Elms College
Graduate Catalog

2025 - 2027



291 Springfield Street
Chicopee, MA 01013
413-594-2761

Updated: October 2026

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Elms College Administration

President	Harry E. Dumay, Ph.D., MBA
Vice President of Finance and Administration	Christina Wynn, Ed.D., MBA
Vice President of Academic Affairs	Joyce Hampton, Ed.D.
Vice President of Enrollment Management and Marketing	Molly Miner, Ed.D.
Vice President of Student Affairs	Andrew Coston, Ed.D
Executive Dean of the Kirley School of Continuing Education	Walter Breau. Ph.D.
Dean, Student Success	Elizabeth T. Hukowicz, Ed.D.
Dean, School of Nursing	Julie Beck, D.Ed., RN, CNE
Interim Associate Dean of Graduate Nursing	Anne-Marie Albano, DNP-HSIL,MSN, RN
Dean of Students	Teresa Winters, M.Ed.
Registrar	Brooke Bedard, M.S.
Director of Alumnae Library	Anthony Fonseca, Ph.D.
Director of Graduate Admissions	Valerie Boucher, MAT
Director of Financial Aid, Interim	Todd Martin
Assistant Dean of Academic Student Success	Nancy Davis, MBA
Assistant Dean Graduate Programs, and Chair, Division of Education	Andrea Hickson-Martin, Ed.D.
Chair, Division of Humanities and Fine Arts	Tom Cerasulo, Ph.D.
Co-Chairs, Division of Business	Goose Gosselin, Ed.D. David Kimball, Sc.D
Co-Chairs, Division of Natural Sciences, Mathematics, and Technology	Beryl Hoffman, Ph.D. Nina Theis, Ph.D.
Chair, Division of Social Sciences	Maureen Holland, MSW
Director of Tutoring	Regina Tillona, M.Ed.
Institute of Theological and Pastoral Studies	Michael McGravey, Ph.D.
Director of Master of Business Administration	Benjamin Sullivan, MBA
Director, ABA and Autism Graduate Programs	Joe Vedora, Ed.D.
Director, Biomedical Sciences and Postbaccalaureate Premedical Program	Janet Williams, Ph.D.
Director, Master of Social Work	Autumn Mathias, PhD., MSW, LCSW

Division/School Contacts

Education 413-265-2250 and tippettj@elms.edu	Jeanne Tippett, MAT *Administrative Assistant*
School of Graduate and Professional Studies 413-265-2490 and mccarryj@elms.edu	Jane McCarry, M.Ed. *Director of Operations Kirley School of Continuing Education*
Humanities and Fine Arts 413-265-2312 and ziomeka@elms.edu	Annette Ziomek, B.A. *Administrative Assistant*
Institute for Theology and Pastoral Studies	Annette Ziomek, B.A. *Administrative Assistant*
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School of Nursing 413-265-2457 and matrowm@elms.edu	Maryann Matrow, M.Ed. *Director of Operations*
MSN & DNP Program 413-265-2409 and alaimoa@elms.edu	Amy Alaimo, B.A. *Administrative Assistant*
Social Sciences 413-265-2323 and matthewsm@elms.edu	Neresse Barrett *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:

413-594-5500 Elms Bookstore, elms@bkstr.com
413-265-2280 Alumnae Library Circulation and Hours
413-265-2297 Alumnae Library Reference
413-265-2390 IT Service Desk
413-265-2314 Registrar, registrar@elms.edu
413-265-2208 Student Accounts, tudentaccounts@elms.edu
413-265-2249 Financial Aid, finaid@elms.edu

Elms College Mission Statement

The College of Our Lady of the Elms, a Catholic college, educates a diverse group of students 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

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

For the most up-to-date academic calendar, visit the Elms College web site at:
https://www.elms.edu/academics/academic-resources/calendar/

ACADEMIC CALENDAR 2025-2026

Fall 2025 Semester

September 1, Monday	Labor Day *(Holiday/College Closed)*
September 3, Wednesday	First Day of Classes (15 week)
September 10, Wednesday	Last day to add or drop a course
September 24, Wednesday	Opening Convocation Ceremony
October 13, Monday	October Break *(College Closed)*
October 14, Tuesday	Faculty Professional Day *(No morning classes*)*
October 17, Friday	Midterm grades due (15-week semester)
October 27 – 30, Monday - Thur	Spring semester online registration
November 11, Tuesday	Veteran's Day Observed *(College Closed)*
November 25, Tuesday	Last day to withdraw from a course
November 26 – 30, Wednesday – Sun	Thanksgiving Recess (*Classes resume Dec 1*)
December 8 – 12, Monday - Friday	Finals Week
December 19, Friday	Fall grades due at noon (15-week semester)

**Classes/labs that meet in the morning are cancelled. Classes/labs that meet after 1pm will be held.*

Spring 2026 Semester

January 19, Monday	Martin Luther King's Birthday *(Holiday/College Closed)*
January 21, Wednesday	First Day of Classes (15-week)
January 28, Wednesday	Last day to add or drop a course
February 16, Monday	President's Day *(Holiday/College Closed)*
March 6, Friday	Midterm grades due
March 9 – 13, Monday – Friday	Spring Recess – No Classes
March 30 – April 2, Monday – Thur	Fall semester online registration for all students
April 3 – 6, Friday – Monday	Easter Recess *(Holiday/College Closed)*
April 17, Friday	Last day to withdraw from a course
May 4 – 8, Monday - Friday	Finals Week
May 11, Monday	Seniors' Final Grades due by noon
May 16, Saturday	Commencement
May 18, Monday	All Final grades to be submitted by noon

Summer 2026 Semester

May 18 – August 28	Summer 15-week semester
May 11 – July 3	Summer Session 1 (8 weeks)
July 6 – August 29	Summer Session 2 (8 weeks)

ACADEMIC CALENDAR 2026-2027

Fall 2026 Semester

September 2, Wednesday	First Day of Classes (15 week)
September 7, Monday	Labor Day *(Holiday/College Closed)*
September 9, Wednesday	Last day to add or drop a course
September 23, Wednesday	Opening Convocation Ceremony
October 12, Monday	October Break *(Holiday/College Closed)*
October 13, Tuesday	Faculty Professional Day *(No morning classes**)
October 16, Friday	Midterm grades due (15-week semester)
October 26 – 29, Monday - Thursday	Spring semester online registration for all students
November 11, Wednesday	Veteran's Day Observed *(Holiday/College Closed)*
November 20, Friday	Last day to withdraw from a course
November 25 – 29, Wednesday – Sunday	Thanksgiving Recess (*Classes resume on December 30*)
December 7 – 11, Monday - Friday	Finals Week
December 15, Tuesday	Fall grades due at noon (15-week semester)

**Classes/labs that meet in the morning are cancelled. Classes/labs that meet after 1pm will be held.*

Spring 2027 Semester

January 18, Monday	Martin Luther King's Birthday *(Holiday/College Closed)*
January 20, Wednesday	First Day of Classes (15-week)
January 27, Wednesday	Last day to add or drop a course
February 15, Monday	President's Day *(Holiday/College Closed)*
March 5, Friday	Midterm grades due
March 8 – 12, Monday – Friday	Spring Recess – No Classes
March 26 – 29, Friday - Monday	Easter Recess *(Holiday/College Closed)*
April 5 – 8, Monday – Thursday	Fall semester online registration for all students
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 15, Saturday	Commencement
May 17, Monday	All Final grades to be submitted by noon

Summer 2027 Semester

May 17 – August 27	Summer Semester 2027 (15-week semester)
May 10 – July 3	Summer Session 1 (8-week term)
July 5 – August 28	Summer Session 2 (8-week term)

Accreditations

The College of Our Lady of the Elms is accredited by the New England Commission of Higher Education (NECHE), one of seven regional accrediting bodies in the United States. Accreditation by NECHE signifies that the institution meets established standards of quality in higher education and demonstrates a commitment to continuous improvement.

Through a process of self-study and peer review, NECHE evaluates institutions based on their mission, integrity, academic programs, governance, resources, and effectiveness. Accreditation provides public assurance of educational quality and institutional integrity, while encouraging ongoing self-assessment and innovation in support of excellence in higher education.

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 the opportunities available to students attending the institution. Inquiries regarding the accreditation status with the New England Association should be directed to the institution's administrative staff. Individuals may also contact:

The New England Commission of Higher Education (NECHE) is located at 3 Burlington Woods Drive, Suite 100, Burlington, Massachusetts 01803-4514. Telephone: (781) 425-7785. Website: www.neche.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. The Master's in ABA Program is a verified course sequence (VCS) for the 5th Edition Task List through the end of 2025. Thereafter, the program has been designed to meet the BCBA Pathway 2 coursework requirements. Applicants will need to meet additional requirements to qualify for BCBA. The Doctor of Nursing Practice Program at 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.

Nursing Accreditation

The Graduate Programs of the School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). This accreditation involves a thorough review of the nursing programs offered by the institution. It requires a self-study, a visit to campus, and a final review by a designated

panel of peer reviewers. Accreditation by the CCNE ensures that the program is well-rounded and aligns the students with career goals such as leadership, advanced practice, and research.

Social Work Accreditation

The Elms College MSW program has achieved candidacy for accreditation by the Council on Social Work Education's (CSWE) Board of Accreditation (BOA), and is on the timeline to receive initial accreditation in 2027.

Candidacy status indicates that a program has made progress toward meeting the standards of program quality evaluated through a peer-review accreditation process. A program that has attained candidacy status has demonstrated a commitment to meeting the accreditation standards but has not yet demonstrated full compliance.

Students who are admitted to candidate programs in the fall (or later) of the academic year in which the program is granted candidacy status will be retroactively recognized as graduates from a CSWE-BOA accredited program, as long as the program attains initial accreditation. Candidacy is typically a 3-year process and attaining candidacy does not guarantee that a program will eventually attain initial accreditation. Candidacy applies to all program options, which include locations and delivery methods.

Accreditation provides reasonable assurance of the program's quality and the competence of students graduating from it.

Review our program's candidacy status in CSWE's Directory of Accredited Programs: https://www.cswe.org/accreditation/about/directory/?. For more information about social work accreditation, contact CSWE's Department of Social Work Accreditation: accreditation@cswe.org.

Interstate Certification Licensure

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

Please see the Elms website for the most up-to-date information on academic programs, at https://www.elms.edu/academics/.

Division	Degree/Certificate	Major/Concentration
Business	Pre-Bachelor Certificate	Bookkeeping
	Bachelor of Arts	Accounting
	Bachelor of Arts	Entrepreneurship
	Bachelor of Arts	Finance
	Bachelor of Arts	Graphic Design
	Bachelor of Arts	Healthcare Management
	Bachelor of Arts	Management/Marketing
	Bachelor of Arts	Management
	Bachelor of Arts	Marketing
	Bachelor of Arts	Social Media
	Bachelor of Arts	Sport Management
	Graduate Certificate	Financial Planning
	Master of Business Administration	Accounting
	Master of Business Administration	Financial Planning
	Master of Business Administration	Healthcare Leadership
	Master of Business Administration	Management
	Master of Science	Accounting & Financial Planning
Education	Bachelor of Arts	Early Care and Education
	Bachelor of Arts	Early Childhood Education
	Bachelor of Arts	Education Moderate Disabilities
	Bachelor of Arts	Education Studies
	Bachelor of Arts	Elementary Education
	Bachelor of Arts	Education Special Needs
	Bachelor of Arts	Secondary Education
	Graduate Certificate	Early Childhood Language Development
	Certificate of Advanced Graduate Study	Education
	Master of Arts in Teaching	Teaching
	Master of Education	Education
	Master of Education	Educational Leadership
Humanities & Fine Arts	Bachelor of Arts	English
	Bachelor of Arts	English - Writing
	Bachelor of Arts	English as a Second Language
	Bachelor of Arts	Humanities and Fine Arts
	Bachelor of Arts	History

	Bachelor of Arts	Liberal Arts
	Bachelor of Arts	Professional Studies
	Bachelor of Arts	Religious Studies
	Master of Arts in Applied Theology	Applied Theology
	Non-Degree	Graduate Level
	Non-Degree	Undergraduate Level
Natural Sciences	Post-Baccalaureate Certificate	PostBacc PreMed Studies
	Bachelor of Arts	Life Sciences
	Bachelor of Science	Biology
	Bachelor of Science	Biotechnology
	Bachelor of Science	Chemistry
	Bachelor of Science	Computer Information Technology & Security
	Bachelor of Science	Computer Science
	Bachelor of Science	Data Science & Artificial Intelligence
	Bachelor of Science	Mathematical Science
	Master of Science	Biomedical Science
	Master of Science	Biotechnology
	Master of Science	Data Analytics and Artificial Intelligence
Nursing	Pre-Bachelor Certificate	Education Curriculum and Instruction (Haiti)
	Pre-Bachelor Certificate	Nursing Education
	Bachelor of Science in Nursing	Accelerated Nursing
	Bachelor of Science in Nursing	Nursing
	Bachelor of Science in Nursing	LPN to BSN
	Bachelor of Science in Nursing	RN to BSN
	Post Master's Certificate	Adult Gerontology Acute Care
	Post Master's Certificate	Family Nurse Practitioner
	Graduate Certificate	Global Health
	Graduate Certificate	Nursing Education
	Graduate Certificate	Nursing & Health Services Management
	Graduate Certificate	School Nurse
	Master of Science in Nursing	Nursing Education
	Master of Science in Nursing	Dual Degree MBA/MSN Nursing
	Master of Science in Nursing	Nursing and Health Services Management
	Master of Science in Nursing	School Nursing
	Doctor of Nursing Practice	Adult Gerontology Acute Care (from BSN level)
	Doctor of Nursing Practice	Adult Gerontology Acute Care (from MSN level)
	Doctor of Nursing Practice	Family Nurse Practitioner (from BSN level)
	Doctor of Nursing Practice	Family Nurse Practitioner (from MSN level)

	Doctor of Nursing Practice	Health Systems Innovation & Leadership (from MSN)
Social Sciences	Pre-Bachelor Certificate	Speech Language Pathology Assistant
	Post-Baccalaureate Certificate	PostBacc Pre-Speech Pathology
	Associate of Arts	Speech Language Pathology Assistant
	Bachelor of Arts	Criminal Justice
	Bachelor of Arts	Communication Sci & Disorders
	Bachelor of Arts	Psychology
	Bachelor of Arts	Speech Language Pathology Assistant - 2nd Bachelor's
	Bachelor of Arts	Speech Language Pathology Assistant
	Bachelor of Arts	Sociology
	Bachelor of Science	Social Work
	Post-Master's Certificate	Applied Behavior Analysis
	Master of Science	Applied Behavior Analysis
	Master of Social Work	Social Work

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/

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 Admissions, Berchmans Hall, first floor, room 120

- Valerie Boucher, Director of Graduate Admissions
- Phone: 413-265-2239
- Main email: grad@elms.edu

Matriculated Students and Non-matriculated Students

A matriculated student (also called an accepted student) is one who is accepted into and enrolls in a graduate degree or certificate program. Matriculated students register for courses to fulfill requirements in their degree programs. To become a matriculated student at Elms College, one must submit an official application to the college, and be accepted into a graduate degree or certificate program.

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

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

Financial aid is 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 Admissions
Elms College
Rm. 120, 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.

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 six credits. The institutional definition of a part-time graduate credit load is five or fewer credits.

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.

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 online 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.

Transfer Credit Evaluation

Graduate students may transfer in credits equaling 25% of the total number of required credits in their degree program. Some academic programs may have specific grade requirements for accepting transfer credits. Please check with your program director for additional information.

The Registrar's Office will work with program directors to evaluate transcripts for transfer credit to be accepted to meet program-specific requirements.

Transfer credits earned at another college or university will not be computed in the student's GPA, but may be applicable to degree requirements at Elms College.

Prior Learning Assessment (PLA)

The Prior Learning Assessment (PLA) at Elms College helps adult learners earn college credits for life and/or work experience.

PLA requirements:

- Adult learners who are 23 years of age or older
- Matriculated undergraduate students with a minimum of 6 Elms credits
- Grade of C or better in English Composition I

What are PLA options at Elms College?

- Credit by examination: DSST/DANTES, CLEP, AP
- Evaluation of transcript credit institutionally or by the American Council on Education (ACE) for professional, licensure, and training certificates
- Evaluation of CCAF or joint services military transcripts
- Portfolio Assessment (PLA) – document the college-level learning gained through work and other experience

Where to begin…

- Complete PLA099 Introduction to PLA.
- Register for PLA100 Prior Learning Assessment Seminar.
- Create and submit the portfolio(s) for evaluation.

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

Adding or dropping a course(s) is allowed during the first eight business days of the term, including the 15-week semester and the accelerated 8-week sessions. Credit cannot be earned for courses in which the student is not officially registered.

Withdrawal from a Course

Please note that students should consult with their instructors and advisors prior to any type of withdrawal.

To withdraw from an individual course or courses, a student must submit their request to the Registrar's Office using their Elms email account to the Registrar's Office. Withdrawals are allowed only through the end of the 13th week of the course (prorated for other than regular semesters) and will be done without effect on the GPA. However, withdrawn credits will be counted in the Quantitative Standard of the Satisfactory Academic Progress Policy as part of credits attempted. Please see Satisfactory Academic Progress and Academic Probation for additional information.

Official withdrawals after the add/drop period are indicated a 'W' grade. The exact add/drop dates for each semester or session are published in the appropriate course schedules.

Withdrawal or Temporary Leave of Absence from the College

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.

A student may officially Withdraw from the college at any time by notifying the Office of the Registrar. A Leave of Absence 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 also notify the Office of 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, the student is automatically withdrawn from the college and reapplication through the Office of Graduate Admission is required for return.

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.

Student Guidance for Withdrawing to Taking a Leave of Absence

Taking time away from school is a significant decision, and it's important to talk to people who support you. We understand that not all situations and circumstances are alike, and we want to provide you with individualized attention to address your needs. We are here to help you make an informed decision. 23 If you are withdrawing during the semester, it's important for you to know what happens to your bill, financial aid, health insurance, and grades. Review the information below, and connect with the listed areas to discuss your decision to withdraw or transfer. We want you to have all the information and options in front of you before you finalize your decision.

Center for Student Success
2nd Floor Alumnae Library
css@elms.edu

Office of Financial Aid
1st Floor Berchmans Hall
finaid@elms.edu

Office of Student Accounts
1st Floor of Berchmans Hall
studentaccounts@elms.edu

Office of the Registrar
1st Floor of Berchmans Hall
registrar@elms.edu

Student Health Center
healthcenter@elms.edu

Withdrawal Checklist

- Academic Advising: Reach out to your advisor or program director directly, your academic dean's office, or if you need help connecting with an advisor, contact the Assistant Dean of Academic Student Success in the Center for Student Success at 413-265-2256, css@elms.edu
- Financial Implications
    - Check the catalog for the Withdrawal and Refund Policy.
    - Talk to Student Accounts to see if you will have an outstanding balance as a result of leaving. Outstanding or overdue balances may impact your ability to re-enroll.
    - Did you receive Financial Aid? Withdrawing may reduce your financial aid and affect your eligibility for future aid if you do not maintain Satisfactory Academic Progress.
    - Receiving Veterans education benefits? Contact the School Certifying Official before withdrawing to understand the potential impact on your benefits.
- Student Support: The Center for Student Success can meet with you to explore options, provide guidance, and help you navigate the process to ensure your questions are answered. Taking time away from school does not mean the end of your academic journey. Reach out to our office to start this important conversation.
- Health and Counseling Services: If you are planning a personal leave or official withdrawal, have you considered whether a Medical Leave is right for you? If you need extra support, reach out to our team of health professionals at the Wellness Center (Health and Counseling) located at 15 Gaylord Street, by calling 413-265-2288 during office hours, or by emailing at healthcenter@elms.edu

- Health Insurance: Do you have health insurance through Elms? If you enrolled in the student health insurance plan, you may be able to remain enrolled for the full period covered by your premium even if you withdraw. Contact studentaccounts@elms.edu.
- Residence Life: Do you live in the Residence Halls? Students who withdraw must vacate campus housing. Contact Residence Life to discuss how withdrawing affects your housing and meal plan. Contact reslife@elms.edu.
- Are you an International Student? Before withdrawing, you must notify the Office of International Programs to discuss your intent. Failure to do so may result in termination of student status. Contact: Nancy Davis, Assistant Dean of Academic Student Success, ipoffice@elms.edu / 413 265-2462.

Tuition Refund Policy

Tuition refunds are made only to those students who officially drop or withdraw during the refund period for the course semester or session:

15-Week Courses:

- 100% refund through the last day of Add/Drop (Days 1–8)
- 50% refund during the second week of classes (Days 9–14)
- 25% refund during the third week of classes (Days 15–21)
- No refunds after the third week of classes (Days 22–end of term)

8-Week Courses:

- 100% refund through the last day of Add/Drop (Days 1–8)
- 40% refund during the second week of classes (Days 9–14)
- No refunds after the second week of classes (Days 15–end of term)

$500 Withdrawal Fee:

A one-time, non-refundable $500 fee will be assessed to any student who fully withdraws from the college after the start of classes. *Please note that dates may vary per semester depending on holidays; please refer to the Academic Calendar for deadlines for the current semester.

Important Notes:

- A withdrawal from any course will result in a grade of W.
- A grade of W does not affect your GPA, but is considered when awarding financial aid.
- A withdrawal may affect your Satisfactory Academic Progress (SAP). To learn more about SAP, see the policy.
- Students who withdraw from courses for medical reasons should go through the Student Health

Office to follow the Voluntary Medical Withdrawal process.

- Students who need to comply with military training or deployment may refer to the Military Leave of Absence policy for guidance and support.

Financial Aid Withdrawal Policy

The following policy regarding financial aid is based on federal regulations. The amount of your financial aid award is based on attending the entire semester. If you withdraw from school, you must notify the Center for Student Success and/or the Office of the Registrar. If you stop attending all of your classes (officially or unofficially), a return of funds calculation will be processed based on the date you submit your withdrawal request and your award eligibility may be adjusted. This may result in a bill owed to Elms College.

While Elms does not have an attendance policy, the institution monitors attendance based on mid-semester roster checks and final grades. If the last date of attendance cannot be determined, the return of funds calculation will be processed at 50%. Whether the withdrawal is official or 26 unofficial, once the institutional last day of attendance has been established, the refund calculation will be processed within 30 days from the time the date has been confirmed. Funds will be returned within 45 days of the confirmation of the last date of attendance. The funds are returned in the following order: Unsubsidized Stafford loan, Subsidized Stafford loan, Direct PLUS loan, Pell, SEOG, and Iraq/Afghanistan Service Grant.

Return of Title IV Funds Policy

Students who withdraw from classes beyond the 60% point in the semester will have earned 100% of their financial aid.

If a student has not yet received the full amount of aid that they are eligible for at the time of withdrawal, they may be eligible for a post-withdrawal disbursement. If this disbursement includes a loan, the student will be notified that written permission for the loan disbursement is required from the student.

After the refund calculation is processed, the student will receive notification of their new revised award amounts. It is the student's responsibility to pay any outstanding debt owed to the institution. A hold will be placed on the student's account and they will not be allowed to register for classes until their outstanding
bill is paid. If a student's loan disbursement has been reduced, that portion will be returned to the Department of Education which will then reduce the student's overall indebtedness.

Veterans Affairs Educational Benefits – Section 103 Compliance

In accordance with Section 103 of the Veterans Benefits and Transition Act of 2018:

Elms College permits any *covered individual** to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a

Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (A "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

**A covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill®.*

Elms College **does not** penalize Chapter 31 or 33 students if/when the VA is late making payments. Elms College **does not** have any policies in place that would do any of the following while waiting for VA payments:

- Prevent enrolling
- Assess a late penalty fee
- Require alternative or additional sources of funding
- Deny access to college resources

In order to prevent outstanding student accounts, Chapter 31 or 33 students must:

- Submit a Certificate of Eligibility or Statement of Benefits by the first day of classes
- Provide any additional information needed for certification

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Military Leave of Absence

Elms College supports students who are members of the United States Armed Forces, National Guard, and reserve military personnel.

Military duties such as training, deployments, and emergency activations can arise unexpectedly and may require extended absences or withdrawals from an academic term. Supports such as flexible course withdrawal policies and opportunities to resume studies without penalty ensure that students are not disadvantaged financially or academically due to their military service.

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.

Refunds and Grades

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 expects 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 midterm date of the semester, the student will have the option of either taking a full refund, or credit of tuition and fees. The student may request 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. The student may also elect to withdraw from their courses, with GPA-neutral grades of 'W'.

In those instances where a student chooses to withdraw from a course(s), their academic record shall specifically reflect that the withdrawal is "due to active military service."

Procedure

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.

Leave of Absence Option

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.

Military Spouses

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 currently enrolled Military personnel who are officially called to service by an Order to Active Duty.

Voluntary Medical Leave of Absence

Elms College defines 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. It is the student's responsibility to know their current academic status in their program.

Students considering a voluntary medical leave of absence should first meet with the Health Center Director to begin the voluntary medical leave process. Students will then be directed to the Assistant Dean of Academic Student Success and/or academic advisor to discuss academic and financial impact. Students will be referred to the financial aid office to determine the impact of a voluntary medical leave on their financial aid status.

Students interested in a voluntary medical leave must provide the Health Center with a letter of intent and 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 Director of the Health Center will review the request and consult, as appropriate, with the

Director of Counseling Services, the Director of Student Accommodations and Support Services, and/or the Dean of Students. Students will be asked to sign a release form allowing the Health Center Director to communicate with appropriate offices and or external providers for collaborative care purposes in support of the voluntary medical leave. The Health Center Director will consult with the Dean of Students who will make the final decision as to whether the Medical Leave of Absence is accepted. If approved, an acceptance letter will be sent to both the student and the Registrar's Office. 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 180 calendar days. 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 student's courses depending on the individual circumstances, the timing of the request, and the discretion of the course instructor. For more information, students should refer to the Elms College Undergraduate or Graduate Course Catalog or speak with their course instructors.

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.

Involuntary Medical Leave of Absence/Involuntary Leave of Absence

In rare circumstances, the Dean of Students or VPSA, 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 Dean of Students or VPSA will review related materials to determine the need for an involuntary medical leave of absence which shall occur when the Dean determines that:

- A student's behavior poses a serious and imminent risk to the health and/or safety of the student or others
- A student fails to carry out significant self-care obligations which impact the community
- A student's behavior significantly disrupts the educational or other activities of the College community, or prevents the student from participating meaningfully in educational activities
- A student requires a level of care from the college community which exceeds the resources and

- staffing that the college can reasonably be expected to provide in order to sustain the student's successful participation in the community or the student refuses or cannot be helped by medical treatment or accommodations

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 Dean of Students is responsible for informing the student and if a minor, parents or guardians, of the results of the review of the student. 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 VPSA. 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 calendar 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. For more information, students should refer to the Elms College Undergraduate or Graduate Course Catalog or speak with their course instructors.

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 if necessary.
- Documentation must be typewritten on agency or provider letterhead and signed and dated by the provider.

- The student will be asked to provide a brief statement when ready to return describing (1) the student's current understanding of the factors that led to the need for the leave, and the insights the student has gained from treatment and time away, and (2) how the student plans to ensure a successful return.
- This documentation must be submitted twenty-one (21) business 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.
- Other terms and conditions as determined in writing by Elms College to ensure a safe and successful readmission.

Students will meet with the Dean of Students or VPSA, who will determine if a student may be readmitted. The Dean of Students and VPSA 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.

If the decision is made to readmit the student the Health Center will notify the Registrar's Office.

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 Vice President of Student Affairs 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.

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.

GPA	Numerical Equivalent	Letter Grade
4.00	93-100	A
3.67	90-92	A-
3.33	87-89	B+
3.00	83-86	B
2.67	80-82	B-
2.33	77-79	C+
2.00	73-76	C
1.67	70-72	C-
1.00	60-69	D
0.00	0-59	F
0.00	0	IF

S or U	Satisfactory/Unsatisfactory
W	Withdrawn
W/S	Withdrew Satisfactorily
W/U	Withdrew Unsatisfactorily
AU	Audit
NC	Non-credit
IP	In progress
I	Incomplete
IF	Incomplete to Failure

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

Elms College maintains a permanent record of all grades and transcripts.

Course Repeat

*An asterisk represents a Repeat Course (only the second grade in a repeated course is reflected in the student's final QPA)

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 departments may not allow certain courses to be repeated, and some departments may limit the number of courses that may be repeated. There are also financial aid implications related to repeating courses. Students should contact the Financial Aid Office with questions about course repeating.

Course Audit

Students may audit courses by enrolling formally without the intention of receiving credit. Auditing requires the permission of the advisor and instructor. Successful completion of the audit will be noted on the permanent record as "AU."

Incomplete Grades

Under certain circumstances, an instructor may award the grade "Incomplete" (I) to a student at either the graduate or undergraduate level 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 instructor, 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.

Students must complete their coursework within the prescribed time period set by the instructor, but no later than the end of the following regular term, based on the student's program. Upon the completion of the work, 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 resolved within the prescribed time period will automatically be changed to a grade of "IF" (Incomplete-Failure) 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 the issuance of grades by the Registrar's Office. All grade changes past the one-month deadline must be requested by the instructor and approved by the Vice President of Academic Affairs. A student who, after consultation with the faculty member and the Vice President of Academic Affairs, wishes to challenge a grade on a transcript or grade report, should follow the procedures outlined in the Student Handbook; specifically, "Student Grievance Policy for Academic Matters." *Elms College maintains a permanent record of all grades and transcripts.*

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.

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.

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

Elms College has partnered with the National Student Clearinghouse to order and provide electronic and hard copy official transcripts. Student academic records are confidential and may be released only with the student's electronic authorization and signature through National Student Clearinghouse, in accordance with the Family Educational Rights and Privacy Act of 1974. Official transcripts are available through the National Student Clearinghouse. Cost and delivery type of transcripts vary. Requests are typically processed within 3–5 business days. Processing times may be longer during

peak periods such as registration or commencement weeks. For questions, please contact the Office of the Registrar at registrar@elms.edu.

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. 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 diploma or certificate is issued.

Audit costs per credit are $50. Additional individual course/lab fees may apply.

Tuition and Fees may vary with programs.

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 in Full

Students may pay their balance in full by the billing due date. Payments can be made online via credit card or electronic check through ElmsConnect.elms.edu.

Check payments may also be mailed to:
Elms College – Student Accounts
291 Springfield Street, Chicopee, MA 01013

For assistance, contact the Student Accounts Office at **413-265-2208** or **studentaccounts@elms.edu**

Monthly Payment Plan

A five-month payment plan is available each semester for a **$50 enrollment fee**.

- **Fall Plan:** August 15 – December 15
- **Spring Plan:** January 15 – May 15
- **Summer Plan:** May 15 – August 15

To enroll, contact the Student Accounts Office at **413-265-2208** or studentaccounts@elms.edu.

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.

Financial Aid Withdrawal Policy

The following policy regarding financial aid is based on federal regulations. The amount of your financial aid award is based on attending the entire semester. If you withdraw from school, you must notify the Center for Student Success and/or the Office of the Registrar. If you stop attending all of your classes (officially or unofficially), a return of funds calculation will be processed based on the date you submit your withdrawal request and your award eligibility may be adjusted. This may result in a bill owed to Elms College.

While Elms does not have an attendance policy, the institution monitors attendance based on mid-semester roster checks and final grades. If the last date of attendance cannot be determined, the return of funds calculation will be processed at 50%. Whether the withdrawal is official or unofficial, once the institutional last day of attendance has been established, the refund calculation will be processed within 30 days from the time the date has been confirmed. Funds will be returned within 45 days of the confirmation of the last date of attendance. The funds are returned in the following order: Unsubsidized Stafford loan, Subsidized Stafford loan, Direct PLUS loan, Pell, SEOG, and Iraq/Afghanistan Service Grant.

Return of Title IV Funds Policy

Students who withdraw from classes beyond the 60% point in the semester will have earned 100% of their financial aid.

If a student has not yet received the full amount of aid that they are eligible for at the time of withdrawal, they may be eligible for a post-withdrawal disbursement. If this disbursement includes a loan, the student will be notified that written permission for the loan disbursement is required from the student.

After the refund calculation is processed, the student will receive notification of their new revised award amounts. It is the student's responsibility to pay any outstanding debt owed to the institution. A hold will be placed on the student's account and they will not be allowed to register for classes until their outstanding bill is paid. If a student's loan disbursement has been reduced, that portion will be returned to the Department of Education which will then reduce the student's overall indebtedness.

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 Center for Student Success is designed to support students during their academic journey. Elms graduate faculty serve as faculty advisors, and Student Success team members provide resources and opportunities to help students achieve academic excellence. Student Success Resources are overseen by Nancy Davis, Assistant Dean of Academic Student Success, in the Office of Academic Affairs. Her office is located in the Center for Student Success, on the second floor of the Alumnae Library. You can reach Assistant Dean Davis at 413-265-2256 or davisn@elms.edu.

The Welcome Desk offers kiosks for making tutoring appointments, checking in for office appointments,
and studying. There is a printer for networked printing, as well as a variety of office and study supplies available for students. CSS study room reservations can be made in person at the Welcome Desk or through Elms Connect. Offices located in the CSS include Tutoring, Career Services, Student Accommodations and Support Services (SASS), Experiential Learning, Fulbright Language Teacher(s), the International Programs Office, and Academic Advising.

Academic Advising

All students are assigned a faculty advisor within their graduate program. The faculty advisor serves as a resource for information regarding academic requirements, career options, course registration, and adding and dropping courses. Students can find their faculty advisor by logging in to their ElmsConnect account.

To register for classes, students must meet with their faculty advisor each term before or during registration week.

Tutoring Center

Tutoring is available in various formats for Elms College students. Tutoring Services is located on the second floor of the Alumnae Library in the Center for Student Success. Some Graduate Programs offer face-to-face and online tutoring sessions by peer and professional tutors.
To schedule an appointment with a tutor, go to: https://traccloud.go-redrock.com/elms/trac. Please use your Elms College Username and Password to schedule an appointment. In-person tutoring is available from September to May. Please see https://www.elms.edu/academics/center-for-student-success/tutoring-services-for-students/.

BrainFuse Online Tutoring

Brainfuse is an online tutoring program available 24 hours a day. This resource can be accessed through Moodle on ElmsConnect. Once you log into Moodle, the link titled "Online Tutoring" in the upper right-hand corner 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 Username and Password as Moodle, Gmail and ElmsConnect. All Elms College students receive five (5) hours of free Brainfuse online tutoring services per semester.

- At five (5) hours, Brainfuse emails the student and the Director of Tutoring informing parties that the five (5) hour threshold has been met. We encourage students to discuss their needs with Tutoring Services to explore the various options available.
- If approved, the student may be allotted two (2) extra hours above the five (5). Any additional hours will be granted at the discretion of Tutoring Services.

Regina Tillona, Director of Academic Student Success, manages Tutoring Services and Brainfuse Online Tutoring. Her office is located in the Center for Student Success, on the second floor of the Alumnae Library. You can reach her at 413-265-2304 or tillonar@elms.edu.

Office of Career Services

The Elms College Office of Career Services exists to provide career support for Elms College students and alumni while delivering comprehensive, innovative, and inclusive programs and opportunities for all students. Emphasis is placed upon fostering meaningful connections for Elms College students with employers, local organizations, and alumni. This is facilitated through strategic connections with faculty, alumni, employers, social networks, and community partners.

Career Services is dedicated to providing an inviting environment where all students feel safe, validated,

and empowered to explore, pursue, and manage their career journey. Students of all identities are celebrated in an office that strives to help individuals feel confident navigating the ever-changing, increasingly unpredictable, and volatile career landscape. Career Services is committed to cultivating a community that supports Elms College students and alumni through every career stage and challenge.

The Elms College Model for Career Education

Exploration: An Elms College education allows students to develop a well-rounded range of skills that can be applied to almost any career. Employers in all industries value the ability to communicate clearly, to work collaboratively with others, and to bring innovative solutions to complex problems. In the explore phase, students are encouraged to embark on self-discovery, identifying skills, strengths, and interests related to a potential major or career. Workshops and programs provide information about possible career pathways, industries, and occupations.

Development: Through career education at Elms College, students have the ability to develop critical skills and strengths to prepare for the 21st-century workforce. Career Services provides the ability to connect with employers in various fields and industries to create multiple communication points. Students can schedule a practice interview with a career adviser, attend a program or workshop to develop critical career-related skills, and have a resume, cover letter, and other job application materials reviewed by staff members.

Engagement: Students have the opportunity to participate in experiences related to individual career development. Career Services will facilitate the connection with employers seeking to hire for internships and full-time positions. Career Services provides guidance on building meaningful relationships and skills through various programs delivered in the fall, spring, and summer.

Career Advising:

During career advising appointments students receive help from professionals within Career Services to further understand life after graduation and to develop general strategies for moving forward in the direction of their aspirations. Career advising appointments can include, but are not limited to, the following topics to assist students:

- Exploring values, interests, and skills
- Gaining practical experience
- Strategizing job and internship searches
- Researching graduate and professional schools
- Leveraging the Elms network
- Developing a 4-year career action plan
- Choosing a major and exploring careers

Unlocking the Power of the Handshake platform:

Elms College partners with Handshake, the leading career management platform in higher education, to help students discover career paths and opportunities. Students can set up a handshake account by visiting https://app.joinhandshake.com/edu and using the assigned Elms email address. Handshake can be used to find on and off-campus jobs and internships, to submit materials for review, and to schedule appointments with a career advisor.

Elms College also provides What Can I Do with This Major.

What Can I Do with This Major provides insight into career paths by major. This can be accessed via the Career Services page on Elms Connect.

The Office of Career Services has a director, J. Marshall, M.Ed., a career professional with 25 years of experience. J (pronounced "Jay") welcomes students to connect in and around campus, at the office, or via email, phone or video chat, and, of course, on LinkedIn. The Office of Career Services is located on the 2nd Floor of the Elms College Alumnae Library in the Center for Student Success. Appointments can be scheduled by emailing marshallj@elms.edu or calling 413-265-2272.

The Office of Experiential Learning

Experiential Learning is learning beyond the classroom that prepares students for careers, deepens academic knowledge, and advances civic engagement and social justice. Students learn through doing and observing locally and beyond, guided by professionals in their fields. These experiences are supported by Elms faculty and staff, and by relevant training, preparation and reflection opportunities.

The Office of Experiential Learning partners with departments across the campus to advise and support students and faculty to create quality experiential opportunities which may be credit-bearing, paid, or volunteer service. The office supports collaborations with agencies throughout the region and beyond, drawing upon research-based practices from the field.

Opportunities for Experiential Learning at Elms College include:

- Internships with local community agencies, businesses, schools, nonprofit organizations
- Research experiences under guidance and supervision by faculty members
- Courses with an experiential learning project or requirement ("CEXPL" in the Elms Catalog)
- Study Abroad
- Mission Trips (as space allows)
- Off-Campus Community Work-Study
- Community Service

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

In accordance with the Americans with Disabilities Act (ADA) of 1990, Americans with Disabilities Act as Amended (ADAA) of 2008, Section 504 of the Rehabilitation Act of 1973, and the Fair Housing Act (FHA), Elms College makes every effort to provide reasonable accommodations to students with documented disabilities who meet the College's eligibility and verification requirements.

Higher Education institutions have developed disability service offices to fulfill both legal and ethical obligations of supporting students with disabilities through offering protection from discrimination and providing reasonable accommodations as part of compliance with related laws. Students with documented disabilities needing accommodations related to academics, housing, dietary, and/or campus events are to work directly with the office of Student Accommodations and Support Services (SASS), a division of the Center for Student Success.

I. Student Responsibility

Accommodations in higher education are based on Access rather than Success, and cannot fundamentally alter course, program, or degree requirements. It is the student's responsibility to follow the below accommodation request process should there be a need for reasonable accommodation(s) in class and/or on campus.

- Submit a formal written request (Section I: Student Accommodation Request Form)
- Submit relevant documentation verifying the disability (see the section on Eligibility and Verification for acceptable documentation details)
- Be available for a scheduled meeting with the director of SASS to review the accommodation request and determination
- Provide their individualized accommodation letter to each instructor at the beginning of each semester or once approved by SASS
- Self-advocate to the director of SASS if there are any modifications needed to the approved accommodation(s). Additional supporting documentation may be required
- Communicate with the director of SASS when approved accommodation(s) are not being upheld within the applicable environment (e.g. classroom, residence hall, dining hall, etc.)

II. College Responsibility

Elms College may not discriminate against any individual on the basis of their disability.

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 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. For more information contact: Nancy Davis, Assistant Dean of Academic Student Success.

Contact:
Nancy Davis – Assistant Dean of Academic Student Success
413-265-2462
ipoffice@elms.edu

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

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
- Athletics
- Food Services-Elinor
- Health Center
- Residence Life
- Student Engagement

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.

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.

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 9:00 pm 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 Circulation 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, and Educational Media support. 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.

Librarians Tony Fonseca, Mike 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, Smith may be contacted by email at smithm@elms.edu, and Debbie Gomes may be contacted by email at library@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).
Please call the store for details. If you have any questions, call extension 2273 or 413-594-5500.

Blazer Book Link – Course Materials Program prepares Elms College students with access to their required materials by the start of classes.

Through this program, the campus store prepares and delivers all students' required materials for them, so they can begin the semester equipped with what they need to succeed. Designed for flexibility and convenience, this digital-forward program equips students with their required digital materials directly in Moodle, allowing them to study on their schedule—whether they're on a laptop, tablet, or smartphone. With features like highlighting, note-taking, and keyword search, Blazer Book Link make it easy start the semester prepared, and digital access in Moodle allows students to be organized and engaged throughout the semester.

Through Blazer Book Link – Course Materials Program, students will also benefit from receiving affordable course materials, with up to 60% savings, thanks to publisher negotiations and bulk purchasing power. And, with affordable and consistent program pricing, students can also effectively

budget for their course materials, with no surprise costs, and can easily pay for the program on their student account each term.

Key benefits include:

- Convenience – all required materials are prepared for you by the campus store.
- Access – one-click access to digital materials in Moodle.
- Digital Forward – priority to deliver required materials digitally in a paperless format, physically provided when digital isn't available.
- Consistency – seamless integration with online learning platforms.

For program information, check your .edu inbox for emails related to the program, visit Follett – our campus store provider's website, speak with experts at the campus store, or log in through your campus store portal.

Dining Services

Elms College dining services are managed by Elinor. 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-Thursday 7:30am- 9:00pm
Friday 7:30am-7:30pm
Saturday- Sunday 11am-6:30pm

Elior 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 Elior 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 Elior 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 online. 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 purchase Meal Plans on the dining services website from elms.campus-dining.com/meal-plans/**

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

Judicial System and Conduct Standards

Purpose and Goals

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

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

The College's programs and policies, including this conduct policy, have been developed to help support these purposes, and to reflect the standards and educational values of Elms College. It is assumed that all students attending a Catholic institution of higher education will maintain standards of conduct appropriate to membership in this College community. This includes students on our main Chicopee campus as well as students enrolled in off-campus programs or online programs. Good citizenship implies civility and respect for oneself and one's neighbors, and in the spirit of the Sisters of Saint Joseph, the founding community of Elms College, the student code of conduct hopes to support the development of respectful relationships.

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

Among the reasons for establishing and enforcing conduct standards are:

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

Public Safety & 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:

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 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.

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 organizations operate in an increasingly dynamic and data-driven global economy. Success now requires leaders who combine strong business acumen with the agility to navigate change, inspire teams, and make ethical, evidence-based decisions.

The **Elms College MBA program** is uniquely designed to meet—and exceed—these demands. Our curriculum blends advanced theory with hands-on, practical experience to help students build the analytical, financial, and strategic skills that today's employers value most. Through immersive learning, case studies, and real-world consulting projects, you will not only study business—you will *practice it.*

As an Elms MBA student, you will gain the competencies and leadership mindset essential for success. Our courses are co-developed with industry partners and taught by professional faculty who bring their daily business experience into the classroom. You will learn how to think critically, act ethically, communicate with impact, and lead with emotional intelligence.

A Learning-Agile, Future-Focused Leader

The Elms MBA prepares you to adapt and lead in an environment shaped by innovation, technology, and global interconnection. Courses integrate emerging trends such as artificial intelligence, data analytics, and sustainable management—ensuring that your decisions are grounded in both insight and integrity.

Our **Pathways to Leadership** program further develops your professional presence and network, helping you grow personally and professionally as you refine your leadership style.

A Flexible Format for Working Professionals

We understand the demands of balancing work, life, and education. Our **accelerated hybrid model** features 8-week semesters that combine online and on-campus learning or synchronous zoom—one evening per week (6 p.m.–9:30 p.m.) and no weekends. Tracks of study include **Accounting, Financial Planning, Healthcare Leadership, and Management**, allowing you to tailor your degree to your professional goals.

A Focus on Community

At Elms, business education is grounded in community. You'll work in collaborative teams, connect with alumni and industry mentors, and participate in the Pathways to Leadership program—all designed to foster relationships that extend beyond graduation.

A Focus on Ethics

In an age of global transparency and corporate accountability, ethical decision-making is more critical than ever. Our cornerstone course, Global Ethics and Social Responsibility, challenges students to explore issues of sustainability, governance, and social impact. Ethical reasoning is woven through every class, shaping graduates who can lead with both conviction and compassion.

A Focus on Experience

We believe the best learning happens through doing. Every course emphasizes applied projects and experiential learning that can be implemented immediately in your workplace. This blend of theory and practice ensures that Elms MBA graduates stand out as strategic thinkers ready to lead change.

In short, the Elms College MBA empowers you to balance performance with purpose—to analyze, innovate, and lead in ways that drive results and strengthen communities. I invite you to experience the Elms difference and take the next step toward becoming the kind of leader the future demands.

Faculty Profiles

Benjamin Sullivan, MBA *Director of the MBA & Graduate Programs*
413-265-2279 | sullivanb2337@elms.edu
Benjamin Sullivan is the Director of MBA and Graduate Programs and Assistant Professor at Elms College, where he provides leadership and oversight for graduate business education while teaching undergraduate and graduate courses in accounting, taxation, entrepreneurship, and other business disciplines. Benjamin earned a Master of Business Administration with a concentration in Accounting from Fitchburg State University and a Bachelor of Science in Business Administration from Suffolk University. His teaching and professional interests include accounting, taxation, entrepreneurship, operations management, financial reporting, and organizational leadership. His combination of academic leadership, entrepreneurial success, and extensive industry experience provides students with practical, real-world insights that bridge business theory and professional practice.

David Kimball, *Professor of Business Management and Co-Chair*
413-265-2300 | kimballd@elms.edu
B.S., B.A., MBA, Western New England University Sc.D., University of New Haven
David Kimball is the Co-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.

Carly Cavanaugh, CPA, MSA *Lecturer in Finance*
413-265-2300 | cavanaughc@elms.edu
B.S., MSA, UMASS
Carly Cavanaugh is a Certified Public Accountant who earned both her undergraduate and graduate degrees at University of Massachusetts Isenberg. She has worked in both public accounting and the nonprofit sector and most recently served as CFO of the Loomis Communities, Inc prior to joining Elms College Full-Time. Carly teaches in the undergraduate and graduate programs in both accounting and finance.

Dr. Jacqueline "Jackie" Jamsheed
Dr. Jacqueline Jamsheed is an Assistant Professor of Accounting in the Business Department at Elms College. Dr. Jamsheed holds a Doctorate in Business Administration from Florida International University, a Master's in Accounting from the University of Connecticut, a Master's in Business Administration from University of Virginia's Darden School and two undergraduate degrees from Syracuse University. Dr. Jamsheed also holds a Certified of Public Accountant (CPA) certification. Dr. Jamsheed joined Elms after four years of University-level teaching at another institution and 20 years of finance, accounting, risk and manufacturing experience working for fortune 100 companies both in the United States and around the globe. Dr. Jamsheed has expertise in business transformation, operational management, due diligence, acquisition integration, international business, US GAAP technical accounting, Sarbanes-Oxley compliance, internal controls management, consolidations and financial reporting for US and Non-US based entities. Dr. Jamsheed has worked and lived in over 30 countries encompassing Asia PAC, Europe and the Middle East. As a first-generation graduate, Dr. Jamsheed enjoys working with other first-generation students in addition to spending her time supporting causes that encourage college participation and college success of underrepresented groups.

Gina Mazza, MBA, BSN, RN, CPHQ
Gina has held nursing executive level positions in multiple home health and hospice organizations in Western Massachusetts. For the past 20 years, she has been an owner/partner of a national research and consulting firm that served community-based healthcare organizations throughout the country. She is certified in healthcare quality and a member of Sigma Theta Thau, Honor Society of Nursing. Now, in addition to being a faculty member of the Elms College, Gina operates her own consulting firm and advises other firms that provide services to health care organizations.

Thomas Waskiewicz, DBA, MBA, M.Ed
B.A., University of Massachusetts, Amherst MBA, Western New England University M.Ed., University of Massachusetts, and DBA from Columbia Souther University. Tom is an experienced educator who has taught business courses at the bachelor's and master's levels at Elms College, Westfield State University, and UMass Amherst. He has worked in many roles as a leader and educator with the UMASS Extension 4-H programs in MA. Prior, he was a high school guidance counselor, and elementary school teacher. He served as Marketing Director for Chemlawn Corporation and as Director of the Ashland Conference Center. An entrepreneur, Tom launched "Blades," a small engine repair

business. His civic engagement in the town of Hadley includes 22 years on the School Committee and the Disability Committee.

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. Additionally 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)

1. Students will analyze business problems to find ethical solutions
2. Students will critically evaluate business decisions from a multi-disciplinary perspective
3. Students will create compelling communications in oral, interpersonal and written formats
4. Students will collaborate and work effectively in diverse teams
5. Students will be able to apply technological tools to solve practical management problems.

MBA Curriculum

Core MBA Courses (15 credits)
BUS 6000 Managerial Finance and Data Analysis
BUS 6100 Global Ethics and Social Responsibility
BUS 6000 Leadership and Teamwork
BUS 6340 Business Analytics and Decision Making
BUS 6400 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
FIN6600 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
HCL6105 Business Dynamics of Healthcare
HCL6205 Budgeting in Healthcare
HCL6405 Healthcare Operations Management
HCL6305 Managing Human Capital in Healthcare
HCL6500 Information Systems in Healthcare
HCL6605 Design Thinking In Healthcare

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
BUS6250 Executive Sales and Relationship Management

BUS6204 Organizational Behavior & Development
BUS6305 Lean Launchpad
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/MS

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 Graduate Business 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) 265-2300, 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 take knowledge bridge courses online through Peregrine Academics for MBA Academic Leveling. Students can complete an

excel exam to test out of the computer excel course if a course was not completed. If students wish they can take BUS 2502 Computer Applications if the student does not test out of excel.

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 HyFlex delivery format, as well as those students who choose to complete the program live synchronously, 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.

Zoom Technology
Zoom provides on-demand collaboration, online meeting, 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 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 Global Ethics and Social Responsibility (3 credits)
Businesses face new and expanding challenges in the complex, ever-changing global economy. Often, business crosses political and cultural boundaries and must interact with international social, and political institutions which can significantly impact business goals as well as ethics and social responsibility. Topical and relevant analyses of the ethical, political, and economic dimensions of conducting business in a global marketplace are explored. This course explores the social and ethical impact of corporate decisions through the investigation of cases, current events, class discussion and team presentations.

BUS 6200 Leadership and Teamwork Capstone (3 credits)
In today's competitive business environment, managers must understand the processes and strategies required to effectively lead individuals, and build high-performing teams. This course focuses on evaluating leadership frameworks, analyzing, and applying team dynamics, crafting a compelling leadership message,

and solidifying a personal leadership philosophy tied to a development plan that leverages the student's strengths.

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 - Capstone (3 credits)
This graduate course is the capstone of the Elms College MBA. The course affords students the opportunity to experience and experiment with starting a new business and the benefits and challenges of operating a conscious business. Utilizing a business simulation, students will perform graduate level work in quantitative and qualitative analysis, business decision making, leadership and micro and macro-economics. The simulation, designed to mimic the competitive ever-changing marketplace, provides students with the experiences of market analysis, strategy formulation, and the management of a new venture. As students move through the phases of a new enterprise business development, they will be required to consider the stakeholders including customers, stockholders, employees and suppliers and the community. Additionally, students will be required to deal with ethical, environmental and sustainability issues and normal challenges of the challenges of the relationships between business decisions, financial performance, and customer value. The course is the culmination and application of MBA core studies in ethics, finance and economics, operations, human resources, strategy, and leadership and builds confidence through knowledge and experience.

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.

Graduate 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.

Faculty Profiles

Joseph Vedora, Ed.D., BCBA-D, LABA, *Director of Applied Behavior Analysis and ASD Graduate Program, assistant professor*
B.A., Hobart College M.A., of South M.S., Northeastern University
Ed.D, Nova Southeastern University
Dr. Vedora has been a Board Certified Behavior Analyst (BCBA) since 2001 and also holds clinical positions at the Evergreen Center and Beacon ABA Services. Dr. Vedora's research interests include increasing the efficiency of instruction for individuals with Autism Spectrum Disorders (ASD), teaching receptive language and verbal behavior to individuals with ASD, the use of technology to enhance instructional procedures, and staff training. Dr. Vedora has served as a Guest Reviewer for several journals including the *Journal of Applied Behavior Analysis, Behavior Analysis in Practice, Behavioral Interventions, The Journal of Organizational Behavior Management,* and *The Psychological Record.* He is the past President and current Treasurer of the Massachusetts Association for Applied Behavior Analysis (Mass ABA).

Adjunct Faculty

John Ward-Horner, **Ph.D., BCBA-D, LABA**
B.S., Florida Southern College
M.A., Queens College;
M.Phil. and Ph.D. The Graduate
School and University Center, The City University of New York
Dr. Ward-Horner has been a Board-Certified Behavior Analyst (BCBA) since 2012 and has taught psychology and behavior analysis courses since 2005. He is currently the Behavioral Education Treatment Director at the Evergreen Center and serves as Clerk of the Board of Directors for the Massachusetts Association for Applied Behavior Analysis (Mass ABA). His research interests include staff and parent training and the evaluation of students' preferences for educational strategies. He has

published several peer-reviewed articles and book chapters on these topics and has also served as a guest reviewer for several behavior analytic journals.

Alicen Cutting, **Ph.D., BCBA-D, LABA**
B.S., Salem State College
M.Ed., Cambridge College
Ph.D., Cambridge College
Dr. Cutting has been a Board Certified Behavior Analyst (BCBA) since 2014. She began her career as a direct service staff, working with children ages 18 months to 18 years old and their families. Dr. Cutting is currently the Vice President of Center Development and Treatment at Beacon ABA Services. During her tenure at Beacon, Dr, Cutting has held several positions, including staff training and supervision, clinical supervision, and overseeing center-based services. Dr Cutting began teaching in higher education in 2017 as a co-instructor at Cambridge College.

Scott Thomas, **Ph.D., BCBA-D, LABA**
B.S., Bridgewater State College
M.Ed., Cambridge College
Ph.D. Cambridge College
Dr. Thomas has been a Board-Certified Behavior Analyst (BCBA) since 2015. He is currently the Vice President of Treatment at Beacon ABA Services, Inc.

Allie Caviness, **Ph.D., BCBA-D, LABA**
B.A., Manhattanville University
M.S., Northeastern University
Ph.D., Cambridge College
Dr. Caviness has been a Board Certified Behavior Analyst (BCBA) since 2017 and is currently the Clinical Intake and Outreach Specialist at the Evergreen Center. Allie began teaching in higher education in 2020 as a co-instructor at Cambridge College and enjoys sharing her passion for ABA with future BCBAs.

Alyssa Arietta, **M.Ed., BCBA, LABA**
B.A., University of Massachusetts, Amherst
M.Ed., Cambridge College
Alyssa Arietta has been a Board Certified Behavior Analyst (BCBA) since 2019 and is also a Regional Director at Beacon ABA Services. Alyssa started her career in higher education in 2022 as a co-instructor and tutor for Cambridge College. She enjoys helping aspiring BCBA's across both her teaching profession and her role as a supervisor with Beacon ABA Services.

Meghan Hubbard, **M.Ed., BCBA, LABA**
B.A., Boston College
M.Ed., Cambridge College

Meghan has been a Board Certified Behavior Analyst (BCBA) since 2019 and is a Regional Director at Beacon ABA Services. She began working in higher education in 2020 as a co-instructor at Cambridge College.

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.
- Should a student earn a grade of B- or lower in an ABA course, or withdraw from the course they must retake the course before enrolling in another ABA course.
- 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 ABA courses, unless hours of content align with the course sequence in place at Elms College. Up to six credits of courses may be accepted based on evaluation of the courses by the Verified Course Sequence Coordinator. Content hours may not match, so students may still be required to take courses to accumulate the necessary content hours necessary to meet the Pathway 2 course requirements.

Master of Science in Applied Behavior Analysis

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 38 credit Master of Science in Applied Behavior Analysis will teach students how to work with children and adults with behavior problems or skill deficits, supervise and train staff, and provide ethical and compassionate care for their clients.

The Association of Behavior Analysis International (ABAI), verified 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. The verification lasted through December 31, 2025. Therefore, the masters program and certificate program have been designed to meet the BCBA Pathway 2 coursework requirements. Applicants will need to meet additional requirements to qualify for BCBA exam.

The mission of the Applied Behavior Analysis and Masters and Certificate programs at Elms College is to prepare students to become Board Certified Behavior Analysts (BCBAs) and licensed behavior analysts in Massachusetts and other states. The program prepares them to work within a variety of fields using the concepts of Applied Behavior Analysis. Students are taught to be scientist practitioners through coursework.

Program Goals

- Understand the principles of applied behavior analysis and how they are used to change behavior.
- 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.
- Provide ethical and compassionate care to clients.

Master of Science - Applied Behavior Analysis (MS in ABA)
Minimum GPA: 3.0

Requirement Groups

Major Requirements
ABA 6001/7001 Theory and Philosophy
ABA 6002/7002 Basic Principles
ABA 6100/7100 Research Methods
ABA 6003/7003 Behavior Assessment
ABA 6004/7004 Behavioral Interventions
ABA 6102/7102 Ethics in Applied Behavior Analysis ASD 0
ABA 6112 Organizational Behavior Management
ABA 6111 Experiential Learning
ABA 6910 Capstone Project
ABA 6911 Fluency

Electives
EDU-6120: Advanced Study of Early Childhood Language Development I
EDU-6121: Advanced Study of Early Childhood Language Development II

Post-Master's Certificate in Applied Behavior Analysis

Overview
The Elms College Division of Social Sciences proposes a new certificate in Applied Behavior Analysis. Utilizing the courses in the existing Master of Science in Applied Behavior Analysis, this 29-credit certificate program is designed to prepare students who already have a master's degree to pass the high stakes exam (BCBA exam) and prepare students for professional practice of behavior analysis. This program will help to meet the rapidly growing need for applied behavior analysts.

Expected Outcomes

- Graduates from the ABA Certificate program will be eligible to sit for the BCBA exam under the BACB's "Pathway 2: Behavior Analytic Coursework".
- Graduates from the ABA Certificate program will obtain their license to practice behavior analysis in Massachusetts.
- Graduates from the ABA Certificate program will add a highly valued credential that many employers (schools, private agencies, early intervention, etc.) are seeking. Since the graduates already have a master's degree, they will have additional expertise in ABA along with their primary area of practice. Many of the professionals will be adding a second certificate or license as they will already be a licensed teacher, speech pathologist, social worker, etc. This will make graduates of the ABA certificate program highly marketable.
- There is currently a shortage of BCBAs in Massachusetts (and nationally) so graduates will help fill this void.

Course Descriptions

ABA 6001: Theory & Philosophy
This course reviews radical behaviorism, the underlying philosophy of behavior analysis. A behavior analytic viewpoint of behavior is described and the problems with a "mentalistic" or internally driven account of behavior are explored. Complex novel behavior will be explained using basic principles of behavior. While such behavior may seem beyond the scope of behavior analysis it is appropriate for study and will help practitioners better apply concepts and principles in their work. Students will practice interpreting everyday behavior or behavior and learning problems using the underlying philosophy. Issues related to equity, inclusion, and diversity will be addressed throughout the course. This course meets the BACB's content requirement for 45 hours of theory and philosophy of behavior (philosophical underpinnings) needed to sit for their national certification (BCBA) exam.

ABA 6002: Basic Principles
The course introduces the basic concepts and principles of behavior analysis (e.g., reinforcement, punishment). Students will learn about basic principles of behavior and how to apply those principles in

their everyday work. Students will learn about procedures for increasing positive behaviors as well as procedures for decreasing problem behavior. A conceptual analysis of punishment is provided but the use of reinforcement procedures to teach alternative behavior (e.g., communication) is underscored. Direct and indirect measurement procedures, along with time-sampling measurement procedures, will be reviewed and students will practice developing and recording data with different measurement systems. Issues of equity, diversity, and inclusion are covered throughout the course. This course meets the BACB requirements for 45 hours of basic principles of behavior.

ABA 6003: Behavior Assessment
This course reviews functional assessment methods and strategies, including descriptive analyses, indirect assessments and functional analysis. Students will learn how to select and use assessment tools, interpret assessment results, and use assessment data to develop function-based treatment plans. Considerations for developing client-specific assessments will be described, as well as the assessment of idiosyncratic behavior. Other assessments such as reinforcer, preference, vocational and skills assessments will be reviewed. Issues related to diversity, equity, and inclusion are discussed throughout. The course meets the BACB requirements for 45 hours of behavior assessment.

ABA 6004: Behavioral Interventions
This course covers behavior-change procedures including procedures to reduce problem behavior and increase prosocial or adaptive behavior. Interventions for challenging behavior are presented according to identified or hypothesized function of the problem behavior, with an emphasis on developing function-based treatments. Default strategies (non-function-based) are also reviewed. Antecedent control procedures, designed to reduce the likelihood of problem behavior are reviewed along with consequence based (reinforcement) procedures and extinction. Skill acquisition procedures cover a variety of common areas targeted by behavior analysts working with individuals with ASD, including errorless teaching procedures, chaining, task analysis, self-management, matching-to-sample, discrete trial instruction, naturalistic procedures, and collaboration with other professionals. Recent research and advancements in interventions commonly used in behavior analysis will be reviewed. Issues related to equity, inclusion, and diversity will be addressed throughout the course. This 3-credit course is part of the educational qualifications required to sit for the behavior analysis certification examination, specially 45 hours of behavior change procedure: selecting and implementing interventions.

ABA 6100: Research Methods
This course reviews single subject research designs as well as group research designs. Students will learn about the primary single subject designs and the strengths and limitations of each design, and conditions under which each design is optimal. Group research designs will be described and compared and contrasted with single subject designs. Students will learn how to accurately analyze and interpret research data from a variety of single subject experiments. Students will practice identifying functional relations and the strength of those relations with graphed data. The importance of replication, both within and across participants, will be reviewed. Students will practice applying single subject designs to

clinical cases to evaluate the effectiveness of interventions. The significance of interobserver agreement and procedural integrity will be reviewed along with formulas for calculating each. Considerations for generalization and maintenance of behavior will be discussed. Ethical considerations along with issues related to diversity, equity, and inclusion will be embedded throughout the course. This course provides 45 instructional hours toward academic qualifications for Research Methods (measurement, data display, interpretation, single-case designs, intervention and program evaluation, research ethics, etc.) required to sit for the behavior analysis certification (BCBA) examination.

ABA 6102: Ethics in Behavior Analysis

This course prepares students to engage in ethical and professional practices as behavior analysts. Students will learn how to adhere to the BACB's Code of Ethics, how to interpret the Code of Ethics and evaluate their own behavior and the behavior of others to determine if an ethical violation occurred, and how to respond to ethical violations and dilemmas. Considerations for applying the core principles to guide their work and the use of ethical decision making will be reviewed. Students will practice analyzing ethical scenarios and providing potential solutions, based on the Code, while considering functional and contextual variables. Students will also apply the code within the context of specific situations and consider variables related to diversity and equity. This course provides 45 credit hours in ethical principles, the BACB's ethics codes and requirements, code- enforcement systems, and professionalism.

ABA 6112: Organizational Behavior Management

This course helps prepare students for management positions within the field of applied behavior analysis. The coursework also builds skills for behavior analysts providing clinical supervision and oversight to staff and graduate students. The course provides students with behavior analytic strategies for analyzing staff's behavior, as well as managing, supervising, and training personnel, drawing upon extensive empirical support from the Organizational Behavior Management (OBM) literature. Students will learn about performance analysis and management, supervision, staff training, behavioral systems analysis, organizational culture, and leadership. The use of a functional assessment approach and function-based strategies, along with performance monitoring and feedback, will be reviewed. Issues related to equity, inclusion, and diversity will be addressed throughout the course. This course meets the credit hour requirement for 45 hours of Organizational Behavior Management.

ABA 6111: Experiential Learning

This course prepares students to benefit from their fieldwork placements and understand their fieldwork requirements. It covers core skills related to the practice of behavior analysis such as interpersonal skills (e.g., therapeutic relationships, supervisory relationships, interpersonal skills, vital work habits, etc.), documentation (e.g., reports, notes, writing skills), and skills for caseload management (e.g., time management, billing requirements, IEP process). An overview of the history of credentialing in behavior analysis, the process for behavior analysts to earn credentials, and the differences between credentials (i.e., certification and licensure) will be reviewed. Multiple disciplinary teaming and

collaboration, along with practicing behavior analysis in public schools, will also be reviewed.

ABA 6910: Capstone Project
This course is designed to ensure students demonstrate core competencies for practicing behavior analysis. Students will complete a clinical portfolio of products related to products relevant to their workplace and clinical practice. Students will complete the following projects: functional behavior assessment (FBA), task analysis, matching-to-sample program, application of single subject designs, and behavior support plan (BSP).

ABA 6911: Fluency
This two-credit course is designed to ensure students demonstrate core knowledge competencies in applied behavior analysis (ABA). Students will complete a series of web-based modules, working at their own pace, to build fluency with ABA terminology and concepts. Students must meet the criteria set by the software, take the mock exam, and pass a comprehensive final exam to receive credit for the course.

Master of Social Work

Elms College's Master of Social Work program is designed to offer a flexible, dynamic, and collaborative learning experience for working professionals and students from all backgrounds. Part-time and full-time options are available. Students who enter the program with a bachelor's degree in a field other than social work will complete 48-57 credits, which includes 900 field practicum hours. Students who hold a bachelor's degree in social work are eligible for advanced standing and will complete 24 credits, which includes 500 field practicum hours. Our faculty and staff provide comprehensive support in securing field practicum experiences that align with students' professional goals. In addition, our faculty have expertise in a variety of social work settings and roles such as healthcare, private practice, policy work, research, schools, child welfare, and nonprofits. Tuition discounts are available for employees of partner organizations.

Graduates of the MSW program will be prepared to work with diverse populations in a variety of settings. The clinical specialization equips students to work effectively in both medical and non-medical settings, including schools, state agencies, and community-based nonprofits. The macro specialization prepares students for roles in management, policy practice, and community-focused social work.

Program Mission
The mission of the Master of Social Work program at Elms College is to educate students for advanced social work practice that enhances and restores human and community well-being. Students will be prepared to work for a just, multicultural society and world community.

Drawing on a person-in-environment framework, the Elms MSW program prepares social workers to:

- Provide advanced assessment, intervention, and evaluation skills to individuals, families, groups, organizations and communities.
- Design innovative interventions that contribute to promising and emerging practice, particularly in clinical social work in primary care settings and in organizational and administrative specialties.
- Serve the community in a manner that advances human rights and furthers social, racial, economic, and environmental justice.
- Collaborate with other professions, including nursing, education, law, medicine and government, to provide integrated and holistic services to diverse and historically overlooked populations.
- Exemplify the mission of the Sisters of St. Joseph of Springfield: uniting neighbor with neighbor, and neighbor with God, without distinction.

Areas of Specialization

The MSW curriculum consists of the generalist practice/foundation year curriculum and the specialized practice curriculum. Students entering the program with a bachelor's degree in a field other than social work will begin with the generalist practice courses. Students who hold a bachelor's degree in social work (and receive advanced standing) will begin the program with the specialized practice courses. Students will choose to specialize in either **clinical/primary care (medical) social work** or **macro social work practice**. During the specialized portion of the curriculum, students will also take three graduate-level electives; two of these can be outside of the social work department with prior approval from the program director. Potential electives offered by the social work department include those focused on school social work, substance use disorders, and child welfare.

Course Delivery Formats and Field Practicum Education

Students who enter the program as generalist/foundation year students have the option to take the required generalist practice courses on weekdays on the Elms main campus, or on Saturdays at our off-campus site at Springfield Technical Community College. The required specialized practice courses are held on the Elms main campus on Saturday mornings and weeknights. Select required generalist courses and electives may be offered online in an asynchronous or synchronous format.

Field practicum education is the signature pedagogy of social work. According to the Council on Social Work Education (CSWE), MSW students are required to complete a minimum of 900 field practicum hours. Students who begin the program with the generalist practice curriculum will complete a generalist field practicum (300-400 hours) and a specialized practicum (either clinical or macro; 500-600 hours). Advanced standing students will complete one specialized practicum (500 hours). The field education director and other social work faculty and staff will collaborate with students to secure practicum placements and to ensure adequate supervision in accordance with CSWE requirements.

Admission Requirements and Deadlines

Standard Admission (applicants with a baccalaureate degree in a field other than social work)
Admission to the Elms College MSW program incorporates several steps required by the Elms College School of Graduate and Professional Studies. This includes attainment of a baccalaureate degree from an accredited college or university. In addition, a cumulative grade point average of 3.0 out of a 4.0 scale is required; grade point averages between 2.75 and 3.0 will be considered on a case by case basis, alongside a critical review of application materials.

Advanced Standing Admission (applicants with a baccalaureate degree in social work)
Advanced standing admission to the Elms College MSW program incorporates several steps required by the Elms College School of Graduate and Professional Studies. This includes attainment of an earned baccalaureate social work degree from a CSWE-accredited program, a CASWE-accredited program, or an internationally earned degree comparable to a baccalaureate degree in social work, from a college or university accredited by a recognized regional accrediting organization. In addition, a cumulative grade point average of 3.0 out of a 4.0 scale is required; grade point averages between 2.75 and 3.0 will be considered on a case by case basis, alongside a critical review of application materials. In the latter case, partial advanced standing may be considered.

The following documents are required to be considered for admission to the MSW program:

- General application form- this can be completed via the Elms College Graduate Admissions site: https://www.elms.edu/graduate-studies/.
- Official transcripts from each college/university - sent to grad@elms.edu
- Resume that includes information about the applicant's academic background; any college and community internships/volunteer activities; honors, awards, and/or leadership roles; and work experiences.
- Personal statement essay (approximately 2-4 pages, double-spaced). Applicants must reflect on the following points in the essay:
    - What interested you in pursuing a Master of Social Work degree in general, and specifically at Elms College? You may reflect on personal, academic, and/or professional experiences.
    - Which program option are you considering (part-time, full-time, advanced standing, weekday and/or weekend classes)?
    - What are your professional goals? Discuss some of your strengths and areas for growth in relation to achieving these goals. Connect your discussion to your interest in pursuing either a clinical or macro practice concentration.
    - How do your personal values align with the core values and foundational perspectives of the social work profession (refer to the six core values listed under "Ethical Principles" in the NASW Code of Ethics- https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English, and the nine competencies described in the Council on Social Work

Education's Educational Policy and Accreditation Standards-
https://www.cswe.org/accreditation/standards/2022-epas/

- Two letters of recommendation*. Preferably, one letter will be an academic reference, and the other will be a professional reference (volunteer, internship, and/or work supervisor).
- Interview*: Following the review of required documents, each applicant will be required to meet with the MSW program director or another social work faculty member prior to admission.

Application deadlines: June 1st for students who may be interested in the full-time advanced standing option; July 15th for applicants without a baccalaureate degree in social work and for those interested in the part-time advanced standing option.

*Pre-admission interview and recommendation letters are waived for current Elms College social work students and alumni.

Social Work Faculty Profiles (Full-Time)

Dr. William Gilbert, ***Associate Professor of Social Work***
Ph.D., University of Connecticut (Social Work)
MSW, Boston College
Licensed Clinical Social Worker (LCSW)
Advanced Alcohol and Drug Counselor (AADC)
William Gilbert has been a social worker for over 25 years as a clinician, administrator, and educator. He received his MSW from Boston College and his Ph.D. in social work from the University of Connecticut. He has worked at several social service agencies in Connecticut serving in both administrative and clinical positions, including 15 years in the addictions field. He has also worked as a private practice therapist and a primary care behavioral health clinician. His dissertation was titled "Correlates of Recovery from Substance Use Disorders." His primary research interest is the investigation of factors affecting recovery from substance use disorders. He is married with three adult children and three dogs.

Scott Hartblay, ***Associate Professor of Social Work***
MSW, West Virginia University
Licensed Independent Clinical Social Worker (LICSW)
Professor Hartblay's experience includes work in community and program planning, public welfare, community centers, mental health centers, psychiatric hospitals, and school social work. His interests include social work history, genocide studies, issues of oppression and discrimination, civil rights, social justice issues, government and public policy, and the development of values and ethics in social work students. Professor Hartblay believes in the importance of a strong liberal arts base in the education of social work students. His courses feature literature, art, and film as part of the teaching and learning

process. He is interested in international social work, and, in addition to many years of teaching at Elms College, has taught in Poland, Lithuania, and Northern Ireland. Professor Hartblay has presented at international social work conferences, and leads students on educational trips to Ireland and Poland.

Maureen O'Connor Holland, ***Chair of the Social Sciences Division, BSW Program Director, and Associate Professor of Social Work***
MSW, Springfield College
Maureen Holland's social work practice experience is in the areas of administration, child welfare, maternal child health, and disabilities. She is interested in making higher education accessible to traditionally underserved communities. She serves in an administrative role at New North Citizens' Council, Inc., a community-based agency in the North End of Springfield. Her research interests center around Hispanic families, maternal child health, and disparities. Maureen is a doctoral student at the University of Connecticut School of Social Work, where she focuses on infant feeding decisions.

Dr. Winifred (Winnie) Martin, ***Field Education Director for the BSW and MSW Programs and Assistant Professor of Social Work***
EdD, American International College (Counseling and Supervision)
MSW, Springfield College
Licensed Independent Clinical Social Worker (LICSW)
Dr. Winifred Martin is a seasoned professional with over 15 years of experience in social work, specializing in community and school settings. Her expertise lies in school social work, trauma-informed care, and culturally appropriate interventions. As a practitioner, Dr. Martin has further distinguished herself as the CEO of a private practice, where she serves as a therapist. In this capacity, she continues to apply trauma-informed and culturally appropriate practices, providing individualized care to clients at Tribe Institute LLC. Dr. Martin's impact extends beyond direct practice through shaping policies and programs that prioritize trauma-informed care, contributing to understanding its importance in social work.

Dr. Autumn Mathias, ***MSW Program Director, Sociology Program Coordinator, and Associate Professor of Social Work***
PhD, Northeastern University (Sociology)
MSW, University of Connecticut
Licensed Certified Social Worker (LCSW)
Autumn has experience in diverse fields such as services for refugees and asylum seekers, foster care/adoption, elder services, and political advocacy/community organizing around issues impacting immigrants. Her social work interests include macro and international social work practice, holistic services for displaced populations, research methods, and cultural competence education. Autumn's research and teaching interests have been inspired by her international travels and her experiences as a social worker, and include transnational human rights activism, globalization, identity, intergroup relations, and conflict and violence. Her doctoral dissertation qualitatively examined how Asian Indian Christians in diaspora have responded to religious persecution. She has been a co-advisor to the Student Social Work Organization and serves as a member of a community-based coalition.

Master of Social Work Course Requirements

Generalist Practice (Foundation Year) Courses (3 credits each; 33 total credits) (waived* for advanced standing students with a cumulative undergraduate GPA of 3.0 or higher)

SWK 5002- Social Work Practice with Individuals and Families
SWK 5003- Mental Health and Illness
SWK 5007- Social Work Practice with Groups (Social Group Work)
SWK 5104- Human Behavior in the Social Environment I: Lifespan
SWK 5005- Human Behavior in the Social Environment 2: Macro Theories
SWK 5101- Social Welfare Policy and Services
SWK 5105- Social Work Practice with Communities and Organizations
SWK 5100- Social Work Research
SWK 5301-Generalist Practicum Seminar
SWK 5500A/5500B- Generalist Field Practicum (300-400 hours)

*Students entering the program with a bachelor's degree in a field other than social work can receive a waiver for up to 3 non-practice courses (9 credits) from the generalist practice curriculum if the following conditions are met:

- Applicant received a "B" grade or better as the final course grade
- The course content aligns with material taught in the required Elms course.

Specialized Practice Courses (3 credits each; 24 credits total)
-Students can take two out of three electives in another graduate program with prior approval from the program director.

Clinical/Primary Care (Medical) Specialization
SWK 5200- Social Work Practice: Assessment and Diagnosis in the Clinical Setting
SWK 5401- Clinical Practice in Healthcare
SWK Graduate-level Elective
Graduate-level Elective
Graduate-level Elective
SWK 5321- Clinical Practicum and Seminar 1 (includes 250-300 practicum hours)
SWK 5322- Clinical Practicum and Seminar 2 (includes 250-300 practicum hours)
SWK 6100- Advanced Research Methods

Macro Social Work Practice Specialization
SWK 5402- Macro Practice in Government
SWK 5403- Nonprofit Management
SWK Graduate-level Elective
Graduate-level Elective
Graduate-level Elective

SWK 5331- Macro Practicum and Seminar 1 (includes 250-300 practicum hours)
SWK 5332- Macro Practicum and Seminar 2 (includes 250-300 practicum hours)
SWK 6100- Advanced Research Methods

Master of Social Work Course Descriptions

SWK 5002 Social Work Practice with Individuals and Families (3 credits)
This course provides students with the skills to work with individuals, couples, and families within the framework of anti-discriminatory practice. It introduces the processes of problem identification, assessment, intervention, planning, case management, evaluation, and termination. This course also develops beginning proficiency in communication skills.

SWK 5003 Mental Health and Illness (3 credits)
This course provides students with an introduction to the history, study, and classification of mental disorders. Current methods of assessing mental disorders are explored with emphasis on the DSM-5 classification system. Treatment methods are examined from historical and contemporary perspectives. The social construction of mental illness will also be reviewed, with attention to how race, ethnicity, gender, sexual orientation, age, religion, and other social variables can impact mental health.

SWK 5007 Social Group Work (3 credits)
This course introduces students to the theory and practice of social group work in a variety of social work settings, and furthers the development of knowledge, values, and skills required for the Social Work Core Competencies. The class will combine theory and a process-oriented group experience. Content will include group work practice with diverse racial, ethnic and cultural populations. Issues of gender, sexual orientation, physical or mental ability, religion and age will be addressed.

SWK 5104 Human Behavior in the Social Environment I: Lifespan (3 credits)
A study of the process of human development from conception to death. Bio-psychosocial and cognitive development will be examined from an individual and systems perspective. Dual focus on person and environment is presented. Human development is examined utilizing a systems orientation that highlights the effects of culture. The impacts of health, diversity, oppression, and social policy on human development are discussed throughout the course.

SWK 5005 Human Behavior in the Social Environment 2: Macro Theories (3 credits)
This course expands on theory related to human behavior in the macro social environment, which includes communities, organizations and groups. Human behavior is examined within the context of social system theory with a goal of learning how systems affect and are affected by human behavior. Theories and knowledge are presented about the range of social systems in which individuals live with special emphasis on groups, organizations, institutions, and communities. The course examines the effect of social, cultural and economic forces upon human behavior. The course emphasizes empowerment and the promotion of economic and social justice in the macro social environment.

SWK 5101 Social Welfare Policy and Services (3 credits)
This course describes the history and current structure of social welfare services, and the role of policy in social service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare. Students will learn to analyze organizational, local, state, national and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

SWK 5105 Social Work Practice with Communities and Organizations (3 credits)
This course deals with the practice of social work at the macro level. Beginning conceptual understanding of communities, agencies, organizations, social work administration and implications for social work practice are explored.

SWK 5100 Social Work Research (3 credits)
This course introduces you to research theory and methods that will inform your practice of social work. In addition to learning about the basic research process through the composition of a mock research proposal, you will also develop skills in applying research methods. The course will include discussions of both quantitative and qualitative methods and will emphasize ethics in research. Your understanding of the knowledge, values and skills related to Competency #4 (CSWE 2022), engage in research-informed practice and practice-informed research will be further developed in this course.

SWK 5301 Generalist Practicum Seminar (3 credits)
To provide an in-depth examination of generalist social work practice used in the field. This is an advanced level problem-solving and skills development course, which integrates experiences from the field practicum with the practice curriculum. This course will emphasize generalist practice with culturally diverse populations and empowerment with oppressed populations. The purpose of this course is to provide students with an opportunity to integrate field experiences with practice theory and research. The course expands on the conceptual and skill base developed in SWK5002, SWK5007, and SWK5105, drawing heavily on current research regarding practice effectiveness. Course assignments are based on the student's fieldwork, and students are assisted to develop an appreciation of empirically based practice at the micro, mezzo, and macro levels. Course assignments provide students with opportunities to demonstrate mastery of the below listed competencies through the following assignments.

SWK 5500A/B Generalist Field Practicum (3 credits each semester)
This course provides a supervised practicum experience in a social work agency of the student’s choice. It is designed to provide the student with an opportunity to put into practice knowledge, values, and

skills gained through the curriculum and to become familiar with many areas of professional knowledge and concern. The Field Work Practicum provides the opportunity for students to utilize the knowledge, values and skills gained through the classroom in a practice setting, and demonstrate mastery of all nine social work competencies. An on-going evaluation process guides the students in their development as a professional social worker, during the semester-long supervised experience. The practicum is a minimum of 300-400 hours.

SWK 5200 Social Work Practice: Assessment and Diagnosis in the Clinical Setting (3 credits)
The course examines the diagnostic criteria in the current edition of the Diagnostic and Statistical Manual (currently DSM-5 TR). With the generalist assessment skills as the foundation for this course, students will be taught how to further engage and assess clients who are experiencing mental illness as defined by the DSM. They will understand the influence of cultural, spiritual, and social aspects of clients' intersectional lives and how those play a role in their behaviors. This course uses lectures, discussions, experiential activities, and small group discussions in addition to a variety of written and visual texts for exploration, inquiry, and analysis of issues of inequality and oppression among various social groups within the US and around the world.

SWK 5401 Clinical Practice in Healthcare (3 credits)
This course will teach students to apply their skills in providing clinical social work interventions. Students will learn about the bio-psycho-social-spiritual effects of illnesses that are commonly treated at a primary care medical office. Students will use the skills learned in the SWK 5200 to assess and diagnose patients who are referred. In addition, students are taught about the administrative aspects of working in a primary care office and the importance of collaboration with the medical providers and office staff. While this course is focused on clinical social work practice in a medical environment, the skills developed would apply to any adult clinical practice.

SWK 5321/5322 Clinical Field Practicum and Seminar (3 credits each semester)
This course provides a supervised practicum experience in a social work agency of the student's choice. It is designed to provide the student with an opportunity to put into practice knowledge, values, and skills gained through the curriculum and to become familiar with many areas of professional knowledge and concern. The clinical field practicum provides the opportunity for students to utilize the knowledge, values and skills gained through the classroom in a practice setting, and demonstrate mastery of the nine extended social work competencies relevant to the clinical practice concentration. In addition, students will meet three times per semester with peers and their faculty field advisor (field liaison) to fulfill the seminar component of the practicum. These meetings will provide consultation and support as students seek to engage in ethical practice and apply ADEI principles in the implementation of the nine competencies. In addition, the first semester of the practicum will also involve development of an evaluation research project, which will be completed as part of the second semester practicum and the Advanced Research Methods (SWK 6100) course.

SWK 5402 Macro Practice in Government (3 credits)
Social work students and graduates will work in non-profit, for-profit and public organizations which are funded by, regulated by, and heavily influenced by national, state, and governmental entities. This course will introduce students to advanced policy concepts including organizing and understanding elections, the policy process, and the skills needed for advocacy and policy analysis. Students will gain an in-depth knowledge of the history of social welfare. Students will develop an understanding of the modern social welfare system, including access to services, current trends, and how the system impacts their area of interest or expertise. Students will learn how the federal programs relate to state systems and local government.

SWK 5403 Nonprofit Management (3 credits)
Social work students and graduates will work in or with non-profit organizations throughout their careers. This course will introduce students to the wide range of skills they will need to operate successfully in the non-profit sector. They will learn leadership skills, public speaking, human resource management, grant writing, program planning, implementation, and evaluation. Students will learn about local, national and international organizations. Special emphasis is given to local control, diverse communities, and participatory evaluation.

SWK 5331/5332 Macro Practice Field Practicum and Seminar (3 credits each semester)
This course provides a supervised practicum experience in a social work agency of the student's choice. It is designed to provide the student with an opportunity to put into practice knowledge, values, and skills gained through the curriculum and to become familiar with many areas of professional knowledge and concern. The macro practice field practicum provides the opportunity for students to utilize the knowledge, values and skills gained through the classroom in a practice setting, and demonstrate mastery of the nine extended social work competencies relevant to the clinical practice concentration. In addition, students will meet three times per semester with peers and their faculty field advisor (field liaison) to fulfill the seminar component of the practicum. These meetings will provide consultation and support as students seek to engage in ethical practice and apply ADEI principles in the implementation of the nine competencies. In addition, the first semester of the practicum will also involve development of an evaluation research project, which will be completed as part of the second semester practicum and the Advanced Research Methods (SWK 6100) course.

SWK 6100 Advanced Research Methods
The course builds upon the knowledge and skills acquired in Introduction to Social Work Research (SWK 5100). In addition, students will add to the research proposal drafted in the first semester of their specialized field practicum. This course will guide students through completion of a capstone research project that will also serve as one of the MSW program's major assessment tools of each student's specialized practice area. Students will further develop skills related to study design and both qualitative and quantitative data collection and analysis. Students will complete a small-scale research project that aligns with their specialized practice field placement.

Division of Education

The Education Division at the College of Our Lady of the Elms (Elms College) in Chicopee, Massachusetts, has a 128-year rich history rooted in its founding mission to prepare educators within a Catholic liberal arts framework. 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. The M.Ed. Educational Leadership, Principal/ Assistant Principal licensure track program approved 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.

- Earn a Master's degree in as little as two years
- Earn an initial license
- Classes are held weeknights
- Clinical practice is integrated into the candidate's program at their 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. Ryan Ambuter, ***Assistant Professor of Education***
M.Ed., UMASS/Amherst
Ph.D., UMASS/Amherst

Ryan is an Assistant Professor of Secondary Education. He earned a Ph.D. in Teacher Education and School Improvement and an M.Ed. in Social Justice Education from UMass Amherst. He has extensive experience teaching English Language Arts at the secondary level in Western Massachusetts. Ryan approaches teaching about both the system and practice of education through equity-based frameworks.

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.

Kelly Hawkins, ***Practicum Director and Instructor in Education***
B.A.,
M.A.T., Elms College
Kelly Hawkins, M.A.T., has worked in various roles in education for over twenty-five years, primarily as a high school English teacher. In addition to her position as Practicum Director, she teaches the Pre-practicum Seminar and the Professional Seminar in Education.

Dr. Andrea Hickson-Martin, ***Assistant Dean Graduate Programs, Chair, Division of Education*****,** ***Associate Professor of Education***
B.A., Elms College
M.Ed., Elms College
C.A.G.S., American International College
Ed.D., American International College
Dr. Hickson-Martin brings to the role of Assistant Dean Graduate Programs and Chair of the Education Division, over a decade and a half of expertise as Director of Graduate Elementary and Early Childhood Education Licensure programs. She holds a doctorate in Education Leadership and Supervision from American International College. With a background as an assistant principal in the Springfield, MA public school system and more than 15 years of teaching experience across the Holyoke and Chicopee Public School Districts she possesses a wealth of educational insight. Her professional passions lie in promoting Diversity, Equity, Inclusion, and Belonging. Dr. Hickson-Martin is a vocal advocate for the LGBTQIA+ community and facilitates anti-racist and anti-bias workshops.

Dr. Betty Hukowicz, ***Dean of Student Success and Professor of Education at Elms College***
B.A., University of Massachusetts
M.Ed., American International College
C.A.G.S., American International College
Ed.D., University of Massachusetts
Dr. Hukowicz is a Full Professor with nearly three decades of experience, she has taught undergraduate and graduate courses in children's reading and writing and held numerous senior leadership roles,

including Dean of the School of Graduate and Professional Studies, Interim Vice President of Academic Affairs, and Chair of the Education Division. Her work includes extensive leadership in educator preparation, program development, and accreditation, as well as national and regional service as a literacy consultant and educational evaluator. A longtime advocate for students, educators, and families, Dr. Hukowicz is also deeply engaged in community and board service and is a recognized advocate for cystic fibrosis awareness at the state and national levels.

Dr. Yeukai T. Imeh, ***Associate 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.

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.

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 (numbers and names are subject to change)

- Communication and Literacy (101/102)
- Biology (66)
- Chemistry (67)
- Early Childhood (72)
- Earth & Space Science (74)
- Elementary General Curriculum; Language Arts and History/Social Science (178) and Mathematics, Science and Technology/Engineering (278)
- English (61)
- Spanish (28)
- General Science (64)
- History (73)
- Humanities (76)

- Mathematics (68, 65, 63)
- Math/Science (77)
- Moderate Disabilities General Curriculum Language Arts and History/Social Science (178) and Mathematics, Science and Technology/Engineering (278) or any Academic Core Subject Matter Test
- Physics (69)

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).

All MTEL information about is subject to change and candidates should refer to the Massachusetts Department of Elementary and Secondary Education website for the latest information.

Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching (M.A.T.) at Elms College is a graduate-level, licensure-track program designed for candidates who already hold a bachelor's degree and seek to become certified teachers. Upon successful completion of the program, graduates earn both a master's degree and an Initial Massachusetts state teaching license, which is reciprocal in more than 40 states, territories, and jurisdictions.

Program Philosophy and Foundations

The M.A.T. at Elms is grounded in two central premises:

1. Exceptional teachers combine a strong liberal arts foundation with critical and creative thinking skills, with deep content knowledge in their discipline.
2. Highly effective educators are able to move fluidly between theory and practice, translating educational research and pedagogical understanding into responsive, high-impact instruction.

The M.A.T. curriculum is situated within the Division of Education which helps address local teacher shortages, especially in special education, mathematics, and ESL, by preparing diverse, well-qualified teachers for the region and beyond.

Program Structure and Specializations

Students in the M.A.T. complete rigorous coursework, practica, and a culminating field experience (initial practicum) in the candidate's licensure area.

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 Education program at Elms College prepares candidates for initial licensure in Massachusetts at the PreK–2 level. Candidates complete rigorous coursework at the college and participate in fieldwork experiences with young children, both with and without special needs, in local schools. Graduates are prepared to teach all areas of the curriculum and make appropriate adaptations for students with special needs.

In the Early Childhood Education program at Elms College, the needs and interests of children are valued as highly as the Massachusetts Curriculum Frameworks. Students learn to work collaboratively with parents, school colleagues, and educational specialists such as speech and physical therapists. The Elms College program for early childhood teachers exceeds state standards for both knowledge and performance, providing graduates with a competitive advantage when 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.
- Apply subject matter knowledge in reading and language arts, children's literature, mathematics, science, social studies, health, physical education, and the arts to provide developmentally appropriate learning experiences. These experiences will respond to children's interests and challenge them to construct an understanding of the world 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	**36 credits**
EDU 7308 Culturally Responsive Teaching and Learning Environments	3
EDU 5109 Students with Special Needs	3
EDU 7908 Foundations of Reading I	3
EDU 7909 Foundations of Reading II	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 14-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 candidates for initial licensure in Massachusetts for grades 1–6. Candidates learn to design and implement standards-based instruction that aligns with the Massachusetts Curriculum Frameworks. Prospective elementary teachers develop the skills to plan meaningful activities and sequential units of study that integrate content knowledge with effective pedagogy.

Students in the program practice a balanced approach to reading and writing and employ a variety of instructional strategies to support learning across content areas. Through rigorous coursework and

extensive field experiences in local schools, candidates gain the knowledge and confidence to create inclusive and engaging classroom environments.

Elms College students are competent, caring professionals who understand their legal and ethical responsibilities to all learners. They seek collaboration with colleagues, families, and community members to enhance student learning and development. Candidates engage in ongoing reflection to assess their teaching practice and identify opportunities for continued professional growth.

Program Outcomes

Prospective elementary education students will be able to:

- Apply 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 and deliver effective instruction.
- Communicate high standards and expectations when designing and implementing lessons that use diverse teaching techniques and literacy strategies.
- Promote achievement for all students by creating equitable and inclusive learning experiences.
- Establish a classroom environment that is safe, respectful, and conducive to learning.
- Meet legal and ethical responsibilities for professional growth and service.
- Reflect critically on teaching and learning to improve instructional effectiveness.
- 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 7308 Culturally Responsive Teaching	3
EDU 5109 Students with Special Needs	3
EDU 7908 Foundations of Reading I	3
EDU 7909 Foundations of Reading 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 at Elms College prepares candidates for initial licensure in Massachusetts to teach in grades 5–12, depending on the chosen content area. Candidates develop a strong understanding of subject matter, pedagogy, and adolescent learning, enabling them to meet the diverse needs of students in middle and high school settings.

Students may pursue licensure in one of the following content areas:

- Biology (8–12)
- Chemistry (8–12)
- Earth and 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 and 8–12)
- Math/Science (5–8)
- Physics (8–12)

Program Outcomes
Graduates of the Middle and Secondary Education program will be able to:

- Plan curriculum and instruction that align with Massachusetts Curriculum Frameworks and reflect sound pedagogical principles.
- Deliver effective instruction by incorporating high expectations, meaningful learning opportunities, and authentic measures of achievement.
- Establish and maintain a positive classroom climate that supports student learning through effective use of time, space, and management strategies.
- Promote equity by recognizing and building upon the strengths each student brings to the classroom, while motivating all learners to achieve their potential.
- Demonstrate professionalism by maintaining enthusiasm for both content and pedagogy, cultivating positive relationships, and collaborating effectively with colleagues, families, 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 7308 Culturally Responsive Teaching and Learning Envr	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
EDU 6104 Reading Across the Disciplines (all but English tracks) or EDU 7202 Str. Readers Mid/Sex (Eng only)	3
EDU 7901 Educating English Language Learners	3
EDU 5203 Pre-Practicum	2
EDU 5204 Pre-Practicum Seminar	1
EDU 6600 Practicum Seminar	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 7308 Culturally Responsive Teaching and Learning Environments	3
EDU 5109 Students with Special Needs	3
EDU 7908 Foundations of Reading I	3
EDU 7909 Foundations of Reading 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 educators to work effectively with students with moderate disabilities at either the PreK–8 or 5–12 level. Candidates

complete comprehensive coursework and field experiences in schools and other appropriate educational settings, gaining hands-on experience in inclusive classrooms and specialized support environments.

Graduates of the program are well prepared to fulfill the full range of professional responsibilities associated with the license. These include instruction, assessment, Individualized Education Program (IEP) development, collaboration, consultation, liaison duties, and case management. The program emphasizes the integration of theory and practice, equipping teachers to meet the diverse academic and social-emotional needs of students with disabilities.

Program Outcomes

Graduates of the Teacher of Students with Moderate Disabilities program will be able to:

- Implement appropriate instructional strategies for students with mild to moderate disabilities, aligned with relevant curriculum frameworks.
- Apply theories and methodologies to assess the physical, emotional, intellectual, and social development of children and adolescents.
- Provide developmentally appropriate learning experiences, with particular emphasis on language acquisition, vocabulary development, multiple approaches to reading, and the relationship between reading and writing.
- Prepare, implement, and evaluate Individualized Education Programs (IEPs) and demonstrate competency in case management responsibilities.
- Understand and apply federal and state laws and regulations related to special education, and serve as knowledgeable resources for colleagues and community agencies.
- Collaborate with general education teachers to design, modify, and adapt curriculum and instructional materials that support students with mild to moderate disabilities in inclusive settings.
- Prepare and support students with moderate disabilities as they transition into and participate successfully in 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	**36 credits**
EDU 7308 Culturally Responsive Teaching and Learning Envr	3
EDU 5109 Students with Special Needs	3
EDU 7908 Foundations of Reading I	3
EDU 7909 Foundations of Reading II	3
EDU 5104 Methods of Teaching Mathematics	3
EDU 5402 Assessment of Students	3
EDU 5403 Models of Inclusion	3

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:

EDU 7007 Teacher of S.M.D. (PreK-8) Initial Practicum	3
EDU 7008 Teacher of S.M.D. (5-12) Initial Practicum	

Master of Arts in Teaching-Reading Specialist

The Reading Specialist program at Elms College prepares experienced educators to serve as literacy leaders across all grade levels, K–12. Candidates for this program are licensed teachers who have completed prior coursework in child and adolescent development and the teaching of reading.

Through a combination of advanced coursework and extensive field experiences, candidates learn to assess, diagnose, and remediate reading difficulties while supporting literacy growth in diverse learners. The program culminates in a two-summer practicum sequence at the Elms College Reading Clinic—one focused on early elementary students and one on middle and high school students.

Graduates of the Reading Specialist program are prepared to assume leadership roles as reading teachers, reading coaches, literacy or language arts curriculum specialists, and directors of reading programs within school districts.

Program Outcomes

Graduates of the Reading Specialist program will be able to:

- Explain significant theories, practices, and programs that support the development of reading skills and reading comprehension.
- Apply principles of phonemic awareness and phonics to effective instructional practices.
- Demonstrate an understanding of the history and structure of the English language, including vocabulary development and English-language dialects.
- Design and implement instruction that promotes vocabulary growth in struggling readers.
- Apply theories, research, and best practices for reading instruction across the academic disciplines.
- Select and use appropriate instructional programs, materials, and technologies to support literacy development.
- Evaluate and choose literature and informational texts for children and adolescents that foster engagement and comprehension.

- Administer and interpret a range of formal and informal reading assessments to identify student strengths and areas for growth.
- Apply principles of second language acquisition to literacy instruction for multilingual learners.
- Explain developmental stages in childhood and adolescence and their relationship to reading acquisition and comprehension.
- Employ effective strategies for writing instruction and assess writing as it relates to reading development.

- Collaborate with and support classroom teachers through consultation, coaching, and professional development to improve schoolwide reading instruction.

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**
<u>In Order to Complete the First Reading Specialist Practicum at the Elementary Level</u>	
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
<u>First Practicum</u>	
EDU 7006 Reading Specialist Elementary Initial Practicum and Seminar	3
<u>In Order to Complete the Second Reading Specialist Practicum at the Middle School Level</u>	
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

The Professional Development program at Elms College is an enrichment degree designed to advance the professional growth of experienced teachers and community leaders. This program provides flexibility for educators to tailor their coursework to meet individual professional interests and career goals while deepening their expertise in both education and selected academic disciplines.

The program emphasizes reflective practice, educational innovation, and leadership within school and community contexts. Candidates explore contemporary issues in education, expand their understanding of diversity and inclusion, and engage in research-based approaches that enhance teaching and learning.

Program Structure

The program requires the completion of **33 credit hours** and is composed of three parts:

- **Education and Liberal Arts Electives:** Courses selected to support each student's professional focus and areas of interest.
- **Core Required Courses:** Coursework addressing diversity in education, the integration of technology in teaching, and research-based professional practice.
- **Capstone Experience or Applied Project (if required):** A culminating experience that allows candidates to apply theoretical knowledge to practical challenges in educational settings.

Graduates of the Professional Development program strengthen their instructional practice, broaden their leadership capacity, and enhance their ability to serve as reflective, informed educators who contribute meaningfully to their schools and communities.

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

Master of Education (M.Ed.) Educational Leadership, Principal/Assistant Principal Licensure PK-8 and 5-12

The **Elms College Educational Leadership M.Ed. program** prepares aspiring and current school leaders to lead with vision, integrity, and equity. Grounded in theory and practice, the program develops the knowledge, skills, and dispositions needed for effective school leadership, with a strong emphasis on reflective practice, ethical decision-making, and inclusive leadership. Through coursework and

applied experiences, candidates are equipped to positively impact schools, students, and communities while meeting state licensure requirements.

Program Structure:

- The program is cohort-based and designed for working professionals.
- 39 credits, no more than 25% asynchronous
- Online/Low residency learning model
- Eight 8-week courses
- One-week on-campus summer course
- Two 1-credit accelerated seminars during the January intersession
- 500-hour, two year practicum across the length of the program with online seminars
- Candidates complete a sequence of graduate coursework aligned to the Professional Standards for Administrative Leadership (PAL), combined with supervised practicum experiences in authentic school settings. Courses are structured to integrate theory with real-world application, allowing candidates to immediately apply learning in their leadership roles.
- The program culminates in successful completion of required fieldwork and licensure assessments, ensuring graduates are well prepared for school leadership positions.

Requirements	**39 credits**
EDU 6150 Shaping School Culture	3
EDU 6151 Curriculum Design, Development, Implementation and Evaluation	3
EDU 6169 Principal/Asst Principal Practicum I, Year One, PK-8	1
EDU 6170 Principal/Asst Principal Practicum I, Year One, 5-12	1
EDU 6161 Practicum l Seminar in Educational Leadership, PK-8	1
EDU 6162 Practicum l Seminar in Educational Leadership, 5-12	1
EDU 6152 Professional Learning Community Experience II: Professional Leadership	1
EDU 6153 Building and Managing Equitable School Budgets	3
EDU 6154 Instructional Leadership for Equity and Justice	3
EDU 6171 Principal/Assistant Principal Practicum ll, Year One, PK-8	1
EDU 6172 Principal/Assistant Principal Practicum ll, Year One, 5-12	1
EDU 6163 Practicum ll Seminar in Educational Leadership, PK-8	1
EDU 6164 Practicum ll Seminar in Educational Leadership, 5-12	1
EDU 6155 Family and Community Engagement	3
EDU 6156 Law, Ethics, and Equity	3
EDU 6157 Using Data and Evidence for School and District Improvement	3
EDU 6158 Facilities, Operations, and Fiscal Management	3
EDU 6173 Principal/Asst Principal Practicum III, Year Two, PK-8	1

EDU 6174 Principal/Asst Principal Practicum III, Year Two, 5-12	1
EDU 6165 Practicum III Seminar in Educational Leadership, PK-8	1
EDU 6166 Practicum III Seminar in Educational Leadership, 5-12	1
EDU 6159 Professional Learning Community Experience III: Effective Communication	1
EDU 6160 Administration, Supervision, and Evaluation of School Staff	3
EDU 6175 Principal/Asst Principal Practicum IV, Year Two, PK-8	2
EDU 6176 Principal/Assistant Principal Practicum IV, Year Two, 5-12	2
EDU 6167 Practicum IV Seminar in Educational Leadership, PK-8	2
EDU 6168 Practicum IV Seminar in Educational Leadership, 5-12	2

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/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 & Sem 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 6150 Shaping School Culture (3 credits)
This course focuses on factors that positively shape school culture for all children, including high expectations for achievement, staff commitment to equity-oriented mission and values, a focus on anti-racism contributions to school improvement, and the engagement of historically marginalized communities. Shared policies, practices, and professional development programs that support staff and students in a culturally responsive environment in which all identities, strengths, and challenges are honored are woven into the course. The importance of frequent communication with faculty, staff, students, families, and community members, which is student-centered, asset-based, and uses two-way communication channels that support English learners, is emphasized. The course models a culture in which staff members continuously reflect on how their identities, biases, and practices impact instructional practice and student well-being and how staff members use school data, current research, best practices, and theory to continuously adapt instruction to be increasingly anti-racist. How to engage staff, students, families, and community members in developing and implementing a shared educational vision for student success is explored. PAL Task 1: Leadership through a Vision for High Student Achievement is introduced in this course.

EDU 6151 Curriculum Design, Development, Implementation, and Evaluation (3 credits)
School principals must ensure that the curriculum and its implementation are skillfully implemented with standards-aligned, coherent, well-structured units and lessons based upon culturally responsive texts, tasks, and instructional practices that are inclusive of the diversity of students' identities and lived experiences, and that support all students' content knowledge and skill development, cultural competence, and socio-political awareness. Principal candidates learn to engage with the school community (including faculty, staff, students, families, and community members/organizations) to

identify and interrupt racism and bias in curricular materials, and to ensure curricula and their implementation are culturally responsive and locally contextualized. Principal candidates are familiarized with Highly Qualified Instructional Materials (HQIM) and encourage their use by students and faculty. Principal candidates learn how to hold educators accountable for implementing evidence-based, culturally responsive instructional practices through observation and feedback. They work toward eliminating racial gaps within their school/district in student access, opportunities, and outcomes so that all children experience high-quality, rigorous, and culturally responsive, grade-level instruction. This course examines curriculum content, models of design, development, and implementation. Students critically evaluate existing curricula and develop recommendations that respond to new data in teaching and learning. PAL Task:2 Instructional Leadership for a Professional Learning Culture is introduced in this course.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6152 Professional Learning Community Experience ll: Professional Leadership (1 credit)
This course is an introduction to school administration, including the research, theories and knowledge base of effective school leadership. Candidates learn about organizational structures and other strategies that the building principal can use to build culture with students, staff, and families and to mitigate power inequities rooted in race and identity that may impact professional conflicts. They explore the issues, daily experiences, and decisions principals make as students grow in awareness of their own values, assumptions, and biases. Course participants exercise reflective practice and practice promoting learning communities and collaborative inquiry within their schools as they create communities of shared commitments, responsibility, and accountability.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6153 Building and Managing Equitable School Budgets (3 credits)
Students gain an understanding of financial principles and budget management in the operation of schools that promote the learning of all students and the success of all staff by allocating and managing expenditures aligned with district/school goals and available resources to ensure equitable access to resources for each and every student. Students learn to develop a budget that centers racial equity and is informed by input from a diverse range of students, families, staff, and community members, particularly those from historically marginalized communities. Economic and demographic data, as well as revenue sources, state and federal budgets, laws, and policies, are reviewed. Students prepare budget documents, financial forecasts, and policy briefs on school finance, allocating human and fiscal resources based on equity.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6154 Instructional Leadership for Equity and Justice (3 credits)
This course is designed to develop the knowledge and skills essential to leadership roles in instruction and assessment. Course participants learn how to create and promote the learning and growth of all students and staff by cultivating a vision that makes teaching and learning the central focus of schooling. Instructional practices across all settings and disciplines reflect high expectations aligned

with grade level standards for every student and are culturally responsive and personalized to accommodate and leverage diverse learning needs, interests, and levels of readiness. Course participants use a variety of formal and informal methods and assessments to measure each student's learning, growth, and understanding, conduct close analyses of disaggregated data, make necessary adjustments to their practice to maximize the development of students' knowledge, skills, identities, intellect, and sociopolitical awareness, and recognize and account for bias that may be present in assessment methods and instruments. Principal/assistant principal candidates hold themselves and educators in their schools accountable for implementing evidence-based, culturally responsive instructional practices through observation and feedback.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6155 Family and Community Engagement (3 credits)
Course participants acquire knowledge, skills, and dispositions to nurture and sustain successful partnerships with families and the community. They learn how effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district strengthen the learning and growth of all students and the success of all staff. They provide regular opportunities and supportive structures for all families to be active partners in the school and classroom community. They explore ways to establish strategic relationships with community organizations, community members, and businesses and engage them to maximize community involvement in the school. Course topics include parent involvement models, increasing the involvement of diverse families, grassroots organizing for community development, after-school/OST (Out of School Time) programs, and school board-community relations. There will be involvement with the Western Mass Literacy Collaborative (WMLC) and the Earn and Learn Summer program or equivalent programs for PK-8 candidates. Participants will observe the Reading Specialist Candidates in the Summer Reading Clinic at the Elms or an equivalent program. PAL Task 4: Leadership for Family Engagement and Community Involvement is introduced in this course.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6156 Law, Ethics and Equity (3 credits)
This course provides students with a foundation in the law and legal basis for making decisions in schools. Current legal practices concerning rights, liabilities, duties, and responsibilities are explored. Local, state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines are discussed. Course participants learn to identify and advocate for changes in inequitable laws, mandates, policies, and guidelines. They elevate the voices of Black, Hispanic/Latino, Asian, Indigenous, and Multiracial educators in daily and critical decision-making and support all educators to contribute to the development of an anti-racist school/district culture. This course examines challenging situations where hard ethical decisions need to be made with consideration of limited resources, multiple constituencies, and inequitable circumstances. Attention is given to the legal and ethical parameters of compliance with federal and state guidelines, legislation, and judicial decisions. *M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.*

EDU 6157 Using Data and Evidence for School and District Improvement (3 credits)
Course participants study multiple sources of evidence, including but not limited to measures of student learning, student and family experiences, and school culture and climate, through close analysis of disaggregated data, to inform school and district goals, interrupt historically systemic racial inequities, and improve educator effectiveness and student learning. This course examines scheduling and school data systems to ensure equitable access to teaching, learning, and collaboration, including frequently examining disaggregated student data to ensure equitable access to effective educators and advanced coursework for Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students. The use of technology, key tools and strategies to facilitate data analysis and efficient management of administrative functions is explored. Positive impact is measured by a variety of academic and non-academic outcomes that encompass student learning, students' social-emotional well-being, and the development of students' content knowledge and skill development, cultural competence, and socio-political awareness. Candidates will engage in a cycle of inquiry to investigate areas of concern and promising practices and reflect upon this process as it relates to change in their school or district. They will analyze data, brainstorm effective strategies, create action plans, implement strategies, and evaluate results.
M.Ed. Educational Leadership Candidates Only.

EDU 6158 Facilities, Operations, and Fiscal Management (3 credits)
The course examines the design, construction, and equipping of school facilities and safe, efficient, and effective learning environments, using resources to implement appropriate curriculum, staffing and scheduling. Course participants learn how to develop and implement effective plans, procedures, routines, and operational systems that honor students' backgrounds, identities, and intellect, and address the full range of safety, health, and social-emotional needs of students. HR policies, procedures, and systems are examined to identify bias and promote thriving school communities. Students learn how to implement a cohesive approach to recruitment, hiring, induction, development, career growth, and retention that identifies and supports a diverse and effective educator workforce that shares the school's mission to advance racial equity and ensure student success. Course participants work to ensure that physical spaces in their school communities welcome, honor, and celebrate the diversity and achievements of all school community members.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6159 Professional Learning Community Seminar lll: Effective Communication (1 credit)
This course prepares communication leaders who can use interpersonal, oral and written skills to work effectively with a variety of audiences, including staff, parents and community members. Participants engage in leadership simulated situations which enable them to better understand, predict, and modify their own behavior and that of others in school and community settings and respond appropriately. Course participants engage in regular, two-way, culturally, and linguistically responsive communications with families about student learning, well-being, and performance. They identify and

address family concerns in an equitable, effective, and culturally responsive manner. *M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.*

EDU 6160 Administration, Supervision, and Evaluation of School Personnel (3 credits)
This course helps aspiring principals/assistant principals explore the skills, knowledge and personal attributes central to instructional leadership and supervision. Course participants learn to provide effective and timely supervision and evaluation in alignment with state regulations and contract provisions and make frequent visits to classrooms to give targeted and supportive and/or constructive feedback to teachers, including feedback aligned to school expectations for anti-racist practices. Course participants exercise sound judgment, including continuous self-reflection on and mitigation of biases that may contribute to evaluating and assigning ratings for performance. DESE Educator Evaluation rubrics are considered in depth with particular attention to the School Level Administrator Rubric. Candidates' progress on the Elms Administrative Leadership Performance Assessment and the DESE Performance Assessment for Leaders (PAL) Tasks are reviewed. Pal Task 3 Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness is introduced in this course.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6161 Practicum 1 Seminar in School Leadership, PreK-8 (1 credit)
The candidate completes a 500-hour practicum across the length of the Principal/Assistant Principal, PreK-8 program, with Performance Assessment for Leaders (PAL) Tasks 1-4 integrated into the candidate's practicum experience with accompanying seminar. Practicum 1 Seminar in School Leadership begins in Session 1 and is completed by the end of Session ll. Students add 80 hours in Fall, Year One and continue adding hours over the next eight sessions while they participate in a monthly seminar. Seminar students use an equity-based approach in instruction and learning through integration of the Anti-racist competencies and the Professional Standards for Administrative Leadership. The program concludes in the final session (Session 10) in a 2-credit seminar format with students sharing in the leadership of the course discussions and activities. PAL Task 1 Leadership through a Vision for High Student Achievement is discussed in Session 1 and must be completed by the end of the program in order to apply for licensure. Learnings and experiences are shared in a culminating Professional Learning Community Experience. (80 Required Practicum Hours)
M.ED. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6162 Practicum 1 Seminar in Educational Leadership, 5-12 (1 credit)
The purpose of the seminar is to provide scaffolding and opportunities for reflection and practice to enable principal candidates to internalize the knowledge, skills, and dispositions of effective principals as they progress through the practicum. Candidates read, research, write, reflect and communicate as they explore their growth as professionals. They continuously reflect on how their identities, biases, and practices impact instructional practice and student well-being and how staff members use school data, current research, best practices and theory to continuously adapt instruction to be increasingly anti-racist. The seminar's format is twofold: to assist students in completing Pal Task 1 and Pal Task 2 and to share in the leadership of course discussions and activities driven by 80 practicum hours

simultaneously completed in EDU 6169 Administrative Leadership Fall Practicum, Year One. Learnings and experiences are shared in a culminating professional learning community celebration. *M.ED. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.*

EDU 6163 Practicum ll Seminar in School Leadership, PreK-8 (1 credit)
The purpose of the seminar is to provide scaffolding and opportunities for reflection and practice to enable principal candidates to internalize the knowledge, skills, and dispositions of effective principals as they progress through the practicum. Candidates read, research, write, reflect and communicate as they explore their growth as professionals. Candidates discuss budgets that center racial equity and are informed by input from a diverse range of students, families, staff, and community members, particularly those from historically marginalized communities. They promote the learning and growth of all students and staff by cultivating a vision that makes teaching and learning the central focus of schooling. Candidates hold themselves and educators in their schools accountable for implementing evidence-based, culturally responsive instructional practices through observation and feedback. The seminar's format is twofold: to assist students in completing Pal Task 1 and Pal Task 2 and to share in the leadership of course discussions and activities driven by 90 practicum hours simultaneously completed in EDU 6171 Administrative Leadership Spring Practicum, Year One. Learnings and experiences are shared in a culminating professional learning community celebration.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6164 Practicum ll Seminar in Educational Leadership, 5-12 (1 credit)
The purpose of the seminar is to provide scaffolding and opportunities for reflection and practice to enable principal candidates to internalize the knowledge, skills, and dispositions of effective principals as they progress through the practicum. Candidates read, research, write, reflect and communicate as they explore their growth as professionals. Candidates discuss budgets that center racial equity and are informed by input from a diverse range of students, families, staff, and community members, particularly those from historically marginalized communities. They promote the learning and growth of all students and staff by cultivating a vision that makes teaching and learning the central focus of schooling. Candidates hold themselves and educators in their schools accountable for implementing evidence-based, culturally responsive instructional practices through observation and feedback. The seminar's format is twofold: to assist students in completing Pal Task 1 and Pal Task 2 and to share in the leadership of course discussions and activities driven by 90 practicum hours simultaneously completed in EDU 6171 Administrative Leadership Spring Practicum, Year One. Learnings and experiences are shared in a culminating professional learning community celebration.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6165 Practicum lll Seminar in School Leadership, PreK-8 (1 credit)
The purpose of the seminar is to provide scaffolding and opportunities for reflection and practice to enable principal candidates to internalize the knowledge, skills, and dispositions of effective principals as they progress through the practicum. Candidates discuss how effective partnerships and strategic relationships with families, community organizations, and other stakeholders strengthen the learning

and growth of all students and the success of all staff. They describe regular opportunities and supportive structures for all families to be active partners in the school and classroom community. They discuss ways to elevate the voices of Black, Hispanic/Latino, Asian, Indigenous, and Multiracial educators in daily and critical decision-making and support all educators to contribute to the development of an anti-racist school/district culture. This seminar examines challenging situations where hard ethical decisions need to be made with consideration of limited resources, multiple constituencies, and inequitable circumstances. Candidates study multiple sources of evidence, including student learning, student and family experiences, and school culture and climate that interrupt historically systemic racial inequities, and improve educator effectiveness and student learning. They examine the design, construction, and equipping of school facilities that are safe, efficient, and effective learning environments and HR policies, procedures and systems that identify bias and promote thriving school communities. The seminar's format is twofold: to assist students in completing Pal Task 4 Leadership for Family Engagement and Community Involvement and to share in the leadership of course discussions and activities driven by 100 practicum hours simultaneously completed in EDU 6173 Administrative Leadership Fall Practicum, Year Two.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6166 Practicum lll Seminar in Educational Leadership, 5-12 (1 credit)
The purpose of the seminar is to provide scaffolding and opportunities for reflection and practice to enable principal candidates to internalize the knowledge, skills, and dispositions of effective principals as they progress through the practicum. Candidates discuss how effective partnerships and strategic relationships with families, community organizations, and other stakeholders strengthen the learning and growth of all students and the success of all staff. They describe regular opportunities and supportive structures for all families to be active partners in the school and classroom community. They discuss ways to elevate the voices of Black, Hispanic/Latino, Asian, Indigenous, and Multiracial educators in daily and critical decision-making and support all educators to contribute to the development of an anti-racist school/district culture. This seminar examines challenging situations where hard ethical decisions need to be made with consideration of limited resources, multiple constituencies, and inequitable circumstances. Candidates study multiple sources of evidence, including student learning, student and family experiences, and school culture and climate that interrupt historically systemic racial inequities, and improve educator effectiveness and student learning. They examine the design, construction, and equipping of school facilities that are safe, efficient, and effective learning environments and HR policies, procedures and systems that identify bias and promote thriving school communities. The seminar's format is twofold: to assist students in completing Pal Task 4 Leadership for Family Engagement and Community Involvement and to share in the leadership of course discussions and activities driven by 100 practicum hours simultaneously completed in EDU 6173 Administrative Leadership Fall Practicum, Year Two.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6167 Practicum IV Seminar in School Leadership, PreK-8 (2 credits)
The primary purpose of the final seminar experience is to provide scaffolding and opportunities for reflection and practice to enable principal candidates to internalize the knowledge, skills, and dispositions of effective principals up to and during the two-week dedicated release time for full-time leadership responsibility in late March/mid-April. Candidates engage in leadership simulated situations which enable them to better understand, predict, and modify their own behavior and that of others in school and community settings and respond appropriately. They learn to provide effective and timely supervision and evaluation in alignment with state regulations and contract provisions and ensure that their school staff pursue meaningful, actionable, and measurable professional and student learning goals that advance equity for Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, and English learners. They learn the importance of making frequent visits to classrooms to give targeted and supportive and/or constructive feedback to teachers, including feedback aligned to school expectations for anti-racist practices at the same time that PAL Task 3 Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness is introduced. The seminar's format is twofold: to complete Pal Task 3 Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness and to share in the leadership of course discussions and activities driven by 230 practicum hours simultaneously completed in EDU 6175 Administrative Leadership Spring Practicum IV, Year Two, PreK-8.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6168 Practicum IV Seminar in Educational Leadership, 5-12 (1 credit)
The primary purpose of the final seminar experience is to provide scaffolding and opportunities for reflection and practice to enable principal candidates to internalize the knowledge, skills, and dispositions of effective principals up to and during the two-week dedicated release time for full-time leadership responsibility in late March/mid-April. Candidates engage in leadership simulated situations which enable them to better understand, predict, and modify their own behavior and that of others in school and community settings and respond appropriately. They learn to provide effective and timely supervision and evaluation in alignment with state regulations and contract provisions and ensure that their school staff pursue meaningful, actionable, and measurable professional and student learning goals that advance equity for Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, and English learners. They learn the importance of making frequent visits to classrooms to give targeted and supportive and/or constructive feedback to teachers, including feedback aligned to school expectations for anti-racist practices at the same time that PAL Task 3 Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness is introduced. The seminar's format is twofold: to complete Pal Task 3 Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness and to share in the leadership of course discussions and activities driven by 230 practicum hours simultaneously completed in EDU 6176 Administrative Leadership Spring Practicum IV, Year Two, 5-12.
M.ED. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6169 Administrative Leadership Practicum l, Year One, PreK-8 (1 credit)
Principal candidates complete a 500-hour practicum which includes three one-credit practicum experiences and one two-credit practicum experience spread across the length of the program. The first one-credit practicum EDU 6169 (80 hours) begins in Session 1, Year One and concludes in Session 2, Year One. The practicum is supervised by a Program Supervisor and a Supervising Practitioner at the designated level. The principal candidate completes tasks embedded in program coursework and the PAL Tasks required for MA licensure as a Principal/Assistant Principal, PreK-8. It is anticipated that it will take candidates 40-80 hours to complete a single PAL Task. Fieldwork required to complete the tasks and prepare the PAL work products are counted toward candidates' practicum hours (Source: Administrative Field Guide for Leadership Preparation Programs). Principal candidates spend two to three hours per day working with their mentor principals before and after school and during their preparation blocks and they shadow their mentor principals. Students take on increasing responsibility for daily activities and special assignments as they progress within levels of practice that address two Massachusetts administrative leadership standards: Instructional Leadership and Professional Culture.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6170 Principal/Assistant Principal Practicum l, 5-12, Year One (1 credit)
Principal candidates complete a 500-hour practicum which includes three one-credit practicum experiences, and one two-credit practicum experience spread across the length of the program. The first one-credit practicum EDU 6170 (80 hours) begins in Session 1, Year One and concludes in Session 2, Year One. The practicum is supervised by a Supervising Practitioner and a Program Supervisor at the designated level. The principal candidate completes tasks embedded in program coursework and the PAL Tasks required for MA licensure as a Principal/Assistant Principal, 5-12. It is anticipated that it will take candidates 40-80 hours to complete a single PAL Task. Fieldwork required to complete the tasks and prepare the PAL work products are counted toward candidates' practicum hours (Source: Administrative Field Guide for Leadership Preparation Programs). Principal candidates spend two to three hours per day working with their mentor principals before and after school and during their preparation blocks and they shadow their mentor principals. Students take on increasing responsibility for daily activities and special assignments as they progress within levels of practice that address the four Massachusetts administrative leadership standards: Instructional Leadership, Management and Operations, Family and Community Engagement, and Professional Culture.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6171 Administrative Leadership Practicum ll, Year One, PreK-8 (1 credit)
Principal candidates complete a 500-hour practicum, which includes three one-credit practicum experiences and one two-credit practicum experience spread across the length of the program. The second one-credit practicum EDU 6171 (90 hours) begins in January Intersession, Year One, and concludes in Session 4, Year One. The practicum is supervised by a Program Supervisor and a Supervising Practitioner at the designated level. The principal candidate completes tasks embedded in program coursework and the PAL Tasks required for MA licensure as a Principal/Assistant Principal, PreK-8. It is anticipated that it will take candidates 40-80 hours to complete a single PAL Task.

Fieldwork required to complete the tasks and prepare the PAL work products are counted toward candidates' practicum hours (Source: DESE Administrative Field Guide for Leadership Preparation Programs). Principal candidates complete two consecutive weeks of full-time leadership responsibility toward the end of the spring semester of Year One while released from their current work responsibilities. They visit three different schools in three different areas and write a two-page reflection paper on each visit. Students take on increasing responsibility throughout the spring semester for daily activities and special assignments as they progress within levels of practice that address three Massachusetts administrative leadership standards: Instructional Leadership, Management and Operations, and Professional
Culture
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6172 Principal/Assistant Principal Practicum ll, 5-12, Year One (1 credit)
Principal candidates complete a 500-hour practicum which includes three one-credit practicum experiences, and one two-credit practicum experience spread across the length of the program. The second one-credit practicum EDU 6172 (90 hours) begins in January Inter-Session, Year One and concludes in Session 4, Year One. The practicum is supervised by a college supervisor and a mentor principal at the designated level. The principal candidate completes tasks embedded in program coursework and the PAL Tasks required for MA licensure as a Principal/Assistant Principal, 5-12. It is anticipated that it will take candidates 40-80 hours to complete a single PAL Task. Fieldwork required to complete the tasks and prepare the PAL work products are counted toward candidates' practicum hours (Source: Administrative Field Guide for Leadership Preparation Programs). Principal candidates complete two consecutive weeks of full-time leadership responsibility toward the end of the spring semester of Year One while released from current responsibilities. They visit three different schools in three different areas and write a two-page paper on each visit. Students take on increasing responsibility throughout the spring semester for daily activities and special assignments as they progress within levels of practice that address the four Massachusetts administrative leadership standards: Instructional Leadership, Management and Operations, Family and Community Engagement, and Professional Culture.
M.ED. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6173 Administrative Leadership Practicum lll, Year Two, PreK-8 (1 credit)
Principal candidates complete a 500-hour practicum which includes three one-credit practicum experiences and one two-credit practicum experience spread across the length of the program. The third one-credit practicum EDU 6173 (100 hours) begins in July of Summer Session 6, Year Two and concludes in December of Session 8, Year Two. The practicum is supervised by a Program Supervisor and a Supervising Practitioner at the designated level. The principal candidate completes tasks embedded in program coursework and the PAL Tasks required for MA licensure as a Principal/Assistant Principal, PreK-8. It is anticipated that it will take candidates 40-80 hours to complete a single PAL Task. Fieldwork required to complete the tasks and prepare the PAL work products are counted toward candidates' practicum hours (Source: Administrative Field Guide for

Leadership Preparation Programs). Principal candidates complete five non-consecutive days of full-time leadership responsibility scheduled as needed to experience school openings and/or school-wide testing initiatives and/or special events. They visit three recommended schools at different levels within and/or outside their school districts. Pal Task 4 Leadership for Family Engagement and Community Involvement is introduced in Session 6 and is completed by the end of Session 8. Candidates continue to take on increasing responsibility throughout the summer and fall sessions for daily activities and special assignments as they progress within levels of practice that address the four Massachusetts administrative leadership standards: Instructional Leadership, Management and Operations, Family and Community Engagement, and Professional
Culture.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6174 Principal/Assistant Principal Practicum lll, 5-12 (1 credit)
Principal candidates complete a 500-hour practicum which includes three one-credit practicum experiences, and one two-credit practicum experience spread across the length of the program. The third one-credit practicum EDU 6174 (100 hours) begins in July of Summer Session 6, Year Two and concludes in December of Session 8, Year Two. The practicum is supervised by a college supervisor and a mentor principal at the designated level. The principal candidate completes tasks embedded in program coursework and the PAL Tasks required for MA licensure as a Principal/Assistant Principal, 5-12. It is anticipated that it will take candidates 40-80 hours to complete a single PAL Task. Fieldwork required to complete the tasks and prepare the PAL work products are counted toward candidates' practicum hours (Source: Administrative Field Guide for Leadership Preparation Programs). Principal candidates complete five non-consecutive days of full-time leadership responsibility scheduled as needed to experience school openings and/or school-wide testing initiatives and/or special events. They visit three recommended schools at different levels within and/or outside their school districts. Pal Task 4 Leadership for Family Engagement and Community Involvement is introduced in Session 6 and is completed by the end of Session 8. Candidates continue to take on increasing responsibility throughout the summer and fall sessions for daily activities and special assignments as they progress within levels of practice that address the four Massachusetts administrative leadership standards: Instructional Leadership, Management and Operations, Family and Community Engagement, and Professional Culture.
M.ED. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6175 Administrative Leadership Practicum IV, Year Two, PreK-8 (2 credits)
Principal candidates complete a 500-hour practicum which includes three one-credit practicum experiences and one two-credit practicum experience spread across the length of the program. The two-credit practicum EDU 6175 (230 hours) begins in January Intersession, Year Two and concludes in Session 10, Year Two. The practicum is supervised by a Program Supervisor and a Supervising Practitioner at the designated level. The principal candidate completes tasks embedded in program coursework and the PAL Tasks required for MA licensure as a Principal/Assistant Principal, PreK-8. It is anticipated that it will take candidates 40-80 hours to complete a single PAL Task. Fieldwork

required to complete the tasks and prepare the PAL work products are counted toward candidates' practicum hours (Source: DESE Administrative Field Guide for Leadership Preparation Programs). Principal candidates complete three continuous weeks of full-time leadership responsibility in the designated role and level for licensure. They demonstrate consistency and proficiency within Indicators at the Demonstrate level to meet the expectations of the CEUE & Division of Education Principal/Assistant Principal Performance Assessment. Pal Task 3 is introduced in Session 9 and completed by the end of Session 10. Candidates maintain assigned daily responsibilities and special projects through the end of Session 10.
M.Ed. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.

EDU 6176 Principal/Assistant Principal Practicum IV, 5-12, Year Two (2 credits)
Principal candidates complete a 500-hour practicum which includes three one-credit practicum experiences, and one two-credit practicum experience spread across the length of the program. The two-credit practicum EDU 6176 (230 hours) begins in January Intersession, Year Two and concludes in Session 10, Year Two. The practicum is supervised by a college supervisor and a mentor principal at the designated level. The principal candidate completes tasks embedded in program coursework and the PAL Tasks required for MA licensure as a Principal/Assistant Principal, 5-12. It is anticipated that it will take candidates 40-80 hours to complete a single PAL Task. Fieldwork required to complete the tasks and prepare the PAL work products are counted toward candidates' practicum hours (Source: Administrative Field Guide for Leadership Preparation Programs). Principal candidates complete three continuous weeks of full-time leadership responsibility in the designated role and level for licensure. They demonstrate consistency and proficiency within Indicators at the Demonstrate level to meet the expectations of the CEUE & Elms College Division of Education Principal/Assistant Principal Performance Assessment. Pal Task 3 is introduced in Session 9 and completed by the end of Session 10. Candidates maintain assigned daily responsibilities and special projects through the end of Session 10. *M.ED. EDUCATIONAL LEADERSHIP CANDIDATES ONLY.*

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 7308 Culturally Responsive Teaching and Learning Environments (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 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 7908 Foundations of Reading I (formerly Language and Literacy I) (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 7909 Foundations of Reading II (formerly Language and Literacy I) (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.*

Practicum
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.

The M.A.A.T. degree program is contingent upon at minimum 8 student enrollees each semester. Currently, the program is dormant.

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, ***Associate Professor of Religious Studies; Director, 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. Dr. McGravey's experience as an educator began as a member of the Religious Studies Department at St. Joseph's Preparatory School in Philadelphia, Pennsylvania (2005-2009). At Duquesne University, Dr. McGravey was employed as a teaching assistant, instructor, and adjunct professor in the Theology Department. Dr. McGravey also worked as an Instructional Consultant for faculty in the University's Center for Teaching Excellence. Dr. McGravey's *Navigating Postmodern Theology: Insights from Jean-Luc Marion and Gianni Vattimo's Philosophy (Lexington Books-Fortress Academic, 2023)* reflects his interest in Continental Philosophy, Phenomenology, and Theology. His research continues to explore post-secularism, ecclesiology, religion and politics, Eastern and Western Religious Traditions, the science of teaching and learning, and education and politics.
Dr. McGravey is the Associate Editor of *Charity in Truth: A Journal of Ethics, Religion, and Culture* and directs Elms' Institute for Theology and Pastoral Studies. Dr. McGravey has also published several book reviews in the field of religious studies and political theology.

Reverend Mark S. Stelzer, ***College Chaplain, Professor of Humanities, Special Assistant to the President for Catholic Identity***
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
Should the candidate choose to have their thesis bound, one of the following businesses should be contacted:

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. A graduation application 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

Additionally, students may take up to three (3) classes or nine (9) credits through St. Joseph's College (Maine) and their online MA in theology program.

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:

- **Latino Ministry Program**
    - Seven consecutive weeks, each Fall term
    - Offered through the Office of Latino Ministry, Diocese of Springfield, MA
- **Certificate in Theological Studies (CTS)**
    - Five courses (15 credits or 60 ITPS units)

Credits

Candidates enroll in certificate programs for college credits. Each institute course is offered for three (3) academic credits each. 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

The program is not currently sponsored by the Diocese of Springfield and may require approval from the Bishop and/or the candidate's pastor. The Diocese currently offers its own certification process through the Office of Faith Formation (Celeste Labbe, Director; c.labbe@diospringfield.org). Certification for Directors of Religious Education (DREs) are required to do so through the aforementioned Office.

Certificate in Theological Studies (5 courses)

Elms College offers a certificate in theological studies (CTS). Each course is offered for three (3) academic credits.

Required Coursework (3 courses)

REL 6205 Foundations of Theology (3 credits)
REL 6207 Hebrew Scriptures (3 credits)

Choose one:

REL 6208 Christian Scriptures (3 credits)
REL 6402 Introduction to the Bible (3 credits)

Elective Coursework
Choose two or three:

REL 6209 Contextual Theology (3 credits)

REL 6300 Integrative Spirituality (3 credits)
REL 6302 Contemporary Issues in Christology (3 credits)
REL 6303 Society, Church, and Ethics (3 credits)
REL 6304 Contemporary Issues in Ecclesiology (3 credits)
REL 6306 Liturgy and Sacraments (3 credits)

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 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 Natural Sciences, Mathematics and Technology

The Natural Sciences, Mathematics, and Technology programs are designed to equip students with the critical thinking and technical skills needed to thrive in a rapidly evolving world. The division provides the following graduate programs:

- Postbaccalaureate Premedical Certificate
- Master of Science in Biomedical Science
- Master of Science in Biotechnology
- Master of Science in Data Analytics and AI (as of Fall 2026)

Postbaccalaureate Premedical Studies Certificate Program

Students from around the United States (and the world) come to Elms to complete postbaccalaureate certificates in pre-medical, pre-physician assistant, and pre-health studies. For students who successfully complete the program requirements, we have a 94% matriculation rate to medical school, PA school, and other graduate health sciences programs.

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 of Science in Biomedical Sciences

A rigorous 12-month program, the master of science in biomedical sciences (BMS) program prepares students for advanced careers in science industries, especially those focused on research.
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 6900 Capstone courses.

Biomedical Sciences Faculty Profiles

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.

Walter Bizon, *Chemistry and Math Lecturer*
B.A., Chemical Engineering from UMASS/Amherst
M.A., Elms College
A.A., CAGS Elms College

Pam Cote-Hammarlof, ***Assistant Professor of Biochemistry***

B.A., Smith College, M.S. Smith College

Ph.D., University of Massachusetts Medical School

Dr. Cote-Hammarlof's research focuses on how organisms can evolve adaptation to stress at both the molecular and biochemical level. She uses the baker's yeast model system to study how mutations to chaperone proteins, like heat shock protein 90 can promote yeast adaptation to environmental stress.

Dennis Drake, ***Associate Professor of Chemistry, Emeritus***

B.S., University of Denver Ph.D., University of Kansas

Dr. Drake's research interests are in environmental and organic chemistry.

Beryl Hoffman*, Co-Chair of Natural Science, Mathematics, and Technology Professor of Computer Science*

B.A., Wellesley College

MSE., University of Pennsylvania

Ph.D., University of Pennsylvania

Dr. Hoffman's research interests are in computer science education and broadening participation in computer science for female and minority students. In her NSF and Google research grants, she develops curriculum and trains teachers for AP high school and college courses.

Joseph Kele, ***Adjunct Professor***

B.A., University of Massachusetts

M.S. Elms College

Cynthia Lamacchia, B.S., Pbt
NAPTP Certified Phlebotomy Instructor

Sudad Saman, ***Associate Professor Biology and Biomedical Sciences***

M.S. New York University

Ph.D. University of Massachusetts

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, ***Professor Biology, Co-chair of Natural Sciences, Mathematics, and Technology***

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.

Stephen Walsh, ***Assistant Professor of Data Science***

B.A., Westfield State University

M.A. Western New England University

Ph.D., Virginia Tech

Dr. Walsh's research interests include furthering data science education as well as Bayesian hierarchical modeling, Gaussian processes, spatial statistics and uncertainty quantification.

Janet Williams, *Professor of Biology*

B.A., Rider University

M.S., University of Massachusetts

Ph.D., University of Massachusetts

Dr. Williams earned a Distinguished Teaching Award from the University of Massachusetts during her doctoral study. During her Postdoctoral study and while working as a staff scientist at New England Biolabs, Inc., her research interests 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. Janet is the Healthcare Heroes Educator (2024).

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

BIO 5333/5333L Introduction to DNA Applications

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 5300/5300L 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

Summer
BIO 5006 Medical Terminology
BIO 5201 Genetics
BIO 5305 Nutrition
BMS 6402 Biology of Cancer
BIO 5010 Phlebotomy
BMS 5207 Pathology

*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).

Biomedical Sciences 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.

BIO 5010 Phlebotomy (4 credits)
Students learn how to perform blood draws. They learn all variety of needles and syringes necessary for blood draws and the various tube types for blood collection. Students are taught how to process the blood once it is collected. Upon successful completion of the course students qualify to take a national licensing exam that will allow them to work as a phlebotomist.

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 5333/5333L Introduction to DNA Applications (2 + 1 credits)
This is an introductory course in the extraction, purification, assessment, and manipulation of DNA. Students learn basic DNA extraction and purification techniques as well as determination of DNA purity and concentration techniques. Students will learn DNA agarose gel electrophoresis and analysis, restriction endonuclease digestion and analysis, the formation and use of standard curve/line, PCR, cloning with blue/white selection, DNA sequencing and analysis, and CRISPR.

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

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 32-credit 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.

Biotechnology 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 Advanced Biotechnology (3 credits)

This advanced course covers the cutting-edge techniques, ethical considerations, and real-world applications of modern biotechnology. Students will explore the interdisciplinary nature of biotechnology, integrating principles from genetics, bioengineering, computational biology, and ethics to address global challenges in healthcare, agriculture, energy, and environmental sustainability. Through a combination of theoretical frameworks, case studies, and hands-on experimental design, this course prepares students to critically evaluate biotechnological advancements and contribute to innovation in academia, industry, or policymaking. The course will also cover how to incorporate the business aspect of biotechnology.

BIO 3330L/5330L Advanced 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 5332 ELISA Lecture (1 credit)
This course provides a comprehensive exploration of the Enzyme-Linked Immunosorbent Assay (ELISA), a cornerstone technique in modern biomedical science. Students will delve into the theoretical underpinnings of immunoassay design, exploring the biochemical and immunological principles that make ELISA a powerful tool for detection and quantification. The course covers the fundamental concepts to advanced applications, critically examining the various formats of ELISA, their development, optimization, and data interpretation. Emphasis is placed on the strategic design of assays for specific purposes in research, clinical diagnostics, and industry.

BIO 5333L ELISA Lab (1 credit)
This hands-on course provides a comprehensive introduction to the Enzyme-Linked Immunosorbent Assay (ELISA), one of the most widely used analytical techniques in molecular biology, immunology, clinical diagnostics, and pharmaceutical research. Participants will gain a solid theoretical understanding of immunological principles and the mechanics of ELISA, followed by extensive practical laboratory experience. The course is designed to take students from basic concepts to advanced applications, covering the major types of ELISA, assay development, and data analysis. By the end of the course, students will be proficient in designing, executing, and interpreting ELISA experiments for various research and diagnostic purposes.

BIO 5331L Cell Culture
This hands-on laboratory course provides a comprehensive introduction to the essential principles and techniques of mammalian cell culture. This course is designed to equip students with the practical skills and theoretical knowledge required to maintain healthy, contaminant-free cell lines in a sterile environment.

BIO 5331 Cell Culture Lecture (1 credit)
This lecture course provides a comprehensive foundation in the theory of mammalian cell culture, a fundamental technique in modern biological research, biotechnology, and drug discovery. Students will explore the biological principles that underpin the successful maintenance of cells *in vitro*. Topics covered such as cell growth and maintenance subculturing, choosing the correct cell media and how to freeze and thaw cells.

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 Intro to Data Analytics (3 credits)
Other potential courses might include a course involved in Professional Writing in the Sciences or similar.

Master of Science in Data Analytics and Artificial Intelligence

This program is designed to meet the increasing workforce demand for professionals with skills in data analytics and artificial intelligence, emphasizing both technical skills and ethical responsibility. Data Analytics is an interdisciplinary field that uses scientific, mathematical, computational, and business analytic methods to process and analyze data. This innovative program will be of interest to students from many different backgrounds and undergraduate majors, including computer science, data science,

biological sciences and biotechnology, business, social science research, and healthcare. The Data Analytics and AI MS graduates will be well-prepared to contribute to a wide range of industries, including finance, healthcare, insurance, marketing, and technology, among others, in the Western MA region.

The masters program consists of 10-courses (30 credits) and will combine courses from the Business and NSMT divisions, with 3 courses from the Business division, 1 math course, 3 courses from CIT, and 1 capstone project course where students will be able to showcase what they have learned by completing a data analytics and modeling project. Courses will be asynchronous online in an 8-week format so that full time students can finish the program in one year by taking two 8-week courses at a time with 4 courses in the fall (2 in Fall 1 and 2 in Fall 2), 4 courses in the spring, and 2 courses in the summer.

Learning Outcomes

Upon completion of this program, students will be able to:

- Integrate data analytics into strategic business decisions
- Conduct risk assessment using analytical models
- Apply advanced analytical and statistical techniques to explore and interpret complex data sets.
- Use advanced data analysis, visualization, and modeling tools such as spreadsheets, Python coding, and business intelligence software, to analyze and interpret data for decision-making.
- Integrate ethical and responsible use of AI and data in developing solutions.
- Effectively communicate data insights to various stakeholders.

10 course (30 credits) MS in Data Analytics and AI requirements:

1. BUS 6340 Business Analytics and Decision Making (running Spring II 2025)
2. BUS-6525 Marketing Analytics and Data-Driven Decisions (**new**)
3. BUS 6530 Project Risk Analytics (**new**)
4. CIT 5003 Python Coding with Ethical AI Tools (**new**).
5. MAT 5105 Probability and Statistics (cross-listed with MAT-3105, Prereq: MAT 1009 Statistics, title change to Mathematical Statistics)
6. CIT 5100 Intro. To Data Analytics and Visualization (possibly cross-listed with CIT 3100-ADE1 8-week version)
7. CIT 5710 Adv. Data Analytics & Modeling (possibly cross-listed with CIT 3710, new in SP 26, prereq: CIT 5100)
8. CIT 6105 Data Capstone Project (**new**). Students in the capstone project will be encouraged to work on data analysis serving community organizations.

Choose two electives below.

Computer Science, Machine Learning and AI Focus Area:

- CIT 5110 Artificial Intelligence (possibly cross-listed w/undergrad CIT 2100 with number, change 2000 level to 3000)
- CIT-3720/5720 Machine Learning (cross-listed w/undergrad course)
- CIT-3420/5420 Virtualization & Cloud Computing (cross-listed w/undergrad course)
- CIT-5900 Special Topics

Business Focus Area:

- BUS-6000 Managerial Finance
- BUS-6505 Project Management
- CIT 5015 Databases (possibly cross-listed w/undergrad course CIT 2105 with number change 2000 level to 3000)

Course Descriptions

BUS 6340 Business Analytics and Decision Making (3cr)
This course prepares students to leverage data for strategic decision-making across industries. Combining data science, statistical modeling, and business intelligence, the curriculum emphasizes practical applications such as spreadsheet modeling and tools like Power Pivot in Excel and Power BI. Core topics include data visualization, predictive analytics, probability, and decision-making under uncertainty. Hands-on projects and case studies ensure students develop problem-solving skills and industry readiness.

BUS 6505 Project Management (3cr)
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 6525 Marketing Analytics and Data-Driven Decisions (3cr)
This course explores the intersection of marketing strategy and data analytics to empower students with the skills needed to make informed, data-driven marketing decisions. Students will learn to collect, analyze, and interpret marketing data to uncover actionable insights, optimize campaigns, and predict consumer behavior. Topics include key performance metrics, customer segmentation, predictive modeling, A/B testing, marketing mix optimization, and leveraging digital analytics platforms like Google Analytics. Through hands-on projects and case studies, students will use tools such as Excel, SQL, and data visualization software to solve real-world marketing challenges.

BUS 6530 Project Risk Analytics (3cr)
This course explores the advanced concepts, tools, and techniques necessary to identify, assess, and manage risks in complex projects using data-driven approaches. Students will gain a deep understanding of risk analytics, including qualitative and quantitative risk assessment methods, statistical modeling, and predictive analytics. Through case studies, hands-on simulations, and real-world applications, students will learn how to evaluate risk factors, quantify their potential impact, and develop mitigation strategies to ensure project success. The course also emphasizes leveraging modern tools such as machine learning, Monte Carlo simulations, and scenario analysis for enhanced decision-making in uncertain project environments.

CIT 5003 Python Coding with Ethical AI Tools (3cr)
This course provides an introduction to Python coding using AI tools. Students with no coding experience or with prior experience in coding will learn to use AI tools to write Python code and will discuss the ethical and responsible usage of AI and data in solving real-world problems.

CIT 5015 Databases (3cr)
This course provides an introduction to database design and management. Students will learn to develop data models to design databases, and then to implement, use, and manage databases using SQL and database management software. Students will also learn how to create websites that access databases.

CIT 5100 Intro to Data Analytics (3 cr)
This course introduces the field of Data Science and Analytics including data extraction, modeling, and visualization using Python programming and other tools.

CIT 5110 Artificial Intelligence (3cr)
This course is an introduction and a survey of the field of Artificial Intelligence (AI). Some introductory programming is required.

CIT 5420 Virtualization & Cloud Computing (3cr)
In this course, students will explore an overall understanding of virtual computers and cloud computing concepts using AWS (Amazon Web Service). This course provides a detailed overview of AWS core services, security, architecture, and support.

CIT 5710 Adv. Data Analytics & Modeling (3 cr)
This course covers advanced data science techniques including predictive modeling and machine learning.

CIT 5720 Machine Learning (3cr)
This course provides an introduction to machine learning, covering data wrangling techniques, machine learning and its applications. Students will have hands-on experience dealing with data and applying ML techniques to derive insights from the data.

CIT 5900 Special Topics (3 cr)
This course is used for special topics in data analytics and AI.

CIT 6105 Data Capstone Project (3 cr)
This course is the senior capstone course where students will complete an individual data science project. Students in the capstone project will be encouraged to work on data analysis serving community organizations. Prerequisite: CIT 3100/5100.

MAT 5105 Mathematical Statistic (3cr)
An introduction to theoretical probability and mathematical statistics. Topics considered will be sample spaces, conditional probability, probability distributions, sampling theory, estimation, and hypothesis testing.

School of Nursing

Doctor of Nursing Practice Program

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 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 79 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 Post-Graduate ARPN Certificate program is open to practicing nurse practitioners and for the NP seeking enrollment in a non-DNP program certificate in a FNP or AGACNP specialty. The required credits to earn a certificate are determined based upon a gap analysis conducted prior to enrollment and at the time of admission. The DNP curriculum model is based on the American Association of Colleges and Nursing (AACN) (2021) *Essentials of Doctoral Education for Advanced Practice,* the *Core Competencies for Nurse Practitioners* of the National Association of Nurse Practitioner Faculties (NONPF) (2022), and the American Organization of Nurse Leaders (AONL). The purpose of the Elms College School of Nursing is to prepare nurses to deliver safe, timely, effective, efficient, equitable, and patient centered care in a culturally sensitive manner, addressing the health care needs of diverse populations. The School values excellence and innovation in advancing the art and science of nursing.

DNP Nursing Faculty Profiles

Dr. Julie A. Beck, D.Ed., RN, CNE
Dean of the School of Nursing
Dr. Beck has over thirty years of nursing and higher education experience. Her passion and excitement for nursing has no bounds! Her interests extend from patient care, to higher education, leadership and organizational behavior. Raised in PA, she moved to MA to become the Dean of the School of Nursing at Elms College and is excited to work with the community here to empower and develop excellence in healthcare.

Anne-Marie Albano, DNP-HSIL, MSN, RN
Interim Associate Dean of Graduate Nursing Assistant Professor

Anne-Marie Albano is a professional registered nurse with over twenty-five years of nursing experience. Anne-Marie's clinical focus was in Critical Care and Cardiac nursing. She also spent over ten years in leadership and management in the acute care setting of Care Coordination including nursing supervision, social services, and behavioral health. In both her educational and professional career, Anne-Marie is committed to Catholic education. She earned her MSN and DNP from Elms and is a member of Sigma Theta Tau International Honor Society of Nursing. Anne-Marie has taught the Nursing Care of the Older Adult and Nursing Leadership and Management of Care. Her research and educational interests include improving the patient experience, Leadership and Nursing Care Management, Cardiac Care, and Geriatrics. Anne Marie has been with the Haiti Project since its inception. She held the role of Curriculum Coordinator as well as developing and teaching the Leadership and Management course. She assumed the role of Co-Principal Investigator prior to the second grant.

Laurie Downes PhD., RN
Professor
Dr. Downes has extensive experience in nursing education and has taught in a variety of settings. Her areas of expertise and teaching at the baccalaureate level are women's health and the childbearing family.

At the masters level, Dr. Downes' expertise is nursing theory and teaching methodologies. 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 conducted research on innovative teaching methodologies in nursing education and she is an accomplished presenter in the area of women's health and teaching methods of nursing education.

Jessie Fisher, DNP, APRN, FNP-BC
Family Nurse Practitioner Track Coordinator, Associate professor of nursing

Jessie Fisher, DNP, APRN, FNP-BC is a Doctor of Nursing Practice–prepared Family Nurse Practitioner with a background in emergency medicine, primary care, and student health. She serves as the Family Nurse Practitioner Track Coordinator and faculty member in the School of Nursing at Elms College, where she is passionate about mentoring and supporting students as they grow into confident, skilled nurse practitioners. Dr. Fisher's professional interests include metabolic health, disease prevention, and health promotion. She is dedicated to creating a supportive and engaging learning environment that blends evidence-based practice with real-world clinical experience.

Hannah Coombs, DNP, APRN, AGACNP, HN-BC
Adult Acute Gerontology Nurse Practitioner Track Coordinator, Associate professor of nursing

Dr. Hannah Coombs is a board-certified Adult–Gerontology Acute Care Nurse Practitioner with a clinical background spanning hospital medicine, med-surg, telemetry, and step-down care. She has also worked extensively as a hospitalist and medical admitter. She earned her DNP from Elms College and was honored with the Excellence in Advanced Clinical Practice Award. Certified in both Holistic and Medical-Surgical Nursing, Dr. Coombs brings a whole-person perspective to her teaching. Her key interests include acute care, provider wellness, and mentoring emerging advanced practice clinicians.

DNP Clinical Faculty

Michelle Dedon, DNP, APRN, FNPC
Melissa Pitsiladis, CNP
Samantha Beaudoin-Kibler, APRN, FNP-C
Stephanie Lagoy, DNP, APRN, CNP
Celene Boyce, CNP

DNP Adjunct Faculty

Deborah Naglieri-Prescod, PhD
Christine Schrauf, PhD, MBA, RN
Kathleen Troczynski,MSN,APRN,WHNPBC
Samantha Beaudoin-Kibler, APRN, FNP-C
Gina Mazza MBA, BSN,RN,CPHQ

Karen Fasano DNP, MBA, MSN, RN, NEA-BC
Cheryl Smith DNP, MBA,RN,NCQA PCMH CCE
Steve Walsh, PhD.
Melissa Fannon-Wisner, DNP, FNP-C, CHSE
William Pezzotti, DNP, CRNP, AGACNP-BC

DNP Accreditation

The Elms College School of Nursing's undergraduate, master's, doctoral, and Post-Graduate APRN Certificate programs are accredited by the Commission on Collegiate Nursing Education (CCNE), the national accrediting body for nursing education, and are approved by the Massachusetts Board of Registration in Nursing (BORN). The DNP and MSN programs underwent their most recent CCNE review in March 2021 and received full accreditation through December 31, 2031. CCNE can be contacted at 655 K Street NW, Suite 750, Washington, DC 20001, phone 202-463-6930, or via their website at http://www.aacn.nche.edu/accreditation.

Application Information for the DNP Nurse Practitioner (NP) 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. Acceptance letters with enrollment forms are issued by the Elms College Office of Graduate Admissions. 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 for NP programs.
- Two 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 should address 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 may be scheduled.
- For 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

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. 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. 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.
- Two letters of recommendation, one letter from a direct supervisor at the current place of employment; a second 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 may be scheduled.
- A GRE is not required for DNP Completion Program students.
- For 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

Application for Admission Deadline (DNP Program)

The deadline for application for post-baccalaureate and post-master's candidates is June 30 for each year. Applications received after the deadline are subject to a review at the time of application and before the first course in the program. Applications may be considered for the next academic year or

based on timing and seat availability evaluated for fall entry. Applicants are encouraged to apply early. 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. Acceptance letters with enrollment forms are issued by the Elms College Office of Graduate Admissions.

Application Information for the Post-Graduate APRN 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 school of nursing.
- 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 in Nursing.
- 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.
- For 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

Application for Admission Deadline (post-graduate APRN certificate)

The admission process is based upon courses determined by the gap analysis.

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.

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.

Elms Doctor of Nursing Practice Program Outcomes

Effective Fall 2024, the Doctor of Nursing Practice (DNP) program is aligned with the AACN Essentials: Core Competencies for Professional Nursing Education (2021), Doctoral Level. This competency-based framework applies across all nursing degree levels and ensures graduates are fully prepared for advanced nursing practice. At the completion of the DNP program, graduates will demonstrate competency at the doctoral level across the following 10 AACN Domains:

- Domain 1 – Knowledge for Nursing Practice – Integration and application of nursing science, other disciplines, and practice expertise to provide safe, effective, and equitable care.
- Domain 2 – Person-Centered Care – Holistic, individualized, evidence-informed care that respects diversity and promotes optimal health and well-being.
- Domain 3 – Population Health – Design, implement, and evaluate strategies to improve population health outcomes and reduce health disparities.
- Domain 4 – Scholarship for the Nursing Discipline – Translation, application, and dissemination of evidence to advance nursing practice and healthcare outcomes.
- Domain 5 – Quality and Safety – Systematic application of quality improvement and safety principles to enhance care delivery.
- Domain 6 – Interprofessional Partnerships – Collaborative practice with professionals across disciplines to improve health outcomes.
- Domain 7 – Systems-Based Practice – Analysis and influence of healthcare systems to improve efficiency, effectiveness, and equity in care delivery.
- Domain 8 – Informatics and Healthcare Technologies – Use of information systems, technology, and data analytics to optimize patient care and system performance.
- Domain 9 – Professionalism – Commitment to ethical practice, social justice, and advocacy for the profession and populations served.

- Domain 10 – Personal, Professional, and Leadership Development – Continuous self-reflection, resilience, and leadership to advance personal and professional growth.

Elms College DNP Curriculum Model

The Doctor of Nursing Practice (DNP) curriculum at Elms College builds on baccalaureate and master's nursing preparation and is grounded in the American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education (2021), Doctoral Level. The curriculum integrates competencies recommended by the National Organization of Nurse Practitioner Faculties (NONPF) and emphasizes evidence-informed practice, quality improvement, patient safety, and leadership to improve outcomes across healthcare settings and systems.

DNP Curriculum Components

1. Foundational Core

Master's-level nursing core content that prepares students for advanced and specialized doctoral study. This component is required for students entering from a BS/BSN pathway and may be waived for students with an earned MSN based on prior graduate preparation.

2. Clinical Core – Advanced Practice (APRN tracks only)

Advanced practice content that strengthens assessment, clinical reasoning, and direct care competencies required for safe, evidence-informed APRN practice. Competencies align with AACN Essentials and NONPF core competencies.

3. APRN Practice Specialty Core (APRN tracks only: FNP and AGACNP)

Population-focused specialty preparation in Family Nurse Practitioner (FNP) or Adult-Gerontology Acute Care Nurse Practitioner (AGACNP). Specialty competencies are mapped to AACN Essentials and NONPF population-focused guidelines to ensure graduates are competent in their selected APRN role.

4. DNP Theory Core (all tracks)

Doctoral-level content that integrates AACN Essentials domains and cross-cutting concepts to prepare graduates to lead change, translate evidence into practice, and advance innovation and quality across complex healthcare systems.

5. HSIL Track Note

Students in the Health Systems Innovation and Leadership (HSIL) track complete the Foundational Core (as applicable) and the DNP Theory Core.

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).**

Description of DNP Tracks

1. **DNP Family Nurse Practitioner (FNP)** The FNP track prepares advanced practice registered nurses to provide comprehensive, family-centered care across the lifespan. Graduates are skilled in health assessment, disease prevention, health promotion, and management of chronic conditions for diverse populations. The curriculum emphasizes care for medically stable patients in primary care, urgent care, long-term care, private practice, and community settings. Graduates are prepared to improve healthcare access in both urban and rural communities.

2. **DNP Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)** The AGACNP track prepares advanced practice nurses to care for adult patients with acute and chronic conditions in hospital and specialty settings, including medical-surgical units, emergency departments, intensive care, skilled nursing, and ambulatory specialty clinics. Students develop advanced competencies in patient assessment, diagnosis, and management of complex conditions. Graduates are prepared for careers in critical care, trauma, emergency care, surgical services, cardiology, pulmonology, oncology, and other specialty areas.

3. **DNP Health Systems Innovation and Leadership (HSIL) – Post-Master's Track** The HSIL track is designed for master's-prepared nurses seeking leadership roles in healthcare systems. The program emphasizes systems-level change, innovation, interprofessional collaboration, and evidence-based leadership. Competencies include strategic communication, analytics, quality improvement, and the creation of innovative healthcare environments. Graduates are prepared to transform healthcare delivery locally, nationally, and internationally and are eligible for national certification examinations aligned with leadership and healthcare innovation roles.

4. **Post-Graduate APRN Certificate Program** The Post-Graduate APRN Certificate Program allows nationally certified nurse practitioners to pursue an additional population-focused specialty, supporting role expansion or change. Individuals eligible for this program hold a national nurse practitioner certification, seek an additional nurse practitioner population focus, hold Advanced Practice Nurse (APRN) licensure and are working in the clinical environment. Available tracks include Family Nurse Practitioner (FNP) and Adult-Gerontology Acute Care Nurse Practitioner (AGACNP). Students must complete all required didactic and clinical coursework, including population-specific practicum hours, to earn a Certificate of Academic Achievement. Completion may qualify students to sit for national certification exams in their selected track (e.g., ANCC, AANPCB, or AACN Certification Corporation). Graduates of the certificate program may continue

their education by applying to the DNP Health Systems Innovation and Leadership (HSIL) track to pursue a Doctor of Nursing Practice degree.

Gap Analysis and Clinical Hour Policy (Post-Graduate APRN Certificate)

All post-graduate APRN certificate students will complete a formal faculty gap analysis to determine which prior graduate coursework and supervised NP clinical hours meet current program requirements and what additional coursework/clinical hours are required at Elms.

Core NP and specialty courses are reviewed for content, credit, and supervised-hour equivalency and documented on the Elms DNP Gap Analysis & Matriculation Plan. Any remaining requirements must be completed at Elms.

Applicants must document successful completion of graduate-level courses in **Pharmacology (3-credit equivalent)** and **Pathophysiology (3-credit equivalent)**. Completion of graduate-level coursework 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**.

Coursework or experiences that do not meet required content, recency, or grade standards will be addressed in the individualized plan of study through additional required coursework and/or supervised clinical practicum experiences as needed to meet national certification requirements.

Students must complete at least 500 supervised NP clinical hours in the new population focus. Clinical practicum course hours are individualized based on the gap analysis (typically up to 200–250 hours per practicum course). Up to 450 supervised NP clinical hours may be accepted from prior institutions if aligned with program and certification outcomes; remaining hours needed to reach 500 must be completed through Elms clinical coursework. The Gap Analysis & Matriculation Plan will specify total NP hours accepted and any additional hours to be completed at Elms. Practicum course maximums follow the Plan of Study:

- **FNP practicum courses:** NUR 7121 (up to 200 hrs), NUR 7122 (up to 225 hrs), NUR 7123
  (up to 250 hrs), NUR 7124 (up to 250 hrs)

  AGACNP practicum courses: NUR 7216 (up to 200 hrs), NUR 7217 (up to 250 hrs), NUR 7218 (up to 250 hrs), NUR 7219 (up to 250 hrs)

Gap Analysis and Practice Hour Policy (HSIL DNP Track)

Students entering the HSIL DNP track with a prior MSN will complete a formal gap analysis to determine which prior graduate courses meet current program requirements and what additional coursework and practice hours are needed. Leadership, systems, quality, finance, and project courses are

reviewed for content, credit, and practice-hour equivalency and documented on the DNP Gap Analysis & Matriculation Plan. The HSIL DNP track requires a minimum of **1,000 post-baccalaureate practice hours**. Up to **500** practice hours from a prior graduate program may be accepted if clearly documented and aligned with DNP/HSIL outcomes. HSIL DNP students must then complete **500 DNP Scholarly Project practice hours** at Elms (e.g., NUR 7511–7514) over the life of the project.

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.

Program Design and Delivery

The Doctor of Nursing Practice (DNP) Program uses a **hybrid model,** combining **scheduled on-campus sessions with online coursework delivered through the College's learning management system (Moodle)**. Students should expect to be on campus for face-to-face classes and/or participate in **Zoom sessions** on a scheduled basis throughout the semester. Courses may be campus-based with online learning activities, and online courses may include synchronous components such as planned activities at specific times when students and faculty interact.

Clinical Practice Experiences and Practicum (FNP and AGACNP Tracks)

Clinical experiences are **track- and course-specific** and are designed to support attainment of advanced practice, **doctoral-level competencies**. Practicum experiences provide opportunities for **direct clinical observation and advanced clinical practice under the supervision of an approved preceptor**, with ongoing faculty guidance and evaluation. Students apply theory from coursework and advanced skills learned in the skills lab/simulation into practice in approved clinical settings. Clinical placements are **coordinated by the DNP Program in collaboration with students and clinical partners**, and all sites and preceptors require program approval. Practice experiences may include local and regional placement opportunities.

Practice hours may occur in **traditional and non-traditional settings** to enhance clinical skills, interprofessional collaboration, leadership development, and understanding of healthcare systems. Faculty, students, and the DNP Team collaboratively develop learning objectives and evaluation plans for practice experiences.

DNP Immersion and Scholarly Project (Capstone)

A hallmark of the Elms College practice doctorate is the **DNP Scholarly Project,** a capstone experience required for students in the **FNP, AGACNP, and HSIL** tracks. The project is designed to address a practice issue affecting groups of patients, healthcare organizations, and/or systems of care and demonstrates the synthesis of learning from both coursework and practice application. Projects may include practice change initiatives, pilot studies, program evaluations, quality improvement projects, development of new models of care, or innovations in practice.

Clinical specialty track students complete **DNP Immersion I (NUR 7100)** and the **DNP Scholarly Project sequence (NUR 7111–7114).** HSIL track students complete the **HSIL Scholarly Project sequence (NUR 7511–7514)**. Immersion, Capstone, and HSIL practice hours are designed to continuously involve students in their scholarly project from initial identification through project completion.

A doctoral-prepared faculty member serves as the **Project Chair,** and one or more content experts may be included with approval of the DNP Program Director. The project typically spans multiple semesters and includes concept development, literature synthesis, method design, implementation, analysis, and dissemination. Prior to graduation, students prepare a **final manuscript** and **publicly present** their project findings. Submission of the final manuscript to a peer-reviewed scholarly journal is strongly encouraged when appropriate. The completed project is approved by the Project Committee in consultation with the Chair and Program Director, and the **final manuscript** is retained by the School of Nursing and the DNP Program.

DNP Graduation Requirements

To attain the Doctor of Nursing Practice (DNP) degree, students must successfully complete the following requirements. First, students must complete an approved program of study with a minimum cumulative GPA of 3.3 (B) on a 4.0 scale. Second, students must complete the required program credits and practice hours for their specific track. All practice hours must be earned through an accredited academic program; prior work experience does not substitute for program hours. Track-specific requirements are as follows:

- **BSN-to-DNP Track:** 79 credits (or equivalent) and a minimum of 1,000 post-baccalaureate practice hours.
- **MSN-to-DNP Track:** 70 credits (or equivalent) and a minimum of 1,000 post-baccalaureate practice hours.
- **Post-MSN to DNP – Health Systems Innovation and Leadership (HSIL) Track:** 33 credits (or equivalent) and a minimum of 1,000 post-baccalaureate practice hours, including hours assigned through the DNP Scholarly Project courses.

In accordance with the AACN Essentials (2021), all DNP students must complete a minimum of 1,000 post-baccalaureate practice hours to demonstrate competency across all ten AACN Domains, not solely those related to direct advanced nursing practice. Track-specific practice hour pathways include:

HSIL Track: Practice hours from the student's MSN program plus a minimum of 500 DNP program hours to reach the required 1,000 post-baccalaureate hours.

FNP and AGACNP Tracks (post-baccalaureate or post-master's MSN students): Students must complete 800 clinical practicum hours and 200 DNP project-related practice hours, totaling 1,000 post-baccalaureate hours.

Certification Exams (Post-Graduation)

Graduates of the DNP-NP program who complete degree requirements and a minimum of **1,000 program practice hours** are eligible to sit for national certification examinations.

- **FNP:** ANCC or AANP
- **AGACNP:** ANCC or AACN (as applicable)

DNP Academic Advising

The Director of the DNP Program and assigned faculty advise all DNP students individually or in groups, in person or via Zoom, providing guidance on progress, goals, and professional opportunities. Students should keep a copy of their DNP Plan of Study, while advisors retain a copy. Students are expected to schedule at least one advising appointment per year (and additional meetings as needed), notify advisors of any academic or personal circumstances affecting success, and consult their advisor before making program-altering decisions such as track changes or leaves of absence. Advisors guide students on college policies, resources, and progress, maintain confidentiality, and remain accessible. Advisees are responsible for participating in orientation, reviewing the program handbook, scheduling regular advisor meetings, utilizing campus resources, preparing for meetings, and accepting responsibility for their decisions.

School of Nursing Committees and Academic Calendar

The School of Nursing has standing and ad hoc committees to support its programs; students interested in serving should contact the DNP Director, though they are excluded from admission or progression deliberations. The School follows the Elms College academic calendar for fall, spring, and summer semesters, observing all official closures and breaks.

Additional Requirements

- **CORI Checks:** Required before clinical affiliation and as mandated by agencies.

- **Licensure:** Current, unencumbered RN license required for NP tracks; HSIL students must be licensed in the state of clinical practice.
- **CPR/ACLS Certification:** CPR certification required for all students; ACLS required for AGACNP students. Students must be certified at the provider level by the American Heart Association.
- **Liability Insurance:** Required for all students; provided through Elms College.
- **Health Insurance:** Students must carry proof of current coverage and adhere to COVID-19 mandates.

Grades, Appeals, and Academic Grievances

Students with questions or concerns about an assignment, exam, course grade, or clinical evaluation should first discuss the issue directly with the course/clinical faculty. A grade appeal is a request for faculty review of a grade determination. Grade appeals must be submitted by the end of the business day on the last day of the semester to course faculty and the student's advisor. An academic grievance is a claim that an academic decision affecting a student's academic status (e.g., final course grade, clinical failure, dismissal/failure) violated published policies and procedures, was applied inconsistently compared to other students, or was influenced by non-academic criteria. Note: Dissatisfaction with a final grade alone is not grounds for an academic grievance.

A student may file an academic grievance if they believe:

- Published policies/procedures were violated and unfairly affected the outcome;
- Grades or evaluations were assigned using different criteria than those applied to other students in the course;
- Non-academic criteria (e.g., race, politics, religion, sex, or other factors unrelated to course performance) influenced the decision; and/or
- The student experienced personal or sexual harassment affecting the academic decision.

Grievance Process and Timeline:

1. The student submits a written grievance (email or letter) to the Chair of the Academic Progression Committee (APC), clearly stating the grounds listed above.
2. The grievance must be submitted within two (2) weeks of final grade release by the Office of the Registrar (postmarked or time/date-stamped by email).
3. The APC reviews the grievance and provides the student with its evaluation.
4. If the issue meets the criteria for an academic grievance, the APC Chair schedules a meeting with the student and APC members.
5. After meeting with the student, the APC submits recommendations to the Dean, School of Nursing regarding resolution.

6. If a satisfactory outcome is not reached, the student may request a meeting with the Dean, School of Nursing, who will serve as an informal arbitrator if the APC process does not resolve the matter.
7. If steps are not followed, the student will be directed to restart the process according to this policy. Grievances are generally not addressed during College holiday closures and will resume when the College reopens.

Late Assignments and Resubmissions

Assignments must be completed on time. Unless prior arrangements are made with faculty at least 24 hours before the due time, 10% per day will be deducted for up to 3 days. Late assignments are not accepted after 3 days and will receive a zero. Approved late submissions may be eligible only for partial credit. SOAP notes with rationale (including complete H&P) are submitted to the assigned clinical instructor and are typically graded within 2 weeks. Resubmissions are not part of standard clinical course design. In extenuating circumstances, resubmission may be allowed only with faculty permission. Students must request permission within 48 hours of receiving an unsuccessful grade. A resubmitted assignment cannot earn higher than 83%, and no resubmissions are permitted after the final exam.

Curriculum Model: DNP APRN Nurse Practitioner Track (AGACNP or FNP)

Purpose of the Curriculum Model

The curriculum model illustrates how coursework, clinical practicum experiences, immersion activities, and the DNP Scholarly Project are intentionally integrated to ensure achievement of doctoral-level nursing competencies. The Nurse Practitioner (NP) tracks prepare graduates for advanced clinical practice while meeting national accreditation and certification standards.

Framework

The NP curriculum is grounded in the *AACN Essentials: Core Competencies for Professional Nursing Education (2021)* and incorporates competencies from the National Organization of Nurse Practitioner Faculties (NONPF). The model emphasizes clinical expertise, evidence-based practice, quality improvement, and leadership across healthcare settings.

Tracks Offered:

- Family Nurse Practitioner (FNP)
- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Entry Pathways and Requirements:

- **BSN to DNP:** 79 credits
- **MSN to DNP:** 70 credits

Both pathways require a minimum of **1,000 post-baccalaureate practice hours**, consisting of:

- 800 supervised clinical practicum hours
- 200 immersion and DNP Scholarly Project practice hours

Key Components

- Foundational and advanced practice core coursework
- Population-focused specialty courses
- Supervised clinical practicums with qualified preceptors
- DNP immersion & Scholarly Project experiences
- Completion and dissemination of a DNP Scholarly Project

Curriculum Model: Post-Graduate APRN Certificate Tracks (Post-Master's Certificate)

Post-graduate APRN certificate programs use an individualized plan of study to ensure each student meets current APRN educational and certification requirements. Upon entry, all students complete a formal faculty-led gap analysis to evaluate prior graduate coursework and supervised nurse practitioner (NP) clinical experiences for content, credit, and competency equivalency. Findings from the gap analysis guide required didactic coursework and supervised clinical experiences needed to support certification readiness in the new population focus.

Credit and Clinical Hour Requirements

- Credits: Determined by the individualized plan of study based on the gap analysis and track requirements
- Minimum Supervised Clinical Hours: 500 total hours required to meet program and national certification standards

Clinical Hour Policy

Students must complete at least 500 supervised NP clinical hours in the new population focus. Clinical practicum hours are individualized based on the gap analysis and typically range up to 200–250 hours per practicum course.

Up to 450 previously completed supervised NP clinical hours may be accepted from prior graduate programs when clearly documented and aligned with program outcomes and certification competencies. Any remaining hours required to reach the 500-hour minimum must be completed through Elms College clinical coursework. The approved Gap Analysis & Matriculation Plan specifies total accepted clinical hours and any additional hours required at Elms. If no prior supervised NP clinical hours are accepted through the gap analysis, students may complete up to 925 (FNP) or 950 (AGACNP) supervised clinical practicum hours across Elms clinical courses; the exact total is individualized.

Progression

Students progress through required didactic coursework, supervised clinical practicum experiences, and certification-focused preparation as outlined in the individualized plan of study. All requirements must be completed in accordance with national standards and program policies.

Curriculum Model: Post-Master's DNP Health Systems Innovation & Leadership (HSIL) Degree Completion

Curriculum Model

The Post-Master's DNP HSIL track is a leadership-focused curriculum designed for master's-prepared nurses who seek advanced preparation in health systems innovation, leadership, quality, and outcomes improvement. Coursework is organized to support development, implementation, evaluation, and dissemination of a DNP Scholarly Project within complex systems. The curriculum is grounded in the *AACN Essentials: Core Competencies for Professional Nursing Education (2021).*

Credit and Practice Hour Requirements

- Total Credits: Approximately 33 (DNP HSIL Theory Core)
- Minimum Total Program Practice Hours: 1,000
- Transcript Review and Gap Analysis: Prior graduate coursework and documented practice hours are reviewed to determine applicability to program outcomes.
- Practice Hour Policy (clarified): Up to 500 previously earned practice hours may be applied when aligned with program outcomes and competencies, with at least 500 practice hours completed within the Elms DNP program across the DNP Scholarly Project lifecycle.

Program Progression

1. **Project Identification & Design** – Define the practice problem and plan interventions.
2. **Implementation** – Apply evidence-based strategies in complex healthcare systems.
3. **Evaluation** – Measure outcomes and assess effectiveness.
4. **Dissemination & Sustainability** – Share results and ensure long-term impact.

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) & Family Nurse Practitioner (FNP) Matriculation Plan

	BS to DNP	MSN to DNP
Foundational Core		
NUR 5105 - Translating and Integrating Evidence into Practice	**3**	
NUR 5005 - Nursing Knowledge and Practice	**3**	
NUR 5302 - Health Care Policy and Advocacy	**3**	
NUR 7408 – Innovating Practice	**1**	
Clinical Core: Advanced Practice		
NUR 6006 - Advanced Diagnostic Analysis, Health and Physical Assessment with 6006L (Skills Lab) must be taken concurrently [30 Lab Hours]	**4**	**4**
NUR 6004 A - Advanced Pathophysiology NUR 6004 B - Advanced Pathophysiology	**2** **2**	**2** **2**
NUR 6007 A - Advanced Pharmacology and Therapeutics NUR 6007 B - Advanced Pharmacology and Therapeutics	**2** **2** **2**	**2** **2**
NUR 7600 - Clinical Decision Making and Diagnostic Reasoning for the Advanced Practice Nurse	**3**	**3**
DNP Theory Core		
NUR 7105 - Organizational Systems and Quality Improvement	**3**	**3**
NUR 7304 - Population Health Epidemiology	**3**	**3**
NUR 7306 - Biostatistics	**3**	**3**
NUR 7307 - Research Methods and Translation for Advanced Clinical Practice	**3**	**3**
NUR 7309 - Ethics for Advanced Practice	**3**	**3**
NUR 7400 - Financial Management in Health Care Delivery	**3**	**3**
NUR 7406 - Leadership and Collaboration in Health Care Organizations	**3**	**3**
NUR 7100 - DNP Immersion I: Role Development of the APRN Nurse Practitioner	**3**	**3**

NUR 7111 DNP Scholarly Project I: Topic Development [50 Immersion hrs.]	**3**	**3**
NUR 7112 DNP Scholarly Project II: Proposal [25 Immersion hrs.]	**1**	**1**
NUR 7113 DNP Scholarly Project III: Implementation [50 Immersion hrs.]	**1**	**1**
NUR 7114 DNP Scholarly Project IV: Evaluation [75 Immersion hrs.]	**3**	**3**
Advanced Practice Specialty: Adult Gerontology Acute Care Nurse Practitioner (AGACNP) [Total minimum of 770 hours for clinical practicum courses] + NUR 6006 [30 hours of supervised lab practicum practice hours]		
NUR 7206 – Adult Gerontology Health Care I and Practicum [200 clinical practicum practice hours]	**5**	**5**
NUR 7207- Adult Gerontology Health Care II and Practicum [200 clinical practicum practice hours]	**5**	**5**
NUR 7208 – Adult Gerontology Health Care III and Practicum [200 clinical practicum practice hours]	**4**	**4**
NUR 7209 - Adult-Gerontology Health Care IV and NP Practicum [170 clinical practicum practice hours]	**4**	**4**
NUR 7601 - Clinical Procedures in Critical and Emergency Care	**2**	**2**
Advanced Practice Specialty: Family Nurse Practitioner (FNP) [Total minimum of 770 hours for clinical practicum courses] + NUR 6006 [30 hours of supervised lab practicum practice hours]		
NUR 7021 Primary Care I: Young adults to older adults & Clinical Practicum [225 clinical practicum practice hours]	**6**	**6**
NUR 7022 Primary Care II: Infancy Through Adolescence and Clinical Practicum [160 clinical practicum practice hours]	**4**	**4**
NUR 7023 Primary Care III: Women & Clinical Practicum [160 clinical practicum practice hours]	**4**	**4**
NUR 7024 Primary Care IV: Complex Health Problems & Clinical Practicum [225 clinical practicum practice hours]	**6**	**6**
NUR 7404 - Transition into Practice and Certification Seminar	**2**	**2**
Total Credits	**79 credits**	**70 credits**
Total Immersion and DNP Scholarly Project Practice Hours	**200**	**200**
Total Clinical Practicum Practice Hours [770 hours + 30 hours = 800 hours]	**800**	**800**

Total Program Practice Hours	**1000**	**1000**

Post-Graduate APRN FNP Certificate Matriculation Plan

Post-Graduate APRN Certificate FNP Track	
NUR 7100 DNP Immersion I: Role of the Nurse Practitioner	**3**
NUR 6004A Advanced Pathophysiology	**2**
NUR 6004B Advanced Pathophysiology 2	**2**
NUR 6006 Advanced Diagnostic Analysis, Health and Physical Assessment including lab (30 practice hours)	**4**
NUR 6007A Advanced Pharmacology and Therapeutics	**2**
NUR 6007B Advanced Pharmacology and Therapeutics 2	**2**
NUR 7600 Clinical Decision Making and Diagnostic Reasoning for the Advanced Practice Nurse	**3**
NUR 7121 Primary Care I: Young adults to older adults & Clinical Practicum (Up to 200 Hours)	**6**
NUR 7122 Primary Care II: Infancy Through Adolescence and Clinical Practicum (Up to 225 hours)	**4**
NUR 7123 Primary Care III: Women and Clinical Practicum (Up to 250 hours)	**4**
NUR 7124 Primary Care IV: Complex Health Problems & Clinical Practicum (Up to 250 Hours)	**6**
NUR 7404A Transitions into Practice for the Post-Master's Graduate Certificate student	**2**
Total Credits per Gap Analysis Review	
Actual required Elms clinical hours are individualized by gap analysis; students must complete at least 500 supervised NP hours in the new population focus, with up to 450 prior hours potentially accepted if approved. **Maximum Elms-supervised clinical practicum hours (if 0 prior NP hours accepted):**	**925**

Post-Graduate APRN AGACNP Certificate Matriculation Plan

Post-Graduate APRN Certificate AGACNP Track	
NUR 7100: DNP Immersion I: Role of the Nurse Practitioner	**3**
NUR 6004A Advanced Pathophysiology	**2**
NUR 6004B Advanced Pathophysiology 2	**2**
NUR 6006 Advanced Diagnostic Analysis, Health and Physical Assessment including lab (30 practice hours)	**4**
NUR 6007A Advanced Pharmacology and Therapeutics	**2**
NUR 6007B Advanced Pharmacology and Therapeutics 2	**2**
NUR 7600 Clinical Decision Making and Diagnostic Reasoning for the Advanced Practice Nurse	**3**
NUR 7216 Adult-Gerontology Health Care I & and Clinical Practicum (AGACNP) (Up to 200 hours)	**5**
NUR 7217 Adult-Gerontology Health Care II & Clinical Practicum (AGACNP) (Up to 250 Hours)	**5**
NUR 7218 AGACNP III and Practicum (AGACNP) (Up to 250 hours)	**4**
NUR 7219 AGACNP IV and Practicum (AGACNP) (Up to 250 hours)	**4**
NUR 7601 Clinical Procedures for Critical and Emergency Care (AGACNP students only)	**2**
NUR 7404A Transitions into Practice for the Post-Master's Graduate Certificate student	**2**
Total Credits per Gap Analysis Review	

Actual required Elms clinical hours are individualized by gap analysis; students must complete at least 500 supervised NP hours in the new population focus, with up to 450 prior hours potentially accepted if approved. **Maximum Elms-supervised clinical practicum hours (if 0 prior NP hours accepted):**	**950**

Health Systems Innovation and Leadership (HSIL) Matriculation Plan

NUR 7408 – Innovating Practice	**1**
NUR 7106 - Organizational Systems and Quality Improvement	**3**
NUR 7304 - Population Health and Epidemiology	**3**
NUR 7307 - Research Methods and Translation for Advanced Clinical Practice	**3**
NUR 7309 - Ethics for Advanced Practice	**3**
NUR 7400 - Financial Management in Health Care Delivery	**3**
NUR 7401 - Business Marketing and Communications for Health Care Leaders	**2**
NUR 7407 - Leadership and Collaboration in Health Care Organizations	**3**
NUR 7511 DNP: HSIL Scholarly Project I	**3**
NUR 7512 DNP: HSIL Scholarly Project II	**3**
NUR 7513 DNP: HSIL Scholarly Project III	**3**
NUR 7514 DNP: HSIL Scholarly Project IV	**3**
Total Credits	**33**
Total DNP Practice Hours (500 MSN, 500 DNP Immersion hours)	**1,000**

DNP Program Master 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. 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.

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 7408 – Innovating Practice (1 credit)

This course prepares DNP students to think and act as innovators in healthcare practice. Students will explore how innovation contributes to advancing nursing practice, improving patient outcomes, and transforming care delivery. Emphasis is placed on identifying gaps in care, engaging stakeholders through customer discovery, and developing creative, evidence-informed solutions that address real-world problems in healthcare systems. Course activities include analyzing current nursing and healthcare innovations, interviewing stakeholders to uncover practice challenges, and evaluating innovations using the framework of desirability, viability, and feasibility. Students will apply these

concepts to design and deliver a semester-long innovation pitch presentation that proposes a novel solution to a practice gap of personal or professional interest.

Clinical Core: Advanced Practice

NUR 6004A – Advanced Pathophysiology (2 credits)

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.

NUR 6004B – Advanced Pathophysiology (2 credits)

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 6004A.

NUR 6006 – Advanced Diagnostic Analysis, Health and Physical Assessment with Lab/Clinical Practicum practice hours (4 credits)

Must be taken concurrently with NUR 6006L Skills Lab

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 6007A – Advanced Pharmacology and Therapeutics (2 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.

NUR 6007B – Advanced Pharmacology and Therapeutics (2 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 6007A.

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/co-requisites: NUR 6004 A and NUR 6004 B, NUR 6006, NUR 6007 A and NUR 6007 B

DNP Theory Core

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 7105 is used in NP tracks; NUR 7106 is used in HSIL.**

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 Clinical 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 – Financial 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/ 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 on the development of strategies to implement change initiatives, manage conflict, and manage the ethical dilemmas inherent in health care organizations.

NUR 7406 is used in NP tracks; NUR 7407 is used in HSIL.

DNP Immersion and Scholarly Project Sequence

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 students to the advanced practice role. The student is introduced to the advanced practice scope of practice and practice implications. The course explores the evolution of doctoral education in nursing, the AACN's 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 7111 – DNP Scholarly Project I: Topic Development [50 Immersion hrs] (3 credits)
In DNP Scholarly Project I, 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 7112 – DNP Scholarly Project II: Proposal (25 Immersion Practice Hours) (1 credit)
DNP Scholarly Project II 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 7111, NUR 7307, NUR 7105

NUR 7113 – DNP Scholarly Project III: Implementation (50 Immersion Practice Hours) (1 credit)
DNP Scholarly Project III 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 7111, NUR 7112, NUR 7307, NUR 7105

NUR 7114 – DNP Scholarly Project IV: 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 a 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. 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 7111, NUR 7112, NUR 7113, NUR 7307, NUR 7105.

Advanced Practice Specialty: Adult Gerontology Acute Care Nurse Practitioner (AGACNP)

NUR 7206 – Adult Gerontology Health Care I and Clinical 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 6007 A, NUR 6007 B, NUR 6004 A, NUR 6004 B, NUR 7600

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 Clinical 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, NUR 6006, NUR 6007 A, NUR 6007 B, NUR 6004 A, NUR 6004 B, NUR 7600

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 Clinical Practicum (4 credits) n (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 an 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 6006, NUR 6007 A, NUR 6007 B, NUR 6004 A, NUR 6004 B, NUR 7206, NUR 7207, NUR 7600.

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 Clinical 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 an 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. Pre/Co-requisites: NUR 6006, NUR 6007 A, NUR 6007 B, NUR 6004 A, NUR 6004 B, NUR 7206, NUR 7207, NUR 7208, NUR 7600.

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 7601 – Clinical Procedures in Critical and Emergency Care (AGACNP students only)
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.

NUR 7021 – Primary Care I: Young adults to older adults & Clinical 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. Prerequisites: NUR 6006, NUR 6004 A & NUR 6004 B, NUR 6007 A & NUR 6007 B, NUR 7600

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. 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 7022 – Primary Care II: Infancy Through Adolescence and Clinical 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. Prerequisites: NUR 6006, NUR 6004 A & NUR 6004 B, NUR 6007 A & NUR 6007 B, NUR 7600, NUR 7021

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 7023 – Primary Care III: Women & Clinical Practicum (4 credits)
(2 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. 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 7021, NUR 7022, NUR 6006, NUR 6004 A & NUR 6004 B, NUR 6007 A & NUR 6007 B, NUR 7600

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 7024 – Primary Care IV: Complex Health Problems & Clinical Practicum (6 credits) (4 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 7021, NUR 7022, NUR 7023, NUR 6006, NUR 6004 A & NUR 6004 B, NUR 6007 A & NUR 6007 B, NUR 7600

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.

Advanced Practice Specialty: Transition Course

NUR 7404 – Transition into Practice and Certification Seminar (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.

Post-Graduate APRN Certificate Track: FNP Specialty Courses

NUR 7121 – Primary Care I: Young adults to older adults & Clinical Practicum (6 credits)
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.

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. 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. Up to 200 Clinical hours.

NUR 7122 – Primary Care II: Infancy Through Adolescence and Clinical Practicum (4 credits)
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. Prerequisites: NUR 7121

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. Up to 225 Clinical hours.

NUR 7123 – Primary Care III: Women & Clinical Practicum (4 credits)
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. 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 7121, NUR 7122

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. Up to 250 clinical hours

NUR 7124 – Primary Care IV: Complex Health Problems & Clinical Practicum (6 credits)
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 7121, NUR 7122, NUR 7123

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 advanced practice role components of clinical practice, consultation, collaboration, and education are discussed and integrated throughout this practicum. Up to 250 clinical hours.

Post-Graduate APRN Certificate Track: AGACNP Specialty Courses

NUR 7216 – Adult Gerontology Health Care I and Clinical Practicum (5 credits)
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.

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. Up to 200 Clinical hours.

NUR 7217 – Adult Gerontology Health Care II and Clinical Practicum (5 credits)
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 7216

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. Up to 250 Clinical hours.

NUR 7218 – Adult Gerontology Health Care III and Clinical Practicum (4 credits)
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 an 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 7216, NUR 7217

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. Up to 250 Clinical hours.

NUR 7219 – Adult Gerontology Health Care IV and Clinical Practicum (4 credits)
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 an 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. Pre/Co-requisites: NUR 7216, NUR 7217, NUR 7218

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. Up to 250 Clinical hours.

Post-Graduate APRN Certificate Tracks: Transition Course

NUR 7404A – Transitions into Practice for the Post-Master's Graduate Certificate Student (2 credits)
Affords the post-master's certificate student the opportunity to develop a reflective practice philosophy, develop a role transition model for practice, and prepare for employment and certification requirements.

Health Systems Innovation and Leadership (HSIL) Track

NUR 7401 Business and Marketing Communications for Health Care Leaders (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 effective awareness and the importance of 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 7511 DNP: HSIL Scholarly Project I (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, innovation-driven, 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. (Interdisciplinary) Prerequisites: NUR 7307, and NUR 7105/7106.

NUR 7512 DNP: HSIL Scholarly Project II (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. Students 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 7511.

NUR 7513 DNP: HSIL Scholarly Project III (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.
Prerequisites: NUR 7511, and NUR 7512.

NUR 7514 DNP: HSIL Scholarly Project IV (3 credits)
The course offers the student mentored opportunities to finalize their DNP Scholarly Capstone Project. The student integrates the evidence to reflect the application of advanced theoretical leadership and knowledge to clinical practice and systems level experiences. Successful completion of a DNP Capstone Project demonstrates the synthesis of the student's coursework and practice applications that culminates in a final manuscript and oral presentation. Prerequisites: NUR 7511, NUR 7512, and NUR 7513.

Master of Science in Nursing and Health Services Management

The School of Nursing fosters a supportive, vibrant learning community aligned with the mission of Our Lady of the Elms College, preparing students to adapt to change, uphold core values, respond

creatively to professional demands, and advocate for those in need. The Master of Science in Nursing (MSN) program meets the highest standards for graduate nursing education, emphasizing each student's individual potential. Since 2017, the program has been offered in an asynchronous online format.

Taught by an interdisciplinary faculty, the MSN program equips experienced nurses with the skills needed to lead in a rapidly evolving healthcare environment. Students select from four tracks: Nursing and Health Services Management, Nursing Education, School Nursing, or the MSN/MBA dual degree. Graduates are prepared for leadership roles across healthcare, education, school health, and business settings.

Nursing Faculty Profiles – MSN Programs

Dr. Julie A. Beck, D.Ed., RN, CNE
Dean of the School of Nursing
Dr. Beck has over thirty years of nursing and higher education experience. Her passion and excitement for nursing has no bounds! Her interests extend from patient care, to higher education, leadership and organizational behavior. Raised in PA, she moved to MA to become the Dean of the School of Nursing at Elms College and is excited to work with the community here to empower and develop excellence in healthcare.

Anne-Marie Albano, DNP-HSIL, MSN, RN
Interim Associate Dean of Graduate Nursing Assistant Professor
Anne-Marie Albano is a professional registered nurse with over twenty-five years of nursing experience. Anne-Marie's clinical focus was in Critical Care and Cardiac nursing. She also spent over ten years in leadership and management in the acute care setting of Care Coordination including nursing supervision, social services, and behavioral health. In both her educational and professional career, Anne-Marie is committed to Catholic education. She earned her MSN and DNP from Elms and is a member of Sigma Theta Tau International Honor Society of Nursing. Anne-Marie has taught the Nursing Care of the Older Adult and Nursing Leadership and Management of Care. Her research and educational interests include improving the patient experience, Leadership and Nursing Care Management, Cardiac Care, and Geriatrics. Anne Marie has
been with the Haiti Project since its inception. She held the role of Curriculum Coordinator as well as developing and teaching the Leadership and Management course. She assumed the role of Co-Principal Investigator prior to the second grant.

Interdisciplinary Faculty

Deana Nunes, EdD, MSN, RN, CWCN
Associate Dean of Undergraduate Programs, Assistant Professor
Deana Nunes is an Assistant Professor at Elms College. She earned her BS in Nursing in 1994 and MSN in the Nurse Educator track in 2018 from Elms College, and her EdD from Southern Connecticut

State University in 2022. Deana is a certified wound care nurse, earning credentialing at Medical University of South Carolina's Certified Wound Care Nurse program. She has used this clinical expertise for the past thirty years in the emergent care, acute care, home care, outpatient, and long-term care settings. She is an enthusiastic educator interested in bringing innovative curriculum and teaching strategies to diverse student learners. She has taught in the undergraduate, accelerated second-degree, RN-BSN, and MSN nursing programs. Deana has been an integral part of the Elms and Haiti Partnership educating Haitian nurses about best practices for nursing education since the program's inception, collaborating on the development and revision of the program curriculum, as well as presenting professional development workshops to program graduates.

Laurie Downes PhD., RN
Professor
Dr. Downes has extensive experience in nursing education and has taught in a variety of settings. Her areas of expertise and teaching at the baccalaureate level are women's health and the childbearing family. At the masters level, Dr. Downes' expertise is nursing theory and teaching methodologies. 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 conducted research on innovative teaching methodologies in nursing education and she is an accomplished presenter in the area of women's health and teaching methods of nursing education.

Beryl Hoffman, *Professor of Computer Science, Co-Chair of Natural Science, Mathematics, and Technology*
B.A., Wellesley College
MSE., University of Pennsylvania
Ph.D., University of Pennsylvania
Dr. Hoffman's research interests are in computer science education and broadening participation in computer science for female and minority students. In her NSF and Google research grants, she develops curriculum and trains teachers for AP high school and college courses.

Gina Mazza, MBA, BSN, RN, CPHQ
Gina has held nursing executive level positions in multiple home health and hospice organizations in Western Massachusetts. For the past 20 years, she has been an owner/partner of a national research and consulting firm that served community-based healthcare organizations throughout the country. She is certified in healthcare quality and a member of Sigma Theta Thau, Honor Society of Nursing. Now, in addition to being a faculty member of the Elms College, Gina operates her own consulting firm and advises other firms that provide services to health care organizations.

Steve Walsh, PhD *Assistant Professor of Data Science,* Natural Sciences, Math, and Technology Division
Dr. Walsh earned his Ph.D. in statistics from Virginia Tech. His research interests include furthering data science education as well as Bayesian hierarchical modeling, Gaussian processes, spatial statistics and uncertainty quantification.

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, 2021, 2026), the Elms MSN graduate will demonstrate the ability to:

1. 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.

2. Person-Centered Care: Lead patient care, apply advanced skills and technologies, and take greater responsibility for patient outcomes across different healthcare settings.

3. Population Health: Manage population health, building effective partnerships, considering socioeconomic influences on healthcare, promoting equitable health policies, using advocacy strategies, and preparing for public health emergencies.

4. Scholarship for the Nursing Discipline: Distinguish between research and evidence-based practice. Research provides scientific evidence, while evidence-based practice applies that evidence alongside patient preferences, values, and the nurse's clinical expertise to guide care decisions.

5. 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.

6. Build and lead collaborative interprofessional partnerships: View and engage in nursing practice as part of an extended group activity rooted in mutual respect, effective communication, awareness of diversity, and a commitment to building teams with common goals and values.

7. Systems-Based Practice: Use evidence-based methodologies to lead innovative solutions to address complex health problems, including financial and payment models. This is based on ethical practice where professional and organizational values align.

8. Use informatics and technology: Use technology to enhance communication, planning, and action by accessing, sharing, and advancing information to mitigate errors, improve nursing practice, and empower patients and practitioners.

9. Professionalism: Practice ethically, involving patients in care decisions, being accountable to patients and society, following laws and regulations, maintaining a strong professional identity, and promoting diversity, equity, and inclusion in all aspects of care.

10. Personal, Professional, and Leadership Development: Develop personal growth, lifelong learning, and leadership; this includes being resilient, adaptable, and able to manage change and uncertainty in healthcare environments. They must also commit to continuous learning and self-reflection to maintain professional growth throughout their careers.

Description of MSN 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 a practicum course that provides 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 a practicum course that provides opportunity for students to apply knowledge and skills learned as well as gain leadership and health clinical and educational 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
HCL 6500 Information Systems in Healthcare Management	3 credits

Direct Care Core/Content

NUR6107Advanced Assessment	3 credits
NUR6109 Advanced Pathoophysiology	3 credits
NUR6204 Advanced Pahrmacology	3 credits

Functional Area Core/Content

NUR 6205 Healthcare Finance and Budgeting	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 &2	5 credits
Total Credits	**38 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
HCL6500 Nursing Informatics	3 credits

Direct Care Core Classes:

NUR 6107 Advanced Health Assessment	3 credits
NUR 6109 Advanced Pathophysiology	3 credits
NUR 6204 Advanced Pharmacology	3 credits

Functional Area Core/Content Classes:

NUR 6102 Teaching and Evaluation Strategies	3 credits
NUR 6202 Curriculum Design, Program Planning, and Evaluation	3 credits
NUR 6301 Creative Teaching	3 credits

Practice Experience Classes:

NUR 6701 Nursing Education Practicum 1 & 2	5 credits
Total Credits	**38 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
HCL 6500 Nursing Informatics	3 credits
Direct Care Core Classes:	
NUR 6107 Advanced Health Assessment	3 credits
NUR 6109 Advanced Pathophysiology	3 credits
NUR 6204 Advanced Pharmacology	3 credits
Functional Area Core/Content Classes:	
NUR 6601 School Nurses as Public Health Educators	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
Practice Experience Classes:	
NUR 6901 School Nurse Practicum I &II	5 credits
Total credits	**38 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
HCL 6500 Information Systems in Healthcare Management	3 credits
NUR 6107 Advanced Health Assessment	3 credits
NUR 6109 Advanced Pathophysiology	3 credits
NUR 6204 Advanced Pharmacology	3 credits
MSN Nursing and Health Services Management Functional Area Core/Content	
HCL 6305 Managing Human Capital in Healthcare	3 credits
HCL 6205 Healthcare Finance and Budgeting	3 credits

HCL 6600 Global Perspectives in Healthcare Management	3 credits
MSN Practice Experience	
NUR 6801 Nursing Management Practicum I &II	5 credits
Total MSN Credits	**38 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.

Nursing 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:

- Healthcare Finance and Budgeting
- Managing Human Capital in Healthcare
- Global Issues in Healthcare
- Advanced Health and Physical Assessment
- Advanced Pathophysiology
- Advanced Pharmacology

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 Health and Physical Assessment
- Advanced Pathophysiology
- Advanced Pharmacology
- Teaching and Evaluation Strategies
- Curriculum Development, Program Planning, and Evaluation

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 Health Assessment
- Advanced Pathophysiology
- Advanced Pharmacology
- School Nurses as Public Health Educators
- Population Health in the Role of the School Nurse
- Students with Disabilities

MSN Graduate Application Process

The MSN application form is completed for the MSN, certificate programs, RN-MSN, and the MSN/MBA.

MSN, MSN/MBA, and Certificate Program Admission Requirements

- A baccalaureate degree in nursing from a nationally accredited school of nursing with an undergraduate grade point average of a minimum of 3.0 on a 4.0 scale; or completion of 6 credits at the graduate level with an average of 3.0 or higher is required.
- Two letters of recommendation, preferably from an academic source and from the administrator or manager in the most recent nursing position.
- Official transcripts from all undergraduate programs and graduate level courses.
- Successful completion of a three-credit statistics course with a final grade of at least a C+.
- Current résumé that includes prior education and work experience.
- Writing Sample reflecting graduate learning goals and reasons for applying to the Elms MSN Program (maximum 3 pages); MSN/MBA dual degree candidates are to include professional goals and the reasons for 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.

MSN or Certificate 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.

MSN Practicum Courses and Capstone Project

Each MSN degree track includes a unique and sequential practicum course that provides 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.

Nursing 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 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 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 6605 Principles of Population Health, Public Health, 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 & II: The Role of the Nurse Educator (5 credits)

This course is designed to integrate educational theory into the real-world teaching role. The practicum provides opportunities for students to participate in all phases of teaching, including classroom, clinical, simulation, and community instruction within an area of specialization, while experimenting with various teaching methodologies. Students are required to reflect on prior learning as they transition into leadership roles in education and practice settings. Using current educational research, MSN students identify a focus and develop a plan for a capstone project, which is implemented and evaluated during the practicum. Students work with a master's- or doctoral-prepared nurse educator to gain experience in the multifaceted role of the advanced practice nurse educator. A total of 80 practicum hours are completed with a graduate-prepared nurse preceptor, along with 10 hours of synchronous online seminars. The practicum culminates in the submission of a written paper and an oral presentation.

NUR 6801 Nursing and Health Services Management Practicum I & II (5 credits)

This combined practicum requires approximately 10 hours per week in a healthcare organization aligned with the student's specialty area or career goals. The experience supports exploration of nursing and health services management practice and the development of organizational assessment skills across diverse settings, including acute care, long-term care, home care, managed care, community and occupational health, and healthcare consulting. Students demonstrate increasing independence and accountability through peer group discussion, faculty–preceptor collaboration, and faculty, preceptor, and self-evaluation. In collaboration with faculty, students develop individualized practicum objectives that align with career goals. During Practicum I, students use current research and the organizational assessment to identify, plan, and develop a capstone project. In Practicum II, students apply nursing, management, finance, and leadership concepts through the implementation and evaluation of a creative management project, which serves as the MSN capstone and culminates in a written paper and oral presentation. Students complete 80 practicum hours each , including 60 hours with a graduate-prepared

nurse preceptor, and attend three to four synchronous online seminars totaling 10 seminar hours. A faculty advisor serves as a resource to both the student and preceptor.

NUR 6901 School Nurse Practicum I & II (5 credits)

This practicum prepares students to apply prior learning as they transition into leadership roles in school nursing. The focus is on the role of the school nurse administrator in leading and managing safe healthcare delivery in schools, collaborating with members of the school community including boards of education, and remaining current with professional and state standards while contributing to practice and policy development. Students, in collaboration with course faculty, identify a practicum experience that provides opportunities to apply leadership skills and advance expertise in school nursing practice, including roles as a clinician and health educator. The practicum includes opportunities to prepare and deliver health education in classrooms and other school-based settings. Students complete 80 practicum hours, including 60 hours with a graduate-prepared nurse preceptor in a school or health education setting, and attend three to four synchronous online seminars totaling 10 seminar hours. Course faculty serve as a resource to the student and preceptor. Students will identify and complete a capstone project, culminating in a capstone proposal, written paper, and oral presentation, with faculty approval required for successful course completion.

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, Sciences and Humanities

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 was a Teaching Fellow at Boston College and Harvard University who attended the Instituto Internacional in Madrid and the National Autonomous University of Mexico in Mexico City. She has previously taught Spanish and Latin American Studies at the University of Massachusetts, Springfield College, Bay Path University, American International College, and Springfield Technical Community College. Additionally, Martha has worked and consulted to develop job training and career counseling programs in various corporate and

community organizations. Martha is a creative writer, musician, and vocalist who has created, produced, and recorded educational music for language-learning programs. She has been performing with the Dan Kane Singers and the Pearls for the past 25 years in the greater Springfield-Hartford-Northampton area, and she has three children who share her passion for music.

Daniel Chelotti, ***Associate Professor of English***

B.A., M.F.A., University of Massachusetts-Amherst

Dan Chelotti is a widely published poet and author. He is the author of the poetry collection *x* (McSweeney's) and two chapbooks of poetry, *The Eights* (Poetry Society of America) and *Compost* (Greying Ghost Press). His poems have appeared in many journals, including *POETRY*, *jubilat*, *Boston Review*, *A Public Space*, *Fence*, and *North American Review*. His articles and interviews have appeared in *Huffington Post*, *Kenyon Review Online*, *Los Angeles Review of Books*. Chelotti has been nominated for two Pushcart Prizes, and has received grants and fellowships from the Slovenian Arts Council and the Colraine Writers' Workshop. In 2014, a poem that originally appeared in *iO: A Journal of New American Poetry* was selected by AE Stallings for a Best of the Net award. On campus, Dan is the faculty adviser to *Bloom*, the college's literary magazine.

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.

Michael J. McGravey, ***Associate Professor of Religious Studies; Director, Institute of Theology and Pastoral Studies (ITPS)***

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. Dr. McGravey's experience as an educator began as a member of the Religious Studies Department at St. Joseph's Preparatory School in Philadelphia, Pennsylvania (2005-2009). At Duquesne University, Dr. McGravey was employed as a teaching assistant, instructor, and adjunct professor in the Theology Department. Dr. McGravey also worked as an Instructional Consultant for faculty in the University's Center for Teaching Excellence. Dr. McGravey's *Navigating Postmodern Theology: Insights from Jean-Luc Marion and Gianni Vattimo's Philosophy (Lexington Books-Fortress Academic, 2023)* reflects his interest in Continental Philosophy, Phenomenology, and Theology. His research continues to explore post-secularism, ecclesiology, religion and politics, Eastern and Western Religious Traditions, the science of teaching and learning, and education and politics. Dr. McGravey is the Associate Editor of *Charity in Truth: A Journal of Ethics, Religion, and Culture* and directs Elms' Institute for Theology and Pastoral Studies. Dr. McGravey has also published several book reviews in the field of religious studies and political theology.

Laura McNeil, ***Professor of History***

B.A., Hampshire College

M.A., Ph.D., Boston College

Dr. Laura McNeil is the director of the Honors Scholar Program and a professor of history at Elms College. She received her B.A. from Hampshire College and her Ph.D. in history from Boston College. She 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 HIS 250: "A Taste of Freedom," a historical and culinary exploration of the American immigration experience.

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 Basic Income Earth Network.

Damien Murray, *Dean, School of Arts, Sciences, and Professional Programs; Professor of History*

B.A., M.A., National University of Ireland at Maynooth

Ph.D., Boston College

Damien Murray is the Dean of the School of Arts, Sciences and Professional Programs and a professor of history at Elms College. He's an experienced academic with over 20 years of teaching, scholarship, and administrative service.

Amber Scoon, *Assistant Professor of Art*

B.S., New York University

M.F.A., American University

Ph.D., European Graduate School

Academic Degrees: · PhD in Philosophy, Art and Critical Theory (PACT) from European Graduate School (Switzerland/ Malta), 2011. · Master of Fine Arts in Painting and Mixed Media, American University (Washington, DC), Two-Year Program in Italy, 2004. · Bachelors of Science in Studio Arts, New York University (NY, NY), 2002. · Continued Education: Masters Degree Courses in Sustainable Cultural Heritage from The American University of Rome (Rome, Italy) and The United Nations Interregional Crime and Justice Research Institute (UNICRI). (Rome, Italy).

Humanities Course Descriptions

Art

ART 5020 Latin American Art (3 credits)
This survey course focuses on the art of Latin America, from pre-history through today. Students will be introduced to art forms, materials and techniques in relationship to various environmental, political and cultural contexts of Latin America. Students will be exposed to art from South America, Central America, North America and the Islands of the Caribbean. This course will cover ancient, colonial, modern, indigenous and contemporary art history.

ART 5108 Printmaking (3 credits)
This course explores several types of printmaking: relief, intaglio, planographic, and stencil through woodcut, linocut, paper plate lithography, monotype, and collagraph. Students will learn various techniques of plate and paper preparation, hand printing, and use of the presses. The culminating project of the class is to produce a portfolio or original prints using each of these methods. There is a lab fee for this course.

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.

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 to 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 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.

History

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.

SPA 5020 Latin American Art (3 credits)
This survey course focuses on the art of Latin America, from pre-history through today. Students will be introduced to art forms, materials and techniques in relationship to various environmental, political

and cultural contexts of Latin America. Students will be exposed to art from South America, Central America, North America and the Islands of the Caribbean. This course will cover ancient, colonial, modern, indigenous and contemporary art history.

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.