their personalities. In order to do so, we must be adept readers of poetry, in other words, we have to let the poems be about poetry. This course aims to enable the student to discourse with modernist poems.

ENG 5707 Women Writers (3 credits)
Students will examine the relation between narrative representation and gender in the works of nineteenth and twentieth century novelists. Among the issues the class will explore are the similar concerns with work, family, personal relationships, social status, and social power that each of these writers confronts in representing her own sex, and the very different ways in which they address those concerns. This course satisfies the culture and critical thinking/communication outcomes and may be taken to satisfy the core literature requirement.

ENG 5708 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 5801 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 5802 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 5805 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 5806 American Literature and Culture in Context (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 5902 Advanced Writing (3 credits)
A writing workshop for students interested in developing greater proficiency with expository, non-fiction, or technical writing.

ENG 5903 Creative Writing (3 credits)
A writing workshop, with an emphasis upon fiction, poetry, or drama.

ENG 5905 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 5908 Introduction to American Film (3 credits)
Students will analyze film techniques, genres, and history in the American context.

History

HIS 5108 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 5304 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 5400 Colonial and Revolutionary America (3 credits)
This course examines the settlement and development of the American colonies, and analyzes the causes and results of the American Revolution.

HIS 5402 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 5404 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 5406 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 5500 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 5002 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 Profiles

Jennifer Rivers, *director of psychology, 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 5007 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 5008 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 5100 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 1001. 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 5102 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 1001. This course is designated as a "communication intensive," and fulfills that core requirement.

PSY 5103 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 5205.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 5305 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 5800 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.