# College of Our Lady of the Elms 

## Undergraduate Catalog

2017-2019

## Table of Contents

## TABLE OF CONTENTS

## ELMS COLLEGE CORE VALUES

## GENERAL INFORMATION ABOUT ELMS COLLEGE

Location

Accreditations
Interstate Certification Licensure
IntercollegiateCooperation
Buildings
ComputerServices

## ACADEMIC CALENDAR

2017-2018
2018-2019

## PROGRAMS OF STUDY

Associate of Arts
Bachelor of Science
Other Minor, Concentration, and Certificate Programs

## STUDENT AFFAIRS

Athletics and Intramurals
Campus Ministry
Career Center
Counseling Center
Student Accommodations \& Support Services
Health Center
Residence Life
Student Activities
New Student and Transition Programs

## ADMISSION

First-Year Admission
Transfer Admission
Articulation Agreements

## FINANCIAL AID

Applying For Financial Aid
Determination of Financial Aid Eligibility
Withdrawals/RefundPolicy

## FINANCIAL INFORMATION

Tuition And Fees
Health Insurance
Methods of Payment
Credit Balances
Late Payments

## ACADEMIC POLICIES

Academic Sessions
Requirements for Baccalaureate Degrees
Registration
Academic Conduct
Academic Honesty Policy
Class Attendance
Grading System
Withdrawal from a Course
Withdrawal from the College
Leave of Absence
Academic Probation
Academic Forgiveness
Academic Dismissal
Grade Reports
Transcripts
The Family Educational Rights and Privacy Act (F.E.R.P.A.)
Examinations
Transfer Evaluations
Academic Advising
Internships
Individualized Programs
Policy on Absence for Religious Reasons
Academic Honors

## LIBERAL ARTS CORE CURRICULUM

## DIVISION OF BUSINESS

Accounting
Management
Sport Management
Healthcare Management
Marketing
Coaching Minor
DIVISION OF EDUCATION
Licensure Programs

DIVISION OF NATURAL SCIENCES, MATHEMATICS AND TECHNOLOGY<br>Faculty Profiles<br>Biology<br>Chemistry<br>MathematicalScience<br>Computer Information Technology<br>Digital Communications

## SCHOOL OF NURSING

## FACULTY PROFILES

NURSING - BACHELOR OF SCIENCE<br>Admission to the Accelerated Second Degree Program<br>Academic Standards and Progression Policies<br>Clinical Experience Requirements

## DIVISION OF SOCIAL SCIENCES

SLPA Online Certificate
Associate of Arts: Speech-Language Pathology Assistant (SLPA)
Bachelor of Arts: Speech-Language Pathology Assistant (SLPA)
Communication Sciences and Disorders (CSD)
Professional Studies Major/CSD
Criminal Justice
Legal Studies
Paralegal Studies
Social Services Paralegal
Legal Nurse Consulting
Double Major in Legal Studies and Spanish
Psychology
Social Work
Double Major in Spanish and Social Work
Sociology

## COMMUNICATION SCIENCES AND DISORDERS

Faculty Profiles
SLPA Online Certificate
Associate of Arts: Speech-Language Pathology Assistant (SLPA)
Bachelor of Arts: Speech-Language Pathology Assistant (SLPA)
Communication Sciences and Disorders (CSD)
Professional Studies Major/C.S.D.

## INTERDISCIPLINARY PROGRAMS

Professional Studies
Liberal Arts

## PHYSICALEDUCATION

## AIR FORCE ROTC

COURSE DESCRIPTIONS<br>Applied Behavior Analysis<br>Accounting<br>Art<br>Biology<br>Business<br>Chemistry<br>Chinese<br>Computer Information Technology<br>Communication Sciences and Disorders<br>Criminal Justice<br>Dance<br>Economics<br>Education<br>English<br>Entrepreneurship<br>English as a Second Language (E.S.L.)<br>Graphic Design<br>Healthcare Management<br>History<br>Humanities and Interdisciplinary Studies<br>Irish<br>Japanese<br>Legal and Paralegal Studies<br>Mathematics<br>Music<br>Nursing<br>Physical Education<br>Philosophy<br>Physics<br>Psychology<br>Religious Studies<br>Social Science Division<br>Social Work<br>Sociology<br>Spanish<br>SportManagement<br>Theatre

## DIRECTIONS TO ELMS COLLEGE

## Elms College Mission Statement

Approved August 2017
The College of Our Lady of the Elms, a Catholic college, educates a diverse group of women and men in a supportive, vibrant learning community. Combining a liberal arts education with professional studies, Elms College empowers students to effect positive changes in the community and in the world.

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

## Elms College Core Values

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

## Faith

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

## Community

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

## Justice

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

## Excellence

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

Back to top

## 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.

## Back to top

## 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

## Back to top

## Accreditations

The College of Our Lady of the Elms is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road, Suite 201
Bedford, MA 01730---1433
(781) 271---0022

E---Mail: cihe@neasc.org

## Back to top

## 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. The following Massachusetts Department of Elementary and Secondary Education---approved teacher education programs at the undergraduate level prepare candidates for initial teacher licensure and Interstate Certification Compact in the following fields: early childhood, elementary, ESL, moderate disabilities, Spanish, secondary English, secondary history,
secondary biology, and secondary mathematics.

## Back to top

## Intercollegiate Cooperation

The Cooperating Colleges of Greater Springfield (C.C.G.S.) is a group of eight private and public colleges that, through the sharing of programs, talents, and facilities, brings to Elms College students the educational resources of a university while retaining the initiative and vitality of an independent college.
Founded in 1971 as an informal association of the eight college presidents, C.C.G.S. offers students and faculty members enriched educational experiences through shared library privileges, cultural events, and social activities; jointly sponsored courses; interdepartmental planning; and opportunities for faculty exchange.

Probably the most important field of cooperative endeavor is the direct academic exchange. Full---time Elms College students may enroll in undergraduate courses offered by member colleges on a seats---available basis, as can part---time students taking at least six credits at Elms College during the fall or spring semester. This exchange does not apply to summer sessions, evening classes, and continuing education classes.

Credits earned through course---registration are part of the normal full---time course load. Application is made through the Registrar's Office.

The C.C.G.S. colleges, with their web addresses, are:

- American International College (www.aic.edu)
- Bay Path College (www.baypath.edu)
- Elms College (www.elms.edu)
- Holyoke Community College (www.hcc.edu)
- Springfield College (www.spfldcol.edu)
- Springfield Technical Community College (www.stcc.edu)
- Western New England University (www.wne.edu)
- Westfield State University (www.westfield.ma.edu)


## Back to top

## Buildings

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

There are three residence halls on campus: O'Leary, Rose William, and Devine. All are equipped with wireless networks, and each room can connect to cable TV. Each resident is provided with a bed, bureau, closet, desk, and chair.

O'Leary Hall, built in 1928, provides a co---educational living environment and can accommodate approximately 201 students. The four floors consist of single, double, triple, and quad rooms. Extensive renovations were completed in 2011.

Rose William Hall was built in 1964 and provides a co---educational living environment and can accommodate approximately 181 students. The three floors consist of single, double and triple rooms.

Devine Hall was built in 1957. It provides a co---educational living environment with two floors of double rooms and a basement with common rooms and a kitchen. It can accommodate 38 students. This building has been designated as a wellness residence hall, and provides residents with a substance---free living environment as well as health and wellness programs.

Berchmans Hall, the administration building and largest structure on campus, houses Veritas Auditorium, the Rotunda, a gymnasium, art studios, administrative offices, classrooms, science and computer laboratories, and the St. Joseph chapel. Berchmans Hall connects to the Lyons Center for Natural and Health Sciences.

The Alumnae Library,completed and dedicated in 1973, provides an atmosphere that is conducive to research, study, and relaxation through its architecture and interior design. Provision is made for computer terminals and personal computers, as well as areas for listening, viewing, and recording various types of media. It is one of four Federal Depository Libraries in the area, and has a collection of approximately 178,000 documents.

Library resources are catalogued and circulated through C.W. M.A.R.S. (Central and Western Massachusetts Automated Resource Sharing, Inc.). This group of academic, special, school, and regional libraries is one of the largest multi---type networks in the country. There are 140 full---member libraries that circulate approximately six million resources to a million registered patrons. The network shares an online computer system and a combined collection of more than six million items. The library is also a member of the Online Computer Library Center (OCLC), a worldwide bibliographic utility.

The Mary Dooley College Center provides facilities for social, cultural, and spiritual life. Offices of the Dean of Students, Student Life, Campus Ministry, Intercultural Programs, and the Career and Experiential Learning Center are located on the main floor, as are the dining room and a game room. The lower level is the site of the college bookstore, media studio, the Student Government Association meeting room, the Division of Communication Sciences and Disorders, the print center, and the campus mailroom. The upper level houses two classrooms, the Borgia Art Gallery, and the Offices of International Programs, Alumni, Development, and Marketing.

The Maguire Center for Health, Fitness, and Athletics opened in the fall of 1994. Named in honor of Bishop Joseph F. Maguire, Bishop Emeritus of the Diocese of Springfield, it contains the Picknelly Arena, the Partyka Natatorium with its 25---meter swimming pool, the Pryzbyla Allied Health Center, the Blake Aerobic Center, a weight training area, offices, and the Counseling Center and Health Center.

Spaulding House, a building recognized by the Chicopee Historical Society and recently renovated, is the site of the Office of Admission. The historic Emerson Gaylord
Mansion houses the Division of Business as well as the college's Institute for Theology and Pastoral Studies. The offices of Information Technology, Institutional Marketing and Campus Chaplain are located in the Yellow House, 35-37 Gaylord Street.

The Division of Education's administration and faculty offices are located in Marian Hall.

## Back to top

## Computer Services

All Elms College classroom and office buildings contain access to the campus computer network, and wireless access is available in all classroom buildings and residence halls. There are four academic computer labs on campus used for classroom instruction and for student drop---in use. These labs are accessible as long as their respective buildings are open. The labs located in the Mary Dooley College Center and Berchmans Hall room 209 are dedicated for use as a drop---in lab.

The remaining labs, Berchmans Hall room 203 and the Alumnae Library basement level are used for classroom instruction, and are available as drop---in labs when not in classroom use. All of the labs are equipped with laser printers and full access to on---
campus computing resources and Internet access.

The college provides students with online access to grades, schedules, and enrollment information through a system called Blazernet, and also to financial aid information. There are links to both of these systems from the Elms College web site, www.elms.edu.

The college also maintains an online course management system called Moodle, which is used by faculty to supplement in---class courses and to provide online---only courses. All Elms College students are provided with a college email account, and are required to check that account for college notices and announcements.

## Back to top

## Academic Calendar

## 2017-2018

Traditional 15 Week Semester
Fall 2017

| August 29, Tuesday | Orientation, Advising \& Registration |
| :---: | :---: |
| August 30, Wednesday | First Day of Classes for Fall 2017 Semester |
| September 4, Monday | Labor Day Observed (Holiday/College Closed) |
| September 13, Wednesday | Last day to add or drop a course |
| September 15, Friday | Revised class list available on Blazernet |
| September 27, Wednesday | Opening Convocation Ceremony |
| October 9, Monday | Columbus Day Observed (Holiday/College Closed) |
| October 10, Tuesday | Professional Day - (Classes/labs that meet in the morning are cancelled. Classes/labs that meet after 1 p.m. will be held.) |
| October 13, Friday | Mid-Term deficiency grades to be submitted on Blazernet (15 week semester) |
| October 27, Friday | Last day to apply for graduation, Class of 2018 |
| November 6-10, Monday-Friday | Spring semester online registration week |
| November 10, Friday | Veteran's Day Observed (Holiday/College Closed) |
| November 20, Monday | Last day to withdraw from a course |
| November $22-26$, Wednesday-Sunday | Thanksgiving Recess (Classes resume on Monday, November 27) |
| December 4-8, Monday-Friday | Finals Week |
| December 11, Monday | Fall grades due on Blazernet by midnight for traditional 15 weeksemester |
| December 9- January 15 | Semester Recess |

## Spring 2018 Semester

\(\left.$$
\begin{array}{ll}\text { January 15, Monday } & \begin{array}{l}\text { Martin Luther King's Birthday } \\
\text { (Holiday/College Closed) }\end{array}
$$ <br>
January 17, Wednesday \& First Day of Classes for Spring 2018 Semester <br>

January 26, Friday \& Last day to add or drop a course\end{array}\right\}\)| Revised class list available on Blazernet |
| :--- |
| January 30, Tuesday |
| February 19, Monday |
| March 2, Friday |
| Marident's Day Observed (Holiday/College |
| Closed) |

## Summer 2018

SUMMER I: May 14, 2018 - June 22, 2018

SUMMERII: July 9, 2018 - August 17, 2018

EXTENDED SUMMER: May 14, 2018 - August 17, 2018

## 2018-2019

Traditional 15 Week Semester
Fall 2018

| August 28, Tuesday | Orientation, Advising \& Registration |
| :---: | :---: |
| August 29, Wednesday | First Day of Classes for Fall 2018 Semester |
| September 3, Monday | Labor Day Observed (Holiday/College Closed) |
| September 12, Wednesday | Last day to add or drop a course |
| September 14, Friday | Revised class list available on Blazernet |
| September 26, Wednesday | Opening Convocation Ceremony |
| October 8, Monday | Columbus Day Observed (Holiday/College Closed) |
| October 9, Tuesday | Professional Day - (Classes/labs that meet in the morning are cancelled. Classes/labs that meet after 1 p.m. will be held.) |
| October 12, Friday | Mid-Term deficiency grades to be submitted on Blazernet (15 week semester) |
| October 26, Friday | Last day to apply for graduation, Class of 2019 |
| November 5-9, Monday-Friday | Spring semester online registration week |
| November 12, Monday | Veteran's Day Observed (Holiday/College Closed) |
| November 19, Monday | Last day to withdraw from a course |
| November $21-25$, Wednesday-Sunday | Thanksgiving Recess (Classes resume on Monday, November 26) |
| December 3-7, Monday-Friday | Finals Week |
| December 10, Monday | Fall grades due on Blazernet by midnight for traditional 15 weeksemester |
| December 8- January 23 | Semester Recess |

## Spring 2019 Semester

| January 21, Monday | Martin Luther King Day (Holiday/College Closed) |
| :---: | :---: |
| January 23, Wednesday | First Day of Classes for Spring 2019 Semester |
| February 1, Friday | Last day to add or drop a course |
| February 5, Tuesday | Revised class list available on Blazernet |
| February 18, Monday | President's Day Observed (Holiday/College Closed) |
| March 8, Friday | Mid-Term deficiency grades submitted on Blazernet (15 week semester) |
| March 4-8, Monday - Friday | Spring Recess - No Classes |
| April 19 - 22, Friday - Monday | Easter Recess (Holiday/College Closed) |
| April 9-12, Tuesday - Friday | Fall semester online registration week |
| April 19, Friday | Last day to withdraw from a course |
| May 6 - 10, Monday - Friday | Finals Week |
| May 13, Monday | Seniors Final Grades due on Blazernet |
| May 17, Friday | Baccalaureate |
| May 18, Saturday | Commencement |
| May 19, Sunday | All Final grades to be submitted on Blazernet by midnight for traditional 15 week semester |
| May 20, Monday | Grades available to students on Blazernet |

## Summer 2019

SUMMERI: May 13, 2019 - June 21, 2019

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

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

## Programs of Study

## Associate of Arts

Kurt Ward<br>Paralegal Studies (two--year option)

Charlotte Cathro
Accounting
Nanci Costanzo
Fine Art
Janet Williams
Biology

## Dennis Drake

Chemistry

## Kurt Ward

Criminal Justice

## Goose Berkovitz-Gosselin

Computer Information Technology
Graphic Design
Social Media

## Mary Janeczek

Education
Early Childhood Education Elementary Education English as a Second Language Secondary Education
Teacher of Students with Moderate Disabilities

## Tom Cerasulo

English
Amanda Garcia
Entrepreneurship

## David Kimball

Health Care Management

## Laura McNeil

History

## David Kimball

Business

Kurt Ward<br>Legal Studies (Pre-law)

Javier Venturi/ Caroline Murray
Legal Studies/Spanish

## Tom Cerasulo

Liberal Arts

## David Kimball

Management

## David Kimball

Marketing

## Raymond Curran

Mathematics

## Kurt Ward <br> Paralegal Studies (four-year option)

## Joyce Hampton

Professional Studies

## John Lambdin

Psychology

## Martin Pion

Religious Studies

# Kurt Ward/Maureen O'Connor Holland Social Services/Paralegal 

Christine Fay
Sociology
Javier Venturi
Spanish

## David Kimball

Sport Management

## Bachelor of Science

## Kathleen Scoble

Nursing (plus an R.N. to B.S. completion option)
Maureen Holland
Social Work

# Maureen Holland/Javier Venturi 

Social Work/Spanish

# Other Minor, Concentration, and Certificate Programs 

Joyce Hampton

Asian Studies
Peter DePergola
Bioethics and Medical Humanities
Beryl Hoffman
Cybersecurity

Kurt Ward<br>Business and Law

Dennis Drake
Chemistry
Cheryl Condon
Coaching

## Laura McNeil/Damien Murray

Irish Studies

Kurt Ward/Kathleen Scoble<br>Legal Nurse Consulting

## Christopher Bakriges

Music
Jason Burke Murphy
Philosophy
Daniel Chelotti
Blue House

## Student Affairs

The services provided by the Student Affairs staff are essential 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 skills 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 are part of Student Affairs, and are supervised by the Dean of Students:

- Athletics
- Campus Ministry
- Career Services
- Counseling Center
- Health Center
- New Student and Transitions Programs
- Reservation and campus scheduling/Campus switchboard
- Residence Life
- Student Accommodations and Support Services (S.A.S.S.)
- Student Activities


## Athletics and Intramurals

Athletics are an important aspect of the Elms College experience. Our 17 intercollegiate teams provide opportunities for student athletes to participate, compete, excel, and enhance their skills and knowledge. As a member of the New England Collegiate Conference (NECC) and a NCAA Division III institution, we embrace the Division III philosophy, placing our highest priority on the overall quality of each student-athlete's educational experience, and on the successful completion of a student's academic program. We also seek to establish and maintain an environment in which a student--athlete's experience is an integral part of his or her total educational experience and in which coaches play a significant role as educators. We seek to establish and maintain an environment that values cultural diversity, gender equity and inclusion of all student-athletes.

The Maguire Center for Health, Fitness, and Athletics, named in honor of former Bishop Joseph F. Maguire, is a multipurpose facility for athletics, recreation, and academics. The center provides an aerobic and weights training area; a six-lane 25-meter pool; a multipurpose area with a suspended indoor track; offices; classrooms; health sciences laboratory; conference rooms; and locker rooms and showers. All full-time students, faculty, staff, and administrators receive complimentary memberships. Alumni, continuing education students, adjunct faculty, and part-time students may join at a reduced rate. Membership includes full use of the facility plus, water aerobics classes, weight training and Cybex instruction.

## Varsity Sports:

Baseball
Lacrosse (women)
Basketball (men and women)
Soccer (men and women)
Cross Country (men and women)
Softball
Field Hockey
Swimming (men and women)
Golf
Volleyball (men and women)
Track (men and women)

## Intramural Sports and Activities

The intramural program offers various opportunities to full---time students, faculty, staff, and administrators. The intramural program provides students an opportunity to have fun, recreate, meet new people, and take a break from the everyday stressors of college life. Team sports, leisure activities, day tournaments, and off---campus events are some of the activities that may be offered. Most events generally take on a league structure and will offer a postseason tournament to determine intramural champions. Competition usually consist of teams of women, men, co-ed, faculty, and staff. Examples of intramural offerings include:

3 on 3 Basketball
5 on 5 Basketball
Ultimate Frisbee Soccer
Floor Hockey Volleyball
Dodgeball
Flag Football
Games Room activities (foosball, billiards, ping pong) Softball
Zumba
Team Handball
Badminton Kickball
Minute to Win It

## Club programs registered with Student Activities:

## Dance Team

Cheerleading Team

## Student-Athlete Advisory Committee (SAAC)

The purpose of SAAC is to gather student-athlete representatives from each team to ensure open communication among student-athletes, coaches and administrators. Their mission is to enhance the total student-athlete experience by promoting leadership opportunities, protecting student-athlete well-being and fostering a positive student-athlete image to Elms College and the community. SAAC representatives provide feedback to the athletic administration, express concerns and interests of the student-athletes, generate support for all teams and provide opportunities to serve the campus, local and global community through volunteering for fund-raising events and community service projects. SAAC supports and upholds the core values of Elms College: faith, justice, community and excellence.

## 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 with neighbor, and neighbor with God, without distinction."

Campus Ministry is located on the first floor of the Mary Dooley College Center and the staff is available throughout the year. Involvement is encouraged in experiences designed to enhance one's spiritual life, while inviting personal exploration in expanding students' 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
- Retreats
- Programs for spiritual growth and reflection
- Ecumenical gatherings
- Lent and Advent daily prayers
- Fontbonne Scholar Program
- Study of and response to social justice issues
- Service and reflection through local, domestic, and international mission experiences
- Dorothy Day Program
- Campus Ministry Club
- Agape Latte
- Soup and Substance
- Elms Choir


## Career Center

The Career Center offers events, programs, workshops, information and career guidance for students and alumni in pursuit of their career, vocational, and educational goals. Online assessment tools are available to assist in identifying your personal strengths, interests, skills and personality profile. Elms College Career Center develops an online Employment e-blast featuring jobs and internships from employers. The employment e-blast is published regularly throughout the year on the Career Center web page of the Elms College website.

Beginning in September, 2017 the Career Center will be located in the new Center for Student Success, which is located on the 2nd floor of the Elms Alumnae Library. Office hours are, Monday thru Friday, 8:30am to 4:30pm. Schedule an appointment by e-mailing careers@elms.edu or calling 413-265-2272. Appointments also may be made at the Mary Dooley front desk associate in the college center as well.

## Counseling Center

The Counseling Center provides confidential counseling and psychotherapy to full-time Elms College students, at no charge. Our purpose is to support students, further their growth, and give them a safe place to discuss their dilemmas and concerns. Students utilize counseling services to help them cope with issues in personal development, to manage the challenges of student life, and/or to deal with painful life events.

Some common student issues are:

- Lowself-esteem
- Anxiety
- Depression
- Homesickness/Loneliness
- Conflicts with others
- Eating disorders/Body image
- Family problems
- Alcohol and substance abuse
- Crisis/Personal trauma
- Suicidal thoughts
- Relationship problems
- Grief and loss

The Counseling Center is located in the Health Center on the 2nd floor of the Maguire Center. It is open 35 hours per week during the academic year, from 8:30 a.m. to 4:30 p.m., Monday through Friday. It is staffed by a licensed clinician. Appointments may be made in person, by calling the Counseling Center at 265-2275, or by calling the Health Center at 265-2288.

## Student Accommodations \& Support Services

Our mission is to provide services that support equal access to education for qualified students with diagnosed disabilities. In accordance with state and federal laws. The office of Student Accommodations \& Support Services (S.A.S.S.) will, in partnership with students, families, faculty, staff, and administration, provide reasonable accommodations designed to ensure no qualified student with a disability is denied equal access to, participation in, or benefit of the programs and activities of Elms College. It is also our goal to maximize student success, self-advocacy, and independence in an accessible academic environment.
The office is located in the Alumnae Library. Individuals seeking disability related accommodations may contact the office by email at sass@elms.edu. or via phone at 413--265--2333. The fax number is 413--594--3951. For additional information please review the S.A.S.S. Handbook or speak with the Program Director.
Additional S.A.S.S. Related Information:

* Academic or Campus Accommodations: Registered students with disabilities who need academic accommodations or disability-related support services are asked to make their needs known and to file timely request forms each semester with the Student Accommodations and Support Services Office.
* Assistive Technology and Supports: Students with documented disabilities or who have questions about assistive technology and support services should contact the office directly for more information.
* Residential Life: Housing accommodations may be made for students with documented disabilities to the extent feasible. Students' preferences for specific residence halls will be considered, but may not always be met when the unique character and age of particular residence halls limit access. Students needing housing accommodations must apply through the typical housing process and submit their request for accommodation to the Student Accommodation and Support Services Office with supporting medical documentation by the appropriate deadlines. Failure to submit complete information by the deadlines may delay or prevent the college from meeting the request.

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

## Health Center

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

The Health Center is staffed by two registered nurses who are supervised by an off-site physician. A nurse practitioner is available by appointment. Referrals to other health care providers, laboratories, and radiology facilities are arranged as needed.

The Health Center is open 35 hours per week during the academic year. Hours of operation are posted at the Health Center and available on the office voice mail message at extension 2288 or our direct line, 413-265-2288.

All full-time on campus, off campus, and online students are entitled to use the Health Center. Part-time, off campus cohorts, online, and Post Bac students may utilize the Health Center for emergencies. There is no fee for services provided at the Health Center.

All full-time on campus, off campus, and online students, residents and commuters, as well as part-time health science students 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.

## Residence Life

The Office of Residence Life seeks to foster a living environment that supports and promotes academic achievement and personal growth. The office is dedicated to creating a safe living environment that respects and appreciates individual differences and promotes a sense of community. Residents are encouraged to enhance their classroom learning and personal development by being active in the residence life community, initiating activities, understanding human differences, and building friendships. The residence halls are coeducational living environments staffed with an undergraduate resident advisor (RA) on each floor. RAs are selected on the basis of potential or demonstrated characteristics and skills such as leadership, interpersonal, communication and peer counseling. RAs act as administrators, programmers, peer counselors, resource agents, advocates for inclusion, and policy enforcers. The office of Residence Life is managed by the Director of Residence Life, Assistant Director of Residence Life, and Assistant Residence Director(s), three of whom also live on campus to provide an additional layer of support to RAs and students.

The college has three residence halls. All three, Rose William, O'Leary, and Devine, are equipped with laundry facilities, common lounges, and kitchenettes. Each room is wired for cable television, and all three residence halls have wireless Internet access. Most students live with one or more roommates. Resident students are responsible for obtaining closing dates for Thanksgiving, Winter and Spring Break closing each academic year, and planning accordingly that all Residence Halls will close during these periods. Please contact our office at reslife@elms.edu, or by phone at 413-265-2461 if there are any questions about on campus living.

## StudentActivities

The Office of Student Activities is located in the Mary Dooley College Center. The mission of this office is to enhance the social, cultural, and educational experience of all students. Through the exposure to, and participation in a variety of programs and activities, Student Activities strives to prepare students to be engaged, responsible leaders within the campus community and beyond.

Student Activities works with the Student Government Association (S.G.A.), and the Student Activities Board (S.A.B) to plan, market, and host a wide variety of travel trips, special events, entertainment artists, and late night programs. The office also helps provide students with leadership opportunities through participation in student clubs. In addition, Student Activities employs a dozen students each semester to work in the office and run the college's Game Room. The Game Room is open five days a week to provide students with a space to relax and interact during their down time.

## Student Government Association

The Student Government Association serves as the official representative of the student body. SGA's purpose is to make clear the views of the student body, and to advocate for its best interests with the college administration, faculty, and other educational institutions/associations. The SGA contributes to the total development of students by working actively to promote effective communication among all members of the college community.

Any full-time student may participate in SGA. Students are highly encouraged to participate in this organization, which is comprised of an executive board, class officers, and student representatives. SGA elections are held in April, and students must have a minimum GPA of 2.5 in order to be nominated for election.

As per its constitution, meetings of the SGA shall be held at least three times per month and additionally when necessary. Written notice of meeting date, time, and place shall be publicized at least five (5) days in advance. The SGA is a valuable communication tool shared among students, faculty, and administration; thus, the SGA strongly encourages your presence at meetings. Your suggestions, ideas, and support will allow the association to better communicate the concerns and needs of all students. A president, vice president, secretary, and treasurer represent each class of the college. Terms of office run from May to May. Upper-class officers are elected during the month of April, and first year student elections are held each September. In order to be nominated for election, a student must have a minimum GPA of 2.5 or the approval of the Dean of Students.

## Student Clubs

## Academic:

Active Minds/Psychology Club
Elms Law Society
Future Teachers' Club
National Student Speech Language Hearing Association (NSSLHA)
Student Nurses Association
Student Social Work Organization

## ATHLETIC

Cheerleading
Dance Team

Student Athlete Advisory Committee (SAAC)

## SPECIAL INTEREST

Blazer Nation
Bloom Literary Magazine
Chess Club
Commuter Council
Diversity Leaders
Environmental Club
Magic the Gathering Club
Urban Affairs
Veteran's Appreciation
Young Americans for Liberty

## DEPARTMENTAL

Campus Ministry Club
International Club
Residence Hall Council
Student Activities Board

## New Student and Transition Programs

The office of New Student and Transition Programs provides a comprehensive transition experience for all new first-year and transfer full time undergraduate students. New Student and Transition Programs oversees various registration, orientation, Welcome Week, and graduation programs as well as many Elms traditions. The office collaborates with the School of Graduate and Professional Studies to support post-baccalaureate and graduate students, undergraduate students taking classes at off campus locations, and online, and part-time continuing education students enrolled in programs on campus in Chicopee. Also, the office works with the main campus commuter students. The New Student and Transition Programs office is located within the Dean of Students Office in the Mary Dooley College Center.

## Admission

Traditional full-time undergraduate candidates apply to the institution through the Office of Admission. Elms College seeks diverse, energetic, and talented candidates who are committed to their academic development. Every application is reviewed by the assigned admission counselor, as well as the director of admission, to gauge academic strength and special talent. Our selection process is thorough and individualized. Candidates for admission into the Elms College School of Nursing are also evaluated by the School of Nursing Review Committee.

Candidates are invited to contact the Office of Admission at

## Elms College Office of Admission

291 Springfield Street
Chicopee, MA 01013
admissions@elms.edu
Phone 413-592-3189 Toll-
free 800-255-3567
Fax 413-594-2781

## First-Year Admission

High school candidates are strongly encouraged to pursue a rigorous college preparatory program to prepare them for successful academic achievement upon entering Elms College. Recommended courses include the following:

- Four years of English
- Three years of mathematics (four years, including Algebra 2, for nursing candidates)
- Three years of lab science (four years, including chemistry, for nursing candidates)
- Two years of the same foreign language
- Three years of history and the social sciences

Candidates must submit the following items to the Office of Admission:

- Elms College application or The Common Application (There is no fee to apply.)
- Essay
- Official secondary school transcript
- Official SAT or ACT scores (The Elms College SAT number is 3283 and the ACT reference number is 1812.)
- Two letters of recommendation (required for nursing candidates, recommended for all other major candidates)
- Elms College encourages all candidates to visit campus by attending an Open House, a Saturday or Summer Visit Day, or a campus tour.

Elms College does not have an application deadline. Admission decisions are sent to applicants starting mid-November and continue on a rolling basis thereafter. Candidates are considered for need-based financial aid by submitting the Free Application for Federal Student Aid (FAFSA) by March 1. Our school code is 002140. Candidates who submit their FAFSA after March 1 will be considered for financial aid as funding permits.

## Back to top

## Transfer Admission

The Office of Admission works directly with full-time transfer applicants and the School of Graduate and Professional Studies assists part-time transfer applicants. Transfer candidates may apply and enroll in a degree program in both the fall and spring semesters. Full-time applicants may transfer up to 75 credits earned within the past 10 years and for which a "C" grade or better has been achieved.

Candidates for full-time transfer admission must submit the following items to the Office of Admission:

- Elms College application or The Common Application (There is no fee to apply)
- Official transcripts from each college/university attended
- High School transcript or GED scores for applicants with fewer than 24 college credits
- Official scores for AP Exams, CLEP Exams, and/or other tests through which college credit(s) have been earned
- Essay (recommended)
- One letter of recommendation (recommended, may be requested for admission)
- Interview with a Transfer Admission Counselor (recommended, may be requested for admission)

Note: SAT or ACT scores are not required for transfer admission.

## Accelerated Second Degree in Nursing Program

The Elms College Accelerated Second Degree in Nursing Program is a highly selective program for transfer candidates with an acceptance rate of less than $25 \%$. Applications for this program are only accepted for the fall semester. To learn more about this program please attend one of our information sessions offered throughout the year or contact the Office of Admission.

Please note, if you are seeking transfer admission into the traditional nursing program, admission is only offered on a case by case basis.

## Articulation Agreements

Elms College has articulation agreements with the following community colleges: Berkshire Community College (BCC), Holyoke Community College (HCC), Greenfield Community College (GCC), and Springfield Technical Community College (STCC). Candidates who have completed an associate's degree from one of these community colleges can seamlessly transfer to Elms to complete a bachelor's degree. If candidates follow the prescribed programs outlined in the articulation agreements, they may be able to complete a bachelor's degree within two years. Please contact the Office of Admission for information about the articulation agreements with these community colleges.

## Financial Aid

Elms College understands financing a college education is a significant investment for students and their families. While it is the responsibility of both the students and their families to pay college expenses prior to the beginning of each semester, the college is aware that many families may require financial assistance. The college provides significant financial resources to help students who meet the required admission and financial need standards. Families anticipating the need for financial aid should submit a completed Free Application for Federal Student Aid (FAFSA) at www.FAFSA.gov by the priority-filing deadline each year. The priority filing deadlines are as follows:

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

Awards are based on demonstrated need, academic progress, and fund availability. Financial aid is not automatically renewable; families must reapply for aid each academic year. Changes to a family's financial circumstances come in many forms, including increases or decreases in overall income, as well as the number of family members in the household and the number of family members in college.

Students may not receive institutional grant funds greater than the cost of tuition. Institutional grant programs include, but are not limited to the Elms Presidential Scholarships, the Elms Distinguished Scholarship, the Elms Scholarship, the Opportunity Grans, the Elms Grant, and the Resident Assistant's Grant. In addition, Elms College students cannot combine multiple discounts, vouchers, or special tuition pricing offers. All course vouchers must be used within 18 months from the date of issue.

## Back to top

## Applying For Financial Aid

Students must complete the following to be eligible for federal and state financial assistance:

- A Free Application for Federal Student Aid (FAFSA), complete with Elms College's school code 002140.Students and parents of dependent students can electronically sign the FAFSA with a unique Personal Identification Number (PIN) assigned by the U.S. Department of Education.
- Students selected for verification will need to provide additional documentation including, but not limited to the following:
- Dependent or Independent Verification Worksheet sent by the college
- A copy of the students federal tax transcript
- A copy of the parent(s) federal tax transcript, if the student is dependent
- Proof of food stamps, if applicable
- Proof of child support paid, if applicable

Students and parents who report little to no income, will be asked to complete a low income statement, provided by the Student Financial Aid Services office.

All first year and transfer students must be accepted for admission to Elms College before aid eligibility will be determined and awarded. Financial need has no bearing on your admission to Elms College.

Elms College students are expected to utilize our online financial aid inquiry system called NetPartner, with which they can view and print awards, view application document status, view scholarship and work-study job notices, print forms and publications, and view messages with further instructions. The NetPartner address is: https://elmsnet.elms.edu/netpartnerstudent

NetPartner uses the student's Elms College ID (starts with 770) as the username. Instructions are mailed to returning students when their award letters are ready to view. NetPartner contains personal information, and students should take steps to safeguard their username and PIN. Students should always logout of NetPartner at the end of each session, and close the Internet browser especially if using a public computer.

The Financial Aid Office recognizes e-mail as an official form of communication, and will use email whenever possible. Students are encouraged to check their Elms College email account regularly.

## Back to top

## Determination of Financial Aid Eligibility

Elms College awards federal and institutional financial aid on the basis of demonstrated financial need. A federal and institutional formula is utilized in calculating a family's contribution based on information provided on the 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. New students will receive an award letter indicating the aid for which they are eligible for the academic year. For those returning students who complete their financial aid application and supply all requested documents by the priority deadline, award letters will be available online beginning mid-April of each year. Students should read and understand the financial aid guide provided with the award letter (also available online).

Students who apply for and receive federal financial aid must be matriculated, degreeseeking candidates enrolled at least half-time (six credits) per semester. A small number of students enrolled for fewer than six credits, with very high need, may qualify for a Federal Pell Grant. Students applying for institutional aid must be matriculated undergraduates seeking degrees, enrolled full-time (at least 12 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, demonstrate an unwillingness to repay any federal education loan, and pass the drug conviction eligibility criteria. Financial aid awards are based on the information that was received at the time of award and will be changed if any of the following conditions occur:

## Housing/Residency Status

The assumed housing status is printed on each award statement. If the student's status is different from that listed, he/she must notify Residence Life and Student Financial Aid Services in writing. The award package may be adjusted as a result of housing changes.

## Private Aid

Federal regulations require that the student notify Student Financial Aid Services of any scholarship/grants, tuition benefits or loans received from sources outside the college. The outside resources must be considered as financial aid, and therefore may result in a change in the aid package. Elms College wishes to encourage students to seek out resources from all sources.

If required by federal regulations to adjust the financial aid package, Student Financial Aid Services will eliminate or reduce (in this order):

1. PLUS loan;
2. Alternative loans;
3. Federal Unsubsidized Direct loan;
4. Federal Perkins loan;
5. Federal Work-Study;
6. Federal Subsidized Direct loan;
7. Institutional, federal, and state grants.

## Academic Schedule/Enrollment Level Changes

The minimum number of credits needed to receive the award is listed on each award letter. Actual registered credits and housing status will be checked at the end of the add/drop period for each semester, and awards will be adjusted accordingly.

## Withdrawal

The student should schedule an appointment with his/her financial aid officer to discuss the financial implications of withdrawing or leaving the college.

Should a student withdraw, 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 the U.S. Department of Education, as federal funds must be returned to federal programs according to a specific federally regulated formula. The amount of tuition charged for a student who withdraws is explained in the "Financial Information" section of this catalog.

Any student who borrows federal loans, including Direct Loans and Perkins Loans will be required to complete an Exit Counseling form before the withdrawal form will be signed. This assists the institution in maintaining a low default rate. Student who have Perkins Loans must complete an additional exit counseling at www.uasexit.com.

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

Federal regulations and college policy require that students must make satisfactory academic progress in order to receive financial aid. Any student who fails to successfully complete 75 percent of the attempted course work (including transfer credits) or whose cumulative GPA falls below the required minimum (as defined in this catalog) will be placed on probation or dismissed.

If placed on probation, any subsequent failure to achieve satisfactory academic progress may result in the revocation of financial aid eligibility and will prohibit the student from receiving assistance until the standard is re-achieved. Students who are denied aid because of unsatisfactory academic progress may appeal in writing to the director of financial aid. Financial aid eligibility will be
terminated for students who have not yet completed the degree requirements after attempting 150 percent of the normal degree requirements (including transfer credits). There is no appeal or extension for exceeding this measure. See the complete policy in this catalog.

## The Impact of Withdrawing From All Courses

Withdrawing from all courses after the add/drop deadline is considered withdrawing from the college. If you do this before 60 percent of the semester is completed, your financial aid award will be recalculated according to the percentage of the semester you have completed. The formula for calculating this percentage is: (days enrolled) - (official breaks of five days or longer) divided by the total number of days in the semester multiplied by 100 .

## Treatment of Title IV Aid When a Student Withdraws

The law specifies how Elms College must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period or period of enrollment, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or Elms College or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/ or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed $30 \%$ of your payment period or period of enrollment, you earn $30 \%$ of the assistance you were originally scheduled to receive. Once you have completed more than $60 \%$ of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, Elms College must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Elms College may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow Elms College to keep the funds to reduce your debt at Elms.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or Elms College or parent receive on your behalf) excess Title IV program funds that must be returned, Elms College must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

Elms College must return this amount even if it didn't keep this amount of your Title IV program funds.

If Elms College is not required to return all of the excess funds, you must return the remaining amount.

Any loan funds that you must return, you (or your parent for a Direct PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $\$ 50$ or less. You must make arrangements with Elms College or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to Elms College to cover unpaid institutional charges. Elms College may also charge you for any Title IV program funds that the school was required to return. If you don't already know your Elms College's refund policy, please refer to the section below, Withdrawals/Refund Policy. The Registrar's Office can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

## Returning Aid

If you have been awarded Title IV (federal) or state aid and you withdraw before
completing 60 percent of the semester, some portion of your financial aid award must be returned. The above formula determines what portion of the aid must be returned. Elms College funds will be prorated based on the percentage of the semester completed.

## Repaying Loans

If you have borrowed through an educational loan program, you will be eligible for a grace period before repayment is required the first time you withdraw from the college. At the end of the grace period, you must begin repayment according to schedule. If you are in default, you will not be eligible for further aid until the default status is cleared. If you return to school while you are repaying loans, you may be eligible for deferment of payment.

## Change of Status

Students who change theirstatus from full-time to part-time orpart-time tofull-time must do so in writing within the official add/drop period. Financial aid is credited to the student's account based on the enrollment and housing status at the end of the add/drop period each semester.

## Back to top

## Withdrawals/Refund Policy

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

## Refund Policy

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

Refunds are determined as follows:
Tuition: A student who discontinues attendance within the semester will be refunded according to the schedule below:

## 15 Week Classes (Typical Traditional Student): Refund period is for four weeks.

- $100 \%$ prior to first class meeting.
- $75 \%$ during first week of classes.
- $66 \%$ during second week of classes.
- $33 \%$ during third week of classes.
- $25 \%$ during fourth week of classes.
- No refunds after fourth week of classes.


## 11 Week Classes: Refund period is for three weeks.

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


## 8 Week Classes: Refund period is for two weeks.

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

Housing Refunds: Housing Contracts are for the entire academic year. A student wishing to change their status to "commuter" must do so using a change of status form prior to June $1^{\text {st }}$. Should a student wish to change their status after this date, it will be considered breaking the housing contract and the student will not be entitled to a refund of their room and board fees. A student who wishes to break their contract after June 1st must petition the Director of Residence Life in writing using the established procedures. A $\$ 250$ cancellation fee will be assessed to students who cancel their room contract after June 1. If a college judicial hearing officer removes a student from the residence halls for violating college policy, the student forfeits room and board charges for the semester in which they are removed. Please contact the Office of Residence Life for more information.

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

## Typical Financial Aid Calendar (dates are approximate)

October 1 First day to file a FAFSA for the upcoming academic year
March 1 Priority deadline for new (incoming) students to have a completed financial aid application

Mid-March New student award letters are sent
March 15 Priority deadline for returning students to have a completed financial aid application

Late-April Returning students award letters are sent
May 1 Commitment deadline (new students)
June $1 \quad$ Best day to start the college's monthly payment plan through Tuition Management Systems (afford.com)

Mid-June $\quad$ Fall semester bills mailed to home address
July 1 Apply for Direct Parent PLUS Loan and/or student alternative financing (if needed)

August $2 \quad$ Fall semester payments and all required documents are due
December 1 Spring semester bills mailed to home address
January $2 \quad$ Spring semester payments and all required documents due

## Back to top

## Types of Financial Aid

A financial aid award may be composed of funds from federal, state, and institutional sources. Families are encouraged to apply for all types of aid.

There are several types of scholarships offered by the Admission Office. Elms College offers merit and needs-based awards. Merit scholarships have a minimum grade point average (GPA) requirement to maintain eligibility. Current information is available from the Admission or Financial Aid Office, or on the college website at www.elms.edu.

## Sibling Discount

Should a family enroll more than one dependent full-time undergraduate at Elms College in any given year, from the same residence, the family members enrolled will each receive a $\$ 1,000$ tuition discount during each year of concurrent matriculation. The discount must be requested from the Financial Aid Office no later than the $4^{\text {th }}$ week of the semester the
siblings are enrolled. Verification may be required.

## Need-Based Assistance

Need-based assistance is determined using the information provided on the FAFSA form and is awarded by the Financial Aid Office.

## Grants

Grant money is free money awarded to students that does not need to be paid back. Types of grants Elms College awards include:

Elms Grant - Elms College awards grant assistance on the basis of financial need as determined through the financial aid application process.

Federal Pell Grant - Federal funds available to students who demonstrate high need., which means expected family contributions (EFC) less than $\$ 5329$. Students must apply each year for Pell Grant consideration by completing the FAFSA. As of the 2017-2018 academic year the amounts range from $\$ 606$ to $\$ 5920$ based on a student's EFC.

Federal Supplemental Educational Opportunity Grant (FSEOG) - Federal funds available to students who demonstrate extremely high need via Pell Grant eligibility. Students apply for FSEOG each year by completing the FAFSA. Funds are limited and although a student may be eligible, the resources may not be available.

State Grants - Need-based and/or non-need based scholarships and grants may be available from a student's home state. Deadlines apply and may be as early as

February 1. Contact your high school guidance counselor or state scholarship agency for specific deadlines and application procedures.

## Loans

Loans listed on a student's financial aid award, as well as other loans applied for to cover balances, do need to be paid back. Elms College strongly encourages students to take out their Direct Loans before applying for an alternative loan because of the lower interest rate.

Federal Perkins Loans - Need-based federal loans that are awarded to students who demonstrate high need. The current interest rate is five percent and repayment of principal and interest begins nine months after a student ceases to be enrolled at least half-time. Funds are limited. As of October 1, 2017 this loan program will no longer be available from the Department of Education.

Federal Direct Subsidized Stafford Loans - Need-based federally insured and subsidized loans awarded to students based on the FAFSA form. Maximum loan amounts are based on credit completion and are awarded as follows:

- 0-29 credits earned $\$ 3,500$
- 30-59 credits earned \$4,500
- 60+ credits earned \$5,500

The determination is made calculating the credits completed toward your degree at Elms College. The interest rate is currently fixed at 4.45\%. In addition, an origination fee of $1.069 \%$ will be deducted from the loan prior to disbursement. Loans are made payable in two equal disbursements to the student's tuition account. Repayment begins six months after a student ceases to be enrolled at least half-time. Loan amounts and rates are valid as of July 1, 2017, but are subject to change without notice.

Federal Direct Unsubsidized Loans - Federally insured loans awarded to students who do not demonstrate federal need. The federal government does not subsidize these loans; therefore interest will accrue (or can be paid quarterly) while the student is enrolled in school. Interest may be capitalized.

The Financial Aid Office recommends students pay the interest accrued each quarter. The interest rate is currently fixed at $4.45 \%$. There is an origination fee of $1.069 \%$ deducted from the loan prior to disbursement. A minimum of two equal disbursements made to the student's tuition account. Repayment begins six months after a student ceases to be enrolled at least half-time. Loan amounts and rates are valid
as of July 1, 2017, but are subject to change without notice.

Students wishing to receive Direct Subsidized and Unsubsidized Loans must complete an entrance counseling session and master promissory note. Both can be completed online at www.studentloans.gov.

Note: First time borrower of Direct Loans may not receive disbursements until 30 day after classes begin. This is a federal regulation put in place to reduce the debt a student may incur.

Federal Direct Parent PLUS Loan - Federal Direct PLUS loans (Parent Loans for Undergraduate Students) are available to parents of dependent students who have a good credit history. Parents request a credit check online with the U.S. Department of Education and if approved, will need to complete a Direct Parent PLUS Loan master promissory note.

- Can borrow cost of education, less financial aid
- As of July 1, 2017 Rate is $7.00 \%$; an origination fee of $4.276 \%$ is charged at the time of disbursement
- Student must be enrolled at least half-time
- Student must maintain satisfactory academic progress
- In-school deferment option available
- Interest may be tax deductible

Alternative Loans - Alternative loan programs are available to parents or students with credit-worthy co-signers. Dependent students should always secure a creditworthy cosigner, even if the bank does not require one, in order to receive a better interest rate. The Financial Aid Office strongly recommends students pay the interest on Alternative Loans while in school or in deferment.

Elms College provides a central location to apply for alternative loans through Elm Resources at www.elmselect.com. Elms College does not in any way endorse a specific lender and receives no compensation for providing this information. As always, Elms College encourages parents and students to find a lender that meets their financial situation and needs.

## Work Programs

Elms College offers limited on-campus work programs. The most popular being federal work-study.

Federal Work Study - A need-based federal program that allows students the
opportunity to work part-time on- or off-campus. Eligibility is determined by federal and college regulations, and is intended to provide students with the ability to help defray educational costs during the course of the academic year. Due to limited funding students are only able to work one federal work-study position per year.

Elms Student Employment - Various departments across campus hire Elms students to perform a multitude of tasks, necessary to keep that department running. Students who do not demonstrate financial need and are not eligible for federal work-study are encouraged to contact departments needing additional students.

Back to top

## Financial Information

## Tuition And Fees

Elms College tuition bills are mailed in mid June for the Fall semester and December 1 for the Spring semester. Full time status constitutes enrollment in 12 to 18 credits. Credits above 18 and below 12 are charged at the per credit rate.

Payment-in-full is due August 2 for Fall and January 2 for Spring. Financial obligations must be met to attend classes, move into the residence halls, and participate in extracurricular activities.

Undergraduate Full-time Tuition and Fees (12 to 18 credits per semester)
Note: these figures are for 2017-2018, and are subject to change for FY 2019

| Annual Full-Time Tuition | $\$ 32,960(\$ 16,480$ per semester $)$ |
| :---: | :--- |
| Room and Board | $\$ 12,664(\$ 6,332$ per semester $)$ |
| Private Room additional | $\$ 1,800(\$ 900$ per semester $)$ |
| Security Deposit for Fall Semester | $\$ 250$ |
| Comprehensive \& Technology Fees | $\$ 1,618$ |
|  | $\$ 1,374$ (commuter students) |

## One-time Fees:

Orientation Fee \$ 58
Graduation Fee \$ 200

Certain programs and courses have additional fees associated with them, such as those courses with lab or clinical fees.

## Back to top

## Health Insurance

Massachusetts state law requires all students enrolled in nine or more credits have health insurance coverage. Elms College offers an insurance program at an additional cost of $\$ 4,050$ per year for domestic students. This amount is subject to change for 2019. Students must enroll or waive insurance coverage each year at www.universityhealthplans.com.

## Back to top

## Methods of Payment

Acceptable methods of payment are:

Payment in full - due on August 3 for the fall semester and January 3 for the spring semester (net of financial aid, excluding work study). Cash, checks, MasterCard, Visa, Discover, and American Express are accepted.

Interest-Free Monthly Payment Plan - administered by Tuition Management Systems (TMS). This payment plan allows students to divide college costs into interest-free monthly installments. Enrollment is done directly with TMS for a $\$ 65$ annual application fee. TMS can be reached at1-800-722-4867 or viathe Web at www.afford.com. Anintroductory letter is generally mailed in May by TMS, on behalf of Elms College.

## Back to top

## Credit Balances

A credit balance occurs when a student's financial aid, including grants and loans, exceeds the tuition charges. In this case students have two options:

1. Sign a credit authorization form with the Student Accounts Office stating the student would like the credit to remain on the account for future tuition charges. This form, completed once, will remain in effect until the request is rescinded in writing; OR
2. The student can request a refund of the excess financial aid funds

Refunds of excess financial aid will be processed once all the financial aid has been disbursed to the student's account. This process will not begin until after the add/drop period and
enrollment is confirmed. Therefore students should not expect to receive a refund until several weeks into the semester.

## Back to top

## Late Payments

Any unpaid balance will prohibit students from registering for classes, receiving grades, and may also jeopardize on-campus housing and participation in co-curricular activities. Any default in payment will be disclosed to credit reporting agencies and possibly, referred to a collection agency. Students will be responsible for any attorney fees, collection costs, and other charges incurred.

## Back to top

Housing: Housing Contracts are for the entire academic year. A student wishing to change their status to "commuter" must do so using a change of status form prior to June 1 st. Should a student wish to change their status after this date, it will be considered breaking the housing contract and the student will not be entitled to a refund of their room and board fees. A student who wishes to break their contract after June 1stmust petition the Director of Residence Life in writing using the established procedures. A $\$ 250$ cancellation fee will be assessed to students who cancel their room contract after June 1. If a college judicial hearing officer removes a student from the residence halls for violating college policy, the student forfeits room and board charges for the semester in which they are removed. Please contact the Office of Residence Life for more information.

Residential Meal Plan: Refunds are computed on a daily basis.

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

## Back to top

## Academic Policies

## Academic Sessions

The main academic year is composed of two 15 -week semesters and two summer sessions. Offcampus and certain graduate programs have alternate term lengths (8-week, 11-week). Please contact the School of Graduate and Professional Studies for additional information. Semester Credit Hours are used to determine the contact hours required for graduation.

## Back to top

## Requirements for Baccalaureate Degrees

In order to qualify for a baccalaureate degree, a student must:

1. Comply with entrance requirements
2. Complete a minimum of 120 credits
3. Receive passing grades in all courses required for the degree
4. Attain a minimum grade point average of 2.0 or higher, if specified by the major. (Transfer students must maintain a 2.0 average in courses taken at the college. Transfer credits are not included in determining Elms College's grade point average)
5. Complete at least 45 semester hours as a matriculated student at Elms College.

## NOTE: All students are subject to three types of course requirements:

- Core curriculum requirements
- Course requirements of the chosen major, and
- Elective courses sufficient to reach at least the minimum number of credits required for each degree level


## Double Majors

Students completing majors in related disciplines may include two courses that satisfy requirements for more than one major, subject to pre-approval from the registrar.

## Credit Load

A course load of 12 to 18 credits is considered full-time. Ordinarily, students carry an average credit load of 15 to 16 hours a semester. Education students completing a practicum are urged to carry no more than 12 credits during the student teaching semester to gain the full benefit of the practicum experience. Exceptions are arranged through the student's faculty advisor. Students with more than 18 credits are required to pay for the extra credit(s) at the continuing education per-credit rate, and must have approval from the academic dean.

## Policy on Credits and Degrees

## 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 amount of work over a different amount of time; or
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.

## Degrees

## Undergraduate Degrees

An undergraduate associate degree (A.A.) normally represents the equivalent of two academic years of full-time study (and requiring a minimum of 60 semester credits) or its equivalent in depth and quality of experience. An undergraduate baccalaureate degree (B.A., B.S.) normally represents about four academic years (and requiring a minimum of 120 semester credits) of college study.

## Graduate Degrees

A first graduate degree (Master's-level, including M.A., M.S.), represents at least one year of post-baccalaureate study (requiring a minimum of 30 semester credits). Professional and specialty degrees (M.B.A., M.S.N., M.Ed., M.A.A.T.), normally require two or more years of full-time study. Extensive undergraduate preparation in the field may reduce the length of study to one year. Graduate degrees include a significant component of coursework in addition to any supervised research or practice.

## Back to top

## Registration

Two pre-registration dates are scheduled annually to permit students to select courses for the following semester. It is each student's responsibility to register for courses that will meet departmental requirements in a chosen program of study as well as graduation requirements. Prior to each pre-registration date, students should seek assistance from a faculty advisor and, whenever necessary, from the academic dean, division chairperson, or other counselors.

Changes in schedule are allowed during the first eight days of the semester with the approval of the faculty advisor. Credit cannot be earned for courses in which the student is not officially registered.

## Add/Drop Period

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

## Back to top

## 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.

## Back to top

## Academic Honesty Policy

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 outlined on page 14 of the student handbook.

## Back to top

## 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 from classes. Students will be informed of these limits at the beginning of each class in the course syllabus. At the discretion of the instructor, absences in excess of one third of the total number of course meetings may result in the student being excluded from the course.

## Back to top

## Grading System

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 | $70-72$ | D |
| 1.00 | $60-69$ | F |
| 0 | $0-59$ | WF |
| 0 | 0 | I |
| 0 | 0 | IF |
| 0 | 0 |  |

Faculty members should submit letter grades to the registrar at the end of each marking period.

| S or U | Satisfactory/Unsatisfactory |
| :--- | :--- |
| WU | Withdrew Unsatisfactorily |
| W | Withdrawal |
| AU | Audit |
| WS | Withdrew Satisfactorily |
| NC | Noncredit |
| R | Repeat Course (only the second grade in a repeated course is reflected in <br> the student's final QPA) |
| NS | Not Submitted |
| IP | In Process |
| IF | Incomplete to Failure |

## Back to top

## Course Repeat

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

Some 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 who has been unable to complete course requirements because of illness or other reasonable causes. The definition of reasonable causes is left to the discretion of the instructor, but it is understood that an "incomplete" grade should be infrequently and judiciously given. Contract forms are available in the Registrar's Office, and must be signed by the student and instructor, and approved by the registrar.

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

## Grade Change Policy

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

## Back to top

## 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 complete an official "Add/Drop Form" obtained in 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 first two weeks are indicated by the instructor as either Withdrawn/Satisfactory (WS) or Withdrawn/Unsatisfactory (WU). The exact add/drop dates for each semester or session are published in the appropriate course schedules. For special format courses, such as summer sessions, specific dates are available in the Registrar's Office.

## Back to top

## Withdrawal from the College

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

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

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

## Back to top

## Leave of Absence

A leave of absence (LOA) is a temporary interruption in a student's program of study. A student who must interrupt studies for a prescribed length of time, no longer than 180 days, must file a written LOA request, and have the request approved by the Registrar. The student may return from such a leave of absence by notifying the registrar. If after the 180 day period the student does not return, the student is considered to have ceased attendance, is automatically withdrawn from the college, and re-application through the Office of Admission is required for return. A student who desires to study at an accredited college or university while on a leave of absence, and intends to transfer credits back to Elms College, must receive prior written approval from the Registrar.

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

## Back to top

## Academic Probation

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

The minimum standards are as follows:

## Qualitative Standard

| Credit Hours Attempted | Minimum Cumulative GPA |
| :---: | :--- |
| $1-15$ | 1.6 |
| $16-30$ | 1.7 |
| $31-45$ | 1.8 |
| $46-59$ | 1.9 |
| 60 credits and above | 2.0 |

## Quantitative Standard

Students must complete 75 percent of credit hours attempted, including transfer, withdrawal, and incomplete hours, as a measure of this standard. Regardless of their cumulative average, students are automatically placed on probation for the following fall or spring semester if their semester average is 1.25 or lower.

NOTE: A student's financial aid and scholarship/grant are subject to revocation if he or she is placed on probation for a subsequent semester, and if the student is not making appropriate "Standard Academic Progress" (S.A.P.) as defined by federal regulations. For more details, contact the Office of Financial Aid.

## Back to top

## Academic Forgiveness

Elms College recognizes that, for reasons unrelated to their ability, students may sometimes not perform to their full potential. Because a low cumulative index earned at the beginning of an academic career can adversely affect a student's academic record for his or her entire stay at the college, students may apply for "academic forgiveness." Under this policy, a specified term or sequence of terms may be excluded from the calculation of the student's cumulative grade-point average.

To qualify for "forgiveness," students must:

1. Be a former Elms College student and have completed a minimum of 18 credits at the college;
2. Return to the college after a minimum absence of five years;
3. Be currently enrolled at Elms College;
4. Have not been previously awarded Academic Forgiveness at Elms College; and
5. Submit their request for Academic Forgiveness within one year of re-admittance and after showing a term GPA of at least 2.0 GPA in at least 12 credits.
6. "Forgiveness" may only be granted once during a student's academic career at the college. Prior to submitting the application for forgiveness to the Registrar's Office, students must meet with their academic advisor, and obtain the advisor's signature on the form. Final approval must be obtained by the vice president of academic affairs. If
forgiveness is granted, the following conditions will apply:
a. The forgiveness period requested will be comprised of a sequence of semesters that are consecutive.
b. A student may be forgiven up to 60 attempted credit hours.
c. ALL courses within the designated time period will be excluded from the calculation of the cumulative grade point average. Therefore, grades of "C-" and higher, as well as grades below "C-" will be excluded. However, excluded courses will remain on the student's academic record with the original grade received.
d. Although grades above "C-" are excluded from the index calculation, they may be applied to satisfy a curriculum requirement for graduation.
e. Students who receive academic forgiveness cannot qualify for any academic honors based on GPA.

## Back to top

## Academic Dismissal

Students who have been placed on probation during a previous semester are subject to dismissal if they fail to show improvement in academic progress.

They and their advisors will be notified by the Academic Dean's Office. Normally, students who have received an academic dismissal may not take any courses at the college, including day, evening, or summer, for the next two semesters (including the summer as one semester). They may then reapply for admission through the Office of Admission.

Students who have twice received an academic dismissal will not be readmitted.

## Appeal

Students who wish to appeal an academic decision relating to probation, dismissal, or readmission may do so by contacting the Registrar's Office. A "readmit with reservation" will be applied to a student's academic record if a dismissal decision is reversed.

## Back to top

## Grade Reports

Grade reports will be available to students online at the end of each semester. All students receive advisory mid-term grades at the end of the first quarter. Neither grade reports nor credit for any term's work is provided until all financial obligations to the college have been met. Once a final grade has been reported to the registrar, it cannot be changed without filing the appropriate form.

## Transcripts

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

## Back to top

## The Family Educational Rights and Privacy Act (F.E.R.P.A.)

The Family Educational Rights and Privacy Act (F.E.R.P.A.) is a federal law that requires Elms College, with certain exceptions, to obtain your written consent prior to the disclosure of personally-identifiable information from your education records. However, Elms College may disclose appropriately-designated "directory information" without written consent, unless you have instructed the College to restrict this information. Students who object to the disclosure of directory information must notify the Office of the Registrar in writing within thirty (30) days following registration each semester. The request for nondisclosure may also be rescinded by written notification to the Office of the Registrar.

Elms College has designated directory information to include a student's name, telephone numbers, addresses, College e-mail address, date of birth dates of attendance at the College, major, degrees awarded, graduation date, academic honors, participation in officially-recognized College activities, height and weight of members of athletic teams, and photographs. FERPA considers directory information as generally not harmful or an invasion of privacy if disclosed. Directory information cannot include student identification numbers, Social Security Numbers, citizenship, gender, race, religious preference, grades, or GPA.

Student education records are confidential and may only be released with consent of the student or as otherwise permitted by law. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records:

1. Each student has the right to inspect his or her education record, subject to reasonable time, place, and manner restrictions. A student must submit a written request to the registrar, academic dean, chair of the academic division, or other appropriate official, that identifies the specific record they wish to inspect. The request will be granted as soon as possible, but not later than forty-five (45) days from the date of the receipt of the request. The college official will make arrangements for access, and notify the student of the time and place where the records may be inspected. At the time of inspection, the student must present identification and must inspect the records in the presence of a designated college official.
2. Each student has the right to request the amendment of his or her education records that the
student believes are inaccurate or misleading. They should contact the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.
3. Each student has the right to consent to disclosures of personally identifiable information contained in his or her education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Each student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Complaints should be filed in writing by submitting an electronic complaint form fou nd at the Family Policy Compliance Office at http://familypolicy.ed.gov/complaint-form or by writing to the following address:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Ave, SW
Washington, D.C. 20202-8520

## Back to top

## Examinations

The registrar posts the official schedule for final examinations. A student who has missed a final examination for a valid reason must make arrangements for a make-up examination. Ordinarily, the examination must be taken within two weeks from the close of the semester at the convenience of the examiner. Students who are absent from a semester examination without an excusable reason may receive an " $F$ " for that examination and might not be permitted to take it at a later date.

## Credit by Examination

In keeping with its philosophy of an individualized approach to learning, Elms College offers students the opportunity to qualify for credit and/or advanced placement by examination through several testing programs. Among these are the College Board's Advanced Placement (AP) program and College-Level Examination Program (CLEP).

Students will be allowed only one trial to obtain credit by examination. No grade is assigned to any specific performance; credit only will be given for passing the test with acceptable scores determined by individual departments.

## Advanced Placement

The College Entrance Examination Board (C.E.E.B.) offers advanced placement examinations annually to give high school students opportunities to demonstrate college-level achievement. Offered in 13 fields, the examinations are administered in high schools during the third week in May. When scores are reported to Elms College, the appropriate academic department makes the decision whether to grant credit or advanced placement, or both, to individual students who have taken the test.

## College Level Program

Elms College is pleased to offer an advanced placement (A.P.) option for eligible high school seniors. By cooperative arrangement with selected local secondary schools, a limited number of places are made available in regularly scheduled, lower-division courses at Elms College for qualified A.P. students. Seniors may enroll for up to six hours (two college courses) in an academic year, and receive full college transfer credit to Elms College or to another academic institution of their choice.

## Back to top

## Transfer Evaluations

It is possible to transfer up to 75 credits from other institutions towards a bachelor's degree, and 30 credits towards an associates' degree for courses completed within the last 10 years and for which students have achieved a "C" grade or better. Elms College evaluates the transcripts of all transfer students for content in the liberal arts to determine if they satisfy the intent of the college's core requirements. This transcript evaluation has as its goal providing the student with the opportunity to complete, as quickly as possible, a baccalaureate degree in a way that is in keeping with the purpose of a four-year liberal arts college. Courses required for the nursing major must have a grade of " $\mathrm{C}+$ " to be accepted for transfer credit.

Students already enrolled at the college who wish to take courses at another institution must complete and file the required form in the Registrar's Office. 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. However, credits earned under the Cooperating Colleges of Greater Springfield (C.C.G.S.) program are computed in the student's GPA.

## Massachusetts Joint Admissions Agreement

Although a private college, Elms College honors the provisions of the joint admission
agreement between community colleges and four-year public institutions. Students who apply to Elms College with an associate's degree in liberal arts and sciences from an accredited twoyear college with a cumulative grade point average of 2.5 will be granted admission, and may satisfy the Elms College core curriculum requirements by completing senior seminar and a three-credit course in religious studies. Students are guaranteed junior status and the transfer of at least 60 credits, including "D" grades, which are counted as general electives where majors have minimum grade requirements.

## Back to top

## Academic Advising

The opportunity for individual program planning is a special strength of Elms College. Faculty members take seriously their responsibility to interact with students on a one-to-one basis, and to share in the decision-making process through which Elms College students evaluate routes to academic, personal, and career goals. The system of advising also provides a focus for establishing a personal student-faculty relationship through sharing of ideas and experience in a field of common interest. All students are assigned a faculty academic advisor who teaches in the student's chosen field of study, or one who specializes in working with students who have not yet declared a major.

First-year students are mentored by faculty who also are instructors in the required first-year seminars. In advising first-year students, faculty work closely with their colleagues in other departments to ensure appropriate course selections, especially for those programs where courses are highly specified and sequenced. Academic counseling is available to first-year and transfer students prior to registration by both admission counselors and advisors. This ensures smooth articulation from high school and from associate degree programs to a four-year program, and provides for the individual interests and scholastic needs of each student. Advisors are assigned to incoming students, and students may request a change in advisor by contacting the Registrar's Office.

## Degree Audit

An automated degree requirement tracking system, known as a degree audit, assists students and advisors in assessing the progress of a student's program of study. It enables students and advisors to project the orderly fulfillment of their curriculum plan. It includes a record of all the student's courses completed to date and their courses in progress, and serves as an unofficial projection of courses remaining in a degree program.

A degree audit can also be used to determine the progress status of degree programs other than the currently declared major. In other words, if a marketing major wants to determine the viability of becoming a management major, a trial degree audit can be retrieved and populated with all courses taken to date by a student, along with the remaining degree requirements.

While a degree audit is a useful tool for planning the orderly fulfillment of degree requirements, students and advisors must realize it is not a replacement for the official
academic transcript, nor should it be used as a substitute for verifying official degree requirements. The college catalog under which the student has matriculated is the primary source.

## Back to top

## Internships

The internship program provides an opportunity for students to work in a career field of their choice in order to understand at least one segment of a particular occupation. Two types of internships are possible: volunteer internships arranged through the Career Center, and credited internships arranged through various academic departments. Volunteer internships usually occur during breaks between semesters.

Credited internships are offered by the following programs: accounting, business management, computer information technology, English, psychology, history, legal and paralegal studies, marketing, and sciences. The Nursing Department encourages all students to seek employment/internships in their field during the summer between their junior and senior years. Requirements for these internships are given in the catalog under specific departments, as is information about student teaching, nursing clinical experiences, and field experiences in social work, and communication sciences and disorders. An intern may or may not receive a salary, and is not considered an employee of any firm in the technical sense.

## Back to top

## Individualized Programs

To provide further flexibility for diverse professional plans and levels of scholastic achievement, students have the option of customizing an interdisciplinary major through either the liberal arts or professional studies programs and of engaging in independent study or internship in other majors. Each department establishes its own guidelines in working out individualized programs for students. Students may contact the academic dean for more information.

## Study Abroad

In its commitment to educating students for life and recognizing that, today, life is global in scope, Elms College encourages students to study abroad whenever possible. Such an experience offers students a wider choice of educational opportunities than can be available in a single educational institution. Study abroad is therefore open to all students in good standing beyond their sophomore year for a summer, semester, or year of study. More information can be obtained by contacting the director of international programs.

In order to qualify for study abroad, the student must have a GPA of at least 3.0 at the end of no fewer than three semesters; have the approval of the division chair of the student's major; and present a written request to pursue study abroad to the registrar and to the academic dean.

If a student is receiving financial aid, she or he should contact the Office of Financial Aid as well. Language majors are strongly advised to study abroad to improve proficiency in the language and culture of the major. Should a language major student not be able to study abroad, she or he must take two 300 -level courses for a total of six extra credits to complete the major.

## The Washington Center Program

This program, which is open to juniors and seniors, provides an opportunity to study and intern in Washington, D.C. Credit is obtained through evaluations and documentation provided by the center facility. Students can earn up to 12 credits towards their bachelor's degree. Eligible students must be in good academic standing. Financial aid may be available for qualified candidates. Information can be obtained through the Academic Dean's Office.

## Back to top

## Policy on Absence for Religious Reasons

Elms College abides by the following principle:
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 s/he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school.

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

## Back to top

## Academic Honors

Elms College is pleased to recognize and reward undergraduate students whose scholastic performance merits special attention. Academic Honors are bestowed to encourage the pursuit of excellence and to reward academic achievement through public recognition by inclusion on the official transcript and on the diploma. In addition, students who have earned academic honors are entitled to wear honor cords with their cap and gown regalia at Commencement to signify their achievement.

## Graduation with Honors

For undergraduate students who complete between 42 and 59 Elms credits, two categories are awarded for superior scholarship. This honor, based on cumulative Grade Point Average, is awarded upon graduation and becomes part of the official record.

1. High Honors - awarded to candidates with a cumulative GPA of 3.8 and above
2. Honors - awarded to candidates with a cumulative GPA of 3.5 to 3.79

## Graduation with Latin Honors

For undergraduate students who complete 60 credits and above, three categories are awarded for superior scholarship. This honor, based on cumulative Grade Point Average, is awarded upon graduation and becomes part of the official record.

1. Summa Cum Laude - awarded to candidates with a cumulative GPA of 3.9 or higher
2. Magna Cum Laude - awarded to candidates with a cumulative GPA of 3.7 to 3.899
3. Cum Laude - awarded to candidates with a cumulative GPA of 3.5 to 3.699

## Dean's List

The dean's list, published at the end of each semester, is composed of full-time students who have earned a GPA of 3.5 or better without any incomplete grades.

## Back to top

## Liberal Arts Core Curriculum

The liberal arts and sciences permeate the whole Elms College curriculum, adding a valuable dimension to traditional and professional disciplines. The liberal arts core is the foundation of an Elms College education and is crucial to the fulfillment of the mission of the college: to assist in the development of men and women rooted in faith, educated in mind, compassionate in heart, responsive to civic and social obligations, capable of adjusting to change without compromising principle, and able to respond creatively to the demands of their chosen careers.

The core curriculum emphasizes the knowledge that educated persons need to enrich their lives with the lifelong pursuit of learning. It provides students with an education that is integrated and interdisciplinary and one that recognizes the value of service, diversity, and multiculturalism as essential components of a liberal arts education for the future.

## Student Outcomes of the Liberal Arts Core

## Spiritual and Ethical Development

- Apply the traditions, values, and social teachings that inform the Catholic identity of Elms College.
- Analyze ethical issues and propose solutions derived from moral and ethical reasoning.
- Compare and contrast one's own belief system with one or more of the world's multiple religious traditions.


## Intellectual \& Creative Development in the Liberal Arts

- Apply different modes of inquiry from the arts and sciences to interpret nature and society.
- Analyze the achievements of human creativity in literature, philosophy, religion, history, science, and the arts.


## Global Awareness and Cultural Understanding

- Identify, analyze, and articulate concepts significant to global and multicultural perspectives.
- Demonstrate cultural competence and cultural humility.
- Demonstrate listening comprehension, and the ability to speak, read, and write a second language, to a minimum of a novice high level.


## Civic Engagement

- Explain the basic processes of U.S. government on a local, state, and federal level.
- Illustrate ways in which citizens and organizations impact government to advance policies that include social justice.


## Critical Thinking and Communication

- Analyze text, artifacts, and events.
- Write critically, analytically, logically, and creatively.
- Demonstrate clear and coherent oral communication.
- Demonstrate information literacy.
- Demonstrate quantitative literacy.

Students meet the outcomes of the core curriculum by completing course requirements in the liberal arts and sciences, as described below. As students complete the course requirements, they work with an academic advisor to select liberal arts courses that teach and assess outcomes in five areas: religion, ethics, culture, civics, and critical thinking/communication.

## Course Requirements (41 credits)

- First Year Seminar (3 credits)
- Rhetoric (3 credits)
- Foreign Language (6 credits or "novice high" level on placement exam*)
- Humanities (15 credits; one course in each of five disciplines: literature, history, fine or performing arts, religious studies, and philosophy)
- Natural sciences, mathematics, and technology ( 6 credits; one course in mathematics, one course in biology, chemistry, or physics)
- Social sciences (6 credits; one course in each of two disciplines, choosing from sociology, psychology, and economics)
- Physical Education (2 credits or varsity sport)
*Novice high proficiency in a foreign language may be demonstrated in any of the following ways:

1. Placement at the novice high level in the language proficiency test administered at the college.
2. A satisfactory score on the C.E.E.B. language assessment. A student who scores 500 to 549 will satisfy the requirement, but will receive no credit. Three (3) credits will be given for a score between 550 and 599, six (6) credits for a score of 600 and above.
3. A satisfactory score on the second level C.L.E.P. exam. A student who scores 450 to 499 will satisfy the requirement, but will receive no credit. Three credits will be given for a score between 500 and 549; six credits for a score 550 and above.
4. A score of three or beyond in the Advanced Placement Exam. A student who scores three will have a semester of the language requirement waived and receive three credits. Students who score four or higher will have two semesters of the language requirement waived and receive six credits.

## Course Requirements for Students Entering with Associate's Degrees (30 credits)

- One semester of Rhetoric or English composition (3 credits)
- Humanities ( 15 credits; one course in each of five disciplines: literature, history, fine or performing arts, religious studies, and philosophy)
- Natural sciences, mathematics, and technology ( 6 credits; one course in mathematics, one course in biology, chemistry, or physics)
- Social sciences ( 6 credits; one course in each of two disciplines, choosing from sociology, psychology, and economics)


## Course Requirements for Students Completing an Associate's Degree (21 credits)

- Rhetoric (3 credits)
- Humanities ( 9 credits; course in American history, philosophy, and religious studies)
- Natural sciences, mathematics, and technology (6 credits; one course in mathematics and one course in biology, chemistry, or physics)
- Social sciences (3 credits; general psychology or introduction to sociology)


## Liberal Arts Core Curriculum for Students Completing a Second Bachelor's Degree

There is the assumption that an adequate core curriculum came with the first bachelor's degree, with the inclusion or addition of a course in religious studies.

## Division of Business

Dedicated to excellence in education, the programs within the Division of Business have attained the highest level of outside accreditation and approval. Elms College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

Bachelor of Arts, in with majors in:

- Accounting
- Management
- Entrepreneurship
- Healthcare Management
- Marketing
- Sport Management.

The mission of the Division of Business is to educate students to become reflective, principled, knowledgeable, creative learners who will succeed in the global business community in the 21st century.

The Broad Based Learning Goals of the Division of Business are:

- Students will demonstrate ethical reasoning skills.
- Students will demonstrate critical thinking skills and effective communication skills as individuals and in teams.
- Students will apply technology and knowledge in specific business content areas and complex business situations.

The General Learning Outcomes for the Bachelors of Arts with majors in accounting, healthcare management, management, marketing, and sport management are:

- Students will evaluate ethical principles and apply them to organizational decisionmaking.
- Student will demonstrate critical thinking skills, by analyzing issues, making decisions, and forming sound and well-based judgments.
- Students will demonstrate effective communication skills: oral, interpersonal, and written.
- Students will be able to use technology to analyze numerical information, organize data, aid in decision-making, and communicate effectively.
- Students will apply core concepts and theories in the topics of finance, accounting, marketing, management, economics, and business law in an integrated manner to aid in decision-making.

Students in the Business Department may major in accounting, management, sport management, marketing, or healthcare management.

## Accelerated BA/MBA- 4.5 years or 5 years

The Accelerated Bachelors to Masters of Business Administration degree is open to all three MBA tracks: Accounting, Healthcare Leadership and Management. Once enrolled in the program, students must maintain an overall GPA of 3.0 (B or better) in all undergraduate courses. Students will have the ability to enroll in MBA level classes during their junior year. Prior to full matriculation into the MBA program, each student will be re-evaluated by the MBA program director. The following documentation is also required:

- Completed and signed application
- One page personal goal statement
- Copy of a current resume
- Official transcript
- Two letters of recommendation
(May be waived if student is an undergraduate business major)
- Adviser approval letter*
- Interview with the MBA Program Director
*Adviser Approval - The Accelerated Undergraduate track requires a signed letter of approval from the undergraduate adviser. The MBA program works closely with the adviser and the student to coordinate a curriculum plan that is appropriate for each individual student.


## Back to top

## Faculty Profiles

David Kimball, chair, Division of Business, associate professor of business management B.S., B.A., M.B.A., Western New England College Sc.D., University of New Haven
Dr. Kimball earned his Sc.D. from the University of New Haven, Conn., and he has his B.S., B.A., and M.B.A. from Western New England University. He is the Chair of the Elms College Division of Business. He co-authored the text Sport Management: Principles, Applications and Skills published by Human Kinetics. Dr. Kimball has also co-authored the third edition of Entrepreneurship New Venture Skills published by Routledge. He recently finished writing Cases on Human Resources for Sage Publications. 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, eBay, and Blackberry. As the faculty advisor for the Grinspoon Entrepreneurship Initiative, Dr. Kimball mentors students developing business concepts and opportunities.

## Cheryl R. Condon, lecturer in physical education

B.S., Westfield State College
M.Ed., Elms College

Ms. Condon played varsity basketball and softball at Westfield State College and was an assistant to the basketball team there for two seasons. She coached high school softball and taught physical education in Hadley, Massachusetts before coming to Elms College to teach courses in physical education and the coaching minor. Ms. Condon has served on NCAA selection committees as well as various regional softball committees. Her
interests lie in the preparation of students to become successful coaches and mentors in sport.


#### Abstract

Amanda Garcia, director of the Center for Entrepreneurial Leadership, assistant professor of accounting B.A ., Elms College

Master of Science in Accounting (M.S.A.) from Western New England University Amanda Garcia, M.S.A, CPA is the director of the Center for Entrepreneurial Leadership and assistant professor of accounting at Elms College. Amanda earned her B.A. in accounting from Elms College and her Master of Science in accounting (M.S.A.) at Western New England University. Amanda teaches in the disciplines of accounting, finance and economics. She has owned a tax and consulting business for over 10 years, which focuses on tax planning for individuals and small businesses. She specializes in small business, rental properties and individuals with investments seeking tax planning strategies. She is also passionate about financial education. She is a 2010 Business West 40 under 40 awardee and finalist for the 2016 Business West Continued Excellence Award. Amanda serves as a volunteer for Junior Achievement of Western Massachusetts, Young Professionals of Greater Springfield, and the Western Massachusetts Chapter of the MSCPA.


Dr. Janice Fedor, lecturer in marketing and business management
B.A., M.B.A., University of Massachusetts

ABD, American International College
Janice Fedor earned both her BA and MBA from the Isenberg School of Management at the University of Massachusetts at Amherst; she completed her doctorate in 2016 at AIC. She was recently inducted into Delta Mu Delta, an international business honor society and was recently nominated as an International Scholar Laureate by the Golden Key International Honor Society, a program that recognizes academic achievement and leadership in business professionals around the world. Her concentration is in marketing, with an area of research in rebranding. Janice has taught in the Division of Business at Elms College since 2004. She is the IACBE representative for the division, a mentor with Sophomore Leadership Council, and co-director of First Year Seminar. Prior to teaching, her professional experience was in advertising and marketing.

William Tyler, lecturer in education and physical education
B.S., University of Massachusetts
M.Ed., University of Massachusetts

Mr. Tyler has taught public school science, worked in the education department at the New York Zoological Park, and was the director of education for the Audubon Society of Rhode Island. Besides having a strong interest in science education, he has been a competitive swimmer most of his life and has been coaching and teaching swimming all his adult life.

## Mark Chustz, PhD, MSW, RHIA assistant professor, in healthcare management

Mark Chustz earned his PhD. from the Nelson Mandela School of Public Policy located in Baton Rouge, Louisiana. He received his MSW from Louisiana State University, also in Baton Rouge. He is the Assistant Director of the Healthcare Management program at the Elms College Division of Business and Law. His career includes 8 years of employment as a Social Worker, working in Home Health and Hospice. He also worked for 16 years as a hospital CEO. During that time, he was also responsible for the management of the hospitals, physician practices and a nursing home. In 2013, he passed the Registered Health Information Administrator's exam and earned a RHIA. Dr. Chustz brings his real world experience into the classroom. His years of healthcare management experience inform him as he develops courses and course assignments that are realistic and meaningful to students. His goal is to prepare his students for an entry level position in the healthcare management field.

Charlotte Cathro, M.S.A., CPA, assistant professor in accounting
B.S., Brandeis University
M.S.A, Suffolk University

Charlotte received a bachelor of science in mathematics from Brandeis University and a master of science in accounting from Suffolk University. She holds a Certified Public Accountant license in the State of Massachusetts. Her public accounting career included over 10 years of audit, tax and consulting services at two regional accounting firms. She currently runs her own accounting practice, Cathro LLC, providing tax and consulting services for small businesses and individuals. Charlotte has a passion for animal welfare and serves as treasurer on the board of directors of Dakin Humane Society. Her goal at Elms is to prepare students for the CPA examination, for a career in accounting, and for a lifetime of continued learning in their field.

Sara Smiarowski, M.S.A., CPA, assistant professor in accounting
B.S., Truman State University
M.S.A., University of Massachusetts, Amherst

Sara received her Bachelor of Science in Accounting from Truman State University and her Master of Science in Accounting from the University of Massachusetts, Amherst. She is licensed as a Certified Public Accountant in the State of Massachusetts. Sara started her career in public accounting, specializing in start-up, private equity backed companies and closely-held manufacturers. She has over 10 years of experience in finance and accounting roles, ranging from public accountant to Chief Financial Officer. She teaches in the disciplines of accounting, finance, and economics.

## Adjunct Faculty Members

Rebecca Connolly, adjunct in accounting
B.A., Elms College
C.P.A., M.S.A., Western New England University

Rebecca holds a reporting license as a Certified Public Accountant in the State of Massachusetts and is a Senior Associate at Moriarty \& Primack, P.C. Rebecca is currently teaching Auditing and Advanced Accounting.

Steve Sobel, adjunct in sport management
B.S., University of Hartford
M.S. Hofstra University

Ph.D. PWU. Education \& Leadership. Doctoral internship at UMASS.
Sixth year administrative certificate, Southern Connecticut State University
Steve is a full---time motivational speaker and sport trainer. He is a keynote speaker at professional conferences throughout the United States and Canada. He is also the head coach of the premier summer men's program basketball team in a highly regarded and NCAA sanctioned basketball league. Several of his players are now in the NBA.

Tim Allen, adjunct in management
B.A. University of Massachusetts
M.B.A., Western New England College

Tim was a Vice---President at MassMutual in Information Systems and retired from there in 2004 after 27 years of employment. He worked for 5 years in the non---profit arena as Executive Director of 2 different non---profits. Tim is currently a member of the Springfield City Council since January 2010.

Thomas M. Waskiewicz, adjunct in management
B.A., from the University of Massachusetts, Amherst
M.Ed., from the University of Massachusetts, Amherst
M.B.A., Western New England University

Tom is the State Program Director, UMass Amherst Extension 4---H, State 4---H Co---
Manager/Director of Development, UMass Amherst Extension 4---H.

Jennifer Connolly, adjunct in management, MBA

Kimberly Fontaine, adjunct in management, MBA

Harry Kimball, adjunct in marketing, MBA

Jane Miliotis adjunct in business law, JD

Richard Sprinthall, adjunct in management, MBA

Jeffrey Sajdak, adjunct in economics, ChFC, CLC, MBA

Sean Martin, adjunct in marketing, CPP

Fran Appleby, adjunct in management, MBA

David Silva, adjunct in management, MBA
Daryl Russell, adjunct in accounting, MBA
Brandon Mitchell, adjunct in accounting, CPA, CVA
Nancy Davis, adjunct in management, MBA

Back to top

## Accounting

Our program brings the real world to you and offers all the advantages of a small college with opportunities normally found only at large universities. Through the program's network of regional and national accounting firms, our students complete internships with CPAs and the Big Four accounting firms

We prepare our graduates to successfully complete professional licensure exams, such as the certified public accounting and certified management accounting exams. By combining our accounting and business courses with our liberal arts core, you will develop strong communication and writing skills that will make you more attractive to employers.

Learning Outcomes for Accounting Majors:

- Students will be able to explain major concepts, theories and practices in accounting.
- Students will analyze transactions and accounting processes, evaluate risk, and identify internal controls for accounting processes.
- Students will able to identify ethical theories in business practice for accountants and apply the theories to decision making.
- Students will be able to explain major concepts, theories and practices in government and non-profit accounting.


## B.A. Degree

## Major in Accounting

(Min. at Elms College: 27 Cr. / Min. GPA: 2.25)

## Major Requirements 64 credits

Business Core Curriculum 40 credits
ACC 201 Accounting I 3
ACC 202 Accounting II 3
BUS 221 Computer Applications 3
BUS 242 Principles of Management 3
BUS 248 Global Business Environment 3
BUS 252 Principles of Marketing 3
BUS 260 Legal Environment of Business 3
BUS 311 Principles of Fin. Management 3
BUS 342 Managerial Communications 3
BUS 480 Business Strategy 3
ACC 481 Career Development 3
ACC 482 Internship 4
ECN 212 Economics II 3

Accounting Courses 24 credits
Elms College 2014---2016 Undergraduate Catalog
Page 88 of 351

ACC 301 Intermediate Accounting I 3
ACC 302 Intermediate Accounting II 3
ACC 306 Cost and Managerial Accounting 3
ACC 350 Accounting Information Systems 3
ACC 401 Auditing 3
ACC 410 Personal Taxes 3
ACC 420 Advanced Accounting 3
ACC 475 Accounting Capstone 3
Required courses that also satisfy college core requirements: 6 credits
ECN 211 Economics I 3
MAT 109 Statistics 3

## Minor in Accounting

ACC 201 Accounting I 3
ACC 202 Accounting II 3
ACC 301 Intermediate Accounting I 3
ACC 302 Intermediate Accounting II 3
ACC 306 Cost and Managerial Accounting 3
ACC 350 Accounting Information Systems 3
ACC 401 Auditing 3

## Accounting Sequence

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| ACC201 Accounting I | ACC202 Accounting II |
| History | Religion |
| Rhetoric | BUS 221 Computer Applications |
| Language | Language |
| First Year Seminar | Science |
| 15 credits | 15 credits |

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS242 Principles of Management | BUS252 Principles of Marketing |


| ACC301 Intermediate Accounting I | ACC302 Intermediate Accounting II |
| :--- | :--- |
| ENC211 Economics I | ECN212 Economics II |
| MAT109 Statistics | Sociology or Psychology |
| BUS260 Legal Environment of Business | Elective |
|  | Physical Well Being (1 credit) |
| 15 credits | 16 credits |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS342 Managerial Communications | BUS311 Principles of Financial Mgmt. |
| BUS248 Global Business Environment | ACC350 Accounting Information Systems |
| ACC306 Cost/Managerial Accounting | Philosophy |
| ACC481 Career Development | Fine/Performing Arts |
|  | Physical Well Being (1 credit) |
| Elective |  |
|  | 13 credits |
| 16 Elective |  |

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| ACC410 Personal Taxes | ACC401 Auditing |
| ACC482 Internship (4 credits) | ACC420 Advanced Accounting |
| BUS 480 Business Strategy | Literature |
| Elective | ACC475 Accounting Capstone |
| Elective | Elective |
|  |  |

Elms College 2014---2016 Undergraduate Catalog
Page 90 of 351

|  |  |
| :--- | :--- |
| 16 credits | 15 credits |

## TOTAL: 121 credits

## Back to top

## Management

Managing in today's global environment requires a comprehensive educational foundation in international, ethical, legal, and technological environments. The management major studies the concepts and theories of solving organizational problems. This includes integrating the functional areas with the human resources of the organization as it encounters constant changes in its environment and in society.

Throughout the management curriculum, students explore the theory and practice of management, so that they are prepared for planning, organizing, controlling, and leading in a variety of fields and corporate settings. Within an active classroom context, students gain insight into the value and challenges of cultural diversity and social responsibility along with analytical tools that can be applied in their future careers.

Students gain working knowledge and hands---on experience through internships. Job opportunities for management majors exist in a wide range of business, government, and not---for---profit organizations. Management graduates enjoy career opportunities in human resources, retail management, sales, and health care, along with opportunities in otherfast---growingindustries.

Learning Outcomes for Management Majors:

- Students will integrate political, social and cultural considerations into business decision making.
- Students will analyze different concepts related to human resource management and organizational behavior.


## B.A. Degree

## Major in Management

(Min. at Elms College: 27 Cr. / Min. GPA: 2.25)

## Major Requirements 58 credits

Business Core Courses 40 credits
ACC 201 Accounting I 3
ACC 202 Accounting II 3
BUS 221 Computer Applications 3
BUS 242 Principles of Management 3

BUS 248 Global Business Environment 3
BUS 252 Principles of Marketing 3
BUS 260 Legal Environment of Business 3
BUS 311 Principles of Financial Management 3
BUS 342 Managerial Communications 3
BUS 480 Business Strategy 3
BUS 481 Career Development 3
BUS 482 Internship 4
ECN 212 Economics II 3

Management Courses 18 credits
BUS 317 Business and Society 3
BUS 341 Gender and Diversity in Management 3
BUS 345 Human Resource Management 3
BUS 375 Organizational Behavior 3
Choose two courses ACC/BUS 300 level and above 6

Required courses that also satisfy college core requirements: 6 credits
ECN 211 Economics I 3
MAT 109 Statistics 3

## Minor in Management (18 credits)

ACC 201 Accounting I 3
ACC 202 Accounting II 3
BUS 242 Principles of Management 3
BUS 248 Global Business Environment 3
BUS 252 Principles of Marketing 3
Choose one course ACC/BUS 300 and above 3

## Management Sequence

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| ACC201 Accounting I | ACC202 Accounting II |
| History | BUS221 Computer Applications |
| Rhetoric | Religion |
| Language | Language |
| First Year Seminar | Science |

Page 92 of 351

| 15 credits | 15 credits |
| :--- | :--- |

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS242 Principles of Management | BUS252 Principles of Marketing |
| ECN211 Economics I | ECN212 Economics II |
| BUS260 Legal Environment of Bus. | Sociology or Psychology |
| MAT109 Statistics | Fine/Performing Arts |
| Elective | Elective |
|  | Physical Well Being (1 credit) |
| 15 credits | 16 credits |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS342 Managerial Communications | BUS311 Principles of Financial Mgmt. |
| BUS248 Global Bus. Environment | BUS345 Human Resource Management |
| Elective | BUS375 Organizational Behavior |
| Elective | BUS481 Career Development |
|  | Philosophy |
| Elective | Physical Well Being (1 credit) |
|  |  |
| Elective | 17 credits |
| 16 credits |  |

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| Elective | ACC/BUS300 and above |
| BUS482 Internship 4 | BUS317 Business \& Society |


| BUS341 Gender/Diversity in Mgmt. | Literature |
| :--- | :--- |
| BUS480 Business Strategy | ACC/BUS 300 and above |
|  | Elective |
| 13 credits | 15 credits |

## TOTAL: 121 credits

## Entrepreneurship Major

The Entrepreneurship Major, with a focus on lean startup, teaches students the skills they need to identify market needs and opportunity and apply lean principles to the launch or grow a business. The curriculum combines hands-on experience, customer interaction and business fundamentals to entrepreneurship Major.

Learning Objectives for Entrepreneurship Majors:

- Students use lean startup methodology to determine target customer and business model
- Students will be able to create and start new ventures
- Students will identify and analyze diverse opportunities
- Students will present new ideas to the market
- Students will utilize key metrics and tools for managing finances


## B.A. Degree

## Major in Entrepreneurship

(Min. at Elms College: 27 Cr. / Min. GPA: 2.25)

## Major Requirements 61 credits

[^0]MAT109 Statistics

Required Major Courses: (18 credits)
ENT101- Introduction to Entrepreneurship
ENT200- Customer Discovery
ENT320- Startup Finance
ENT340- Get, Keep \& Grow- Startup Sales and Marketing
ENT480- Advanced Lean Launchpad
ENT481- Capstone in Entrepreneurship
***ENT 482 Entrepreneurship Internship or ENT 485 Co-Op is substituted for BUS 482 in business core

Entrepreneurship Electives (Choose 3 credits)
ENT330 Building the Team- Startup Culture and HR
ENT350 From Founder to Executive
ENT360 Social Entrepreneurship

## Minor in Entrepreneurship

## Exploration Curriculum

Choose 1 (3 credits)
ENT101 Introduction to Entrepreneurship
ENT102 Lean LaunchPad

## Building Curriculum

(12 Credits)
ENT200 Customer Discovery
ENT320 Startup Finance
ENT330 Building the Team- Startup Culture and HR
ENT340 Get, Keep \& Grow- Startup Sales and Marketing
ENT350 From Founder to Executive

Experiential Curriculum Capstone Experience
Choose 1 (3 credits)
ENT480 Advanced Lean LaunchPad
ENT482 Entrepreneurial Internship
ENT485 Entrepreneurship Co-Op

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| ACC201 Accounting I | ACC202 Accounting II |
| History | BUS221 Computer Applications |
| Rhetoric | Religion |
| Language | Language |

Elms College 2014---2016 Undergraduate Catalog
Page 95 of 351

| First Year Seminar | Science |
| :--- | :--- |
| 15 credits | 15 credits |

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS242 Principles of Management | BUS252 Principles of Marketing |
| ECN211 Economics I | ECN212 Economics II |
| BUS260 Legal Environment of Bus. | Sociology or Psychology |
| MAT109 Statistics | Fine/Performing Arts |
| ENT101 Introduction to Entrepreneurship | ENT200 Customer Discovery |
|  | Physical Well Being (1 credit) |
| 15 credits | 16 credits |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS342 Managerial Communications | BUS311 Principles of Financial Mgmt. |
|  |  <br> Mkg |
| ENT320 Startup Finance | Elective |
| ENT Elective (ENT330/350/360) | BUS481 Career Development |
| Elective | Philosophy |
| Elective | Physical Well Being (1 credit) |
| 16 credits | 17 credits |

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |


| Elective | ENT481 Capstone in Entrepreneurship |
| :--- | :--- |
| BUS482 Internship 4 | Elective |
| ENT480 Advanced Lean Launchpad | Literature |
| BUS480 Business Strategy | ACC/BUS 300 and above |
|  | Elective |
| 13 credits | 15 credits |

## Back to top

## SportManagement

Sports organizations require solid management in order to operate efficiently. The mission of the management major is to create a unique interdisciplinary program of study that integrates business, coaching, psychology, and law courses. The sport management major focuses on the concepts and theories of solving organizational problems creatively in the sport industry, including high school, collegiate, and professional athletics; sport clubs; the sporting goods industry; hotels, resorts, and not---for---profit agencies. The location of Elms College in western Massachusetts offers competitive internship possibilities. Students may elect to minor in coaching along with the major in sport management.

Learning Outcomes for Sport Management Majors:

- Students will apply concepts of management and leadership to plan, execute and evaluate management as it relates to sports.
- Students will apply core business competencies in a sport environment.
- Students will identify the components and processes of sports event management and apply the best concepts and practices in relation to conducting successful events.


## B.A. Degree

## Major in Sport Management

(Min. at Elms College: 27 Cr. / Min. GPA: 2.25)

## Major Requirements 64 credits

## Business Core Courses 40 credits

ACC 201 Accounting I 3
ACC 202 Accounting II 3
BUS 221 Computer Applications 3

BUS 242 Principles of Management 3
BUS 248 Global Business Environment 3
BUS 252 Principles of Marketing 3
BUS 260 Legal Environment of Business 3
BUS 311 Principles of Financial Management 3
BUS 342 Managerial Communications 3
BUS 480 Business Strategy 3
BUS 481 Career Development 3
BUS 482 Internship 4
ECN 212 Economics II 3

Sport Management Requirements 15 credits
SPM 201 Introduction to Sport Management (3 credits)
SPM 370 Sport Marketing (3 credits)
SPM 410 Event Management and Promotion (3 credits)
LEG 383 Sport Law (3 credits)
PED 204 Sport Ethics (3 credits)

Sport Management Electives choose 9 credits
PED 200 Foundations of Coaching Sport (3 credits)
PED 201 Psychology of Sport (3 credits)
SOC210 Sports in the American Culture (3 credits)
BUS333 Sales and Sales Management (3 credits)
BUS 341 Gender \& Diversity in Management (3credits)
SPM 305 Facility Design \& Operations (3 credits)
SPM 404 College Athletics (3 credits)
Required courses that also satisfy college core requirements: 6 credits
ECN 211 Economics I 3
MAT 109 Statistics 3
SPM 305 Facilities and Operations

Sport Management Major

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| ACC201 Accounting I | ACC202 Accounting II |
| History | BUS221 Computer Applications |


| Rhetoric | Religion |
| :--- | :--- |
| Language | Language |
| First Year Seminar | Science |
| 15 credits | 15 credits |

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS242 Principles of Management | BUS252 Principles of Marketing |
| ECN211 Economics I | ECN212 Economics II |
| BUS260 Legal Environment of Bus. | Sociology or Psychology |
| MAT109 Statistics | Fine/Performing Arts |
| PED200 Foundations of Coaching | PED201 Psychology of Sport |
|  | Physical Well Being (1 credit) |
| 15 credits | 16 credits |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS342 Managerial Communications | BUS311 Principles of Financial Mgmt. |
| BUS248 Global Bus. Environment | PED204 Sports Ethics |
| Philosophy | SPM201 Intro. to Sport Management |
| SOC210 Sports in the American Culture | SPM304 Event Planning and Promotions |
| Elective | Elective |
|  | Physical Well Being (1 credit) |
|  | BUS481 Career Development |
| 15 credits | 17 credits |


| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS482 Internship (4 credits) | BUS371/SPM404 College Athletics |
| BUS341 Gender/Diversity in Mgmt | LEG383 Sport Law |
| SPM370 Cases in Sport Marketing | BUS480 Business Strategy |
| Literature | Elective |
|  | Elective |
| 13 credits | 15 credits |

## TOTAL: 121 credits

## Back to top

## Healthcare Management

The health care management program provides courses in the areas of management and allied health for those who are interested in working within the health care industry. Graduates can expect to obtain administrative positions in health and medical care facilities including hospitals, long---term care facilities, public health departments, and voluntary health agencies. A required internship gives students invaluable on---the--job experience.

Learning Outcomes for Healthcare Management Majors:

- Students will analyze contemporary developments in healthcare to assess alternative management solutions in healthcare related problems and challenges.
- Students will evaluate the roles of hospitals, long term care facilities, healthcare personnel, public health agencies, payers and regulators within the U.S. healthcare system.
- Students will examine the framework in which health care services are produced, coordinated, consumed, and reimbursed as an administrator.


## B.A. Degree

## Major in Health Care Management

(Min. at Elms College: 24 Cr. / Min. GPA: 2.25)

## Major Requirements 61 credits

Business Core Courses 40 credits

ACC 201 Accounting I 3
ACC 202 Accounting II 3
BUS 221 Computer Applications 3
BUS 242 Principles of Management 3
BUS 248 Global Business Environment 3
BUS 252 Principles of Marketing 3
BUS 260 Legal Environment of Business 3
BUS 311 Principles of Financial Management 3
BUS 342 Managerial Communications 3
BUS 480 Business Strategy 3
BUS 481 Career Development 3
BUS 482 Internship 4
ECN212 Economics II 3

Required Healthcare Management Courses (21 Credits)
HTH 200 Introduction to Healthcare 3
HTH 250 Operations in Healthcare 3
HTH 350 Critical Issues in Administration of Healthcare 3
HTH 410 Research and Leadership in Healthcare 3
LEG 311 Healthcare Law 3
PHI 248 Healthcare Ethics 3
SOC214 Sociology of Healthcare 3

Required courses that also satisfy college core requirements 6 credits
ECN 211 Economics I 3
MAT 109 Statistics I 3
SOC 214 Sociology of Healthcare | 3

## Healthcare Management Sequence

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| ACC201 Accounting I | ACC202 Accounting II |
| History | BUS221 Computer Applications |
| Rhetoric | Religion |
| Language |  |
| First Year Seminar | Language |


| 15 credits | 15 credits |
| :--- | :--- |

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS242 Principles of Management | BUS252 Principles of Marketing |
| BUS260 Legal Environment of Bus. | Physical Well Being (1 credit) |
| MAT109 Statistics | Fine/Performing Arts |
| ECN211 Economics I | ECN212 Economics II |
| HTH 200 Introduction to Healthcare | Elective |
|  |  |
| 15 credits | 16 credits |

## Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| HTH 250 Operations in Healthcare | BUS311 Principles of Financial Mgmt. |
| PHI248 Health Care Ethics | BUS345 Human Resource Management |
| BUS248 Global Business Env. | BUS481 Career Development |
| Elective | SOC214 Sociology in Healthcare |
| Philosophy | Elective |
| Elective | Elective |
|  | Physical Well Being (1 credit) |
| 15 credits | 17 credits |

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |


|  | HTH 410 Research and Leadership in <br> Bealthcare |
| :--- | :--- |
| BUS482 Internship (4 credits) | BUS480 Business Strategy |
| LEG311 Health Law | Literature |
| HTH 350 Critical Issues in Healthcare <br> Administration | Elective |
|  | Elective |
| 13 credits | 15 credits |

## TOTAL: 121 credits

## Back to top

## Marketing

Upon graduation, marketing students are ready to enter the exciting world of advertising, sales, or marketing research. The major addresses marketing issues from both a business and societal point of view. Students are exposed to the process of designing consumer and industrial products, choosing distribution channels, deciding on pricing strategies, and developing promotional material. Students learn to use popular software for marketing applications. The program is designed to provide students with actual experience in marketing activities through projects and an internship.

Students acquire a solid foundation for a career in marketing or a related area. Marketing students often combine the major with a minor in art, English, or computer graphics. Such a combination, along with an appropriate internship placement, can lead directly to a rewarding career in the world of marketing.

Learning Outcomes for Marketing Majors:

- Students will evaluate market segmentation data and explain a target market.
- Students will explain market research, evaluate business opportunities, and purpose a course of action for a business.
- Students will analyze how marketing decisions are influenced by various external forces.


## B. A. Degree

## Major in Marketing

(Min. at Elms College: 27 Cr. / Min. GPA: 2.25)

## Major Requirements 52 credits

Business Core Courses 40 credits
ACC 201 Accounting I 3
ACC 202 Accounting II 3
BUS 221 Computer Applications 3
BUS 242 Principles of Management 3
BUS 248 Global Business Environment 3
BUS 252 Principles of Marketing 3
BUS 260 Legal Environment of Business 3

BUS 311 Principles of Financial Management 3
BUS 342 Managerial Communications 3
BUS 480 Business Strategy 3
BUS 481 Career Development 3
BUS 482 Internship 4
ECN 212 Economics II 3

Marketing Courses Choose 12 credits
BUS 332 Sales / Sales Management 3
BUS 333 Advertising 3
BUS 365 Marketing Research 3
BUS 377 International Marketing 3
GDS179 Introduction to Computer Graphics
CIT256 Web Design

Required courses that also satisfy college core requirements: 6 credits
ECN 211 Economics I 3
MAT 109 Statistics I 3

## Marketing Sequence

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| ACC201 Accounting I | ACC202 Accounting II |
| History | BUS211 Computer Applications |
| Rhetoric | Religion |
| Language | Language |
| First Year Seminar | Science |
| 15 credits | 15 credits |

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS242 Principles of Management | BUS252 Principles of Marketing |
| ECN211 Economics I | ECN212 Economics II |


| BUS260 Legal Environment of Bus. | Sociology or Psychology |
| :--- | :--- |
| MAT109 Statistics | Fine/Performing Arts |
| Elective | Elective |
|  | Physical Well Being (1 credits) |
| 15 credits | 16 credits |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS248 Global Bus. Environment | BUS311 Principles of Financial Mgmt. |
| BUS332 Sales \& Sales Management | BUS342 Managerial Communications |
| BUS365 Marketing Research OR | BUS377 Int'l Marketing OR GDS <br> BUS333 Advertising |
| Philosophv | Elective |
| Elective | Elective |
|  | BUS481 Career Development |
| 15 credits | Physical Well Being (1 credit) |

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BUS333 Advertising OR BUS365 Marketing <br> Research |  |
|  | ACC/BUS300 and above |
| BUS482 Internship (4 credits) | ACC/BUS300 and above OR <br> BUS377 International Marketing |
| Elective |  |
| Elective | Literature |
| 13 credits | BUS480 Business Strategy |

## TOTAL: 121 credits

## Back to top

## Coaching Minor

Elms College educates students for life and for living. The coaching profession is an ideal fit for such a mission because coaches have been found to have considerable influence over their players. Only parents have been found to be more influential than a coach in areas related to the socialization process, individual development, and the transmission of cultural values and social expectations. Since coaches are very influential in the lives of student---athletes, Elms College believes that coaches can be important role models for all athletes.

The goal of the coaching minor is to prepare students to become successful coaches on the interscholastic and intercollegiate level. The coaching minor consists of 18 credits of required courses. The curriculum is designed to provide opportunities for students to explore different coaching styles so they can lead athletes in all domains of learning cognitive, affective, and psychomotor. Students will learn how to organize practice sessions, plan tryouts, market and promote teams, teach sport skills, tactics, and strategies, and help teams reach peak performance through motivation, confidence building, goal setting, and mental imagery. The capstone experience for the minor is a three---credit coaching internship, in which each student works with a mentor coach over an entire sport season.

Students who have completed the minor have coached athletic teams in volleyball, field hockey, soccer, basketball, softball, and lacrosse. Many of these students found that their ability to coach made them more marketable in their chosen career fields, and they gained great satisfaction from working with the athletes.

Upon completion of the minor in coaching, students will be able to:

- Develop a coaching philosophy
- Explain the legal duties of a coach
- Develop a conditioning program based on physiological principles
- Understand and utilize various psychological strategies specific to sport
- Prevent and care for athletic injuries
- Become certified in first aid and CPR
- Design a master and daily practice plans based on seasonal objectives
- Teach sport skills, concepts, and strategies utilizing effective pedagogical methods
- Gain practical experience in coaching.

Each coaching minor must declare herself/himself as such with the Registrar's Office
and will be assigned a coaching advisor. A sequential program of studies will be developed jointly by the student and the coaching advisor. Each coaching student must meet with the coaching advisor at least once per semester for registration.

## Coaching Certificate

Min GPA: 2.67

Requirements 18 credits
PED 200 Foundations of Coaching Sport 3
PED 201 Psychology of Sport 3
PED 202 Physiology Applied to Conditioning 3
PED 203 Prevention and Care of Athletic Injuries 3
PED 302 Coaching Methods 3
PED 303 Coaching Internship 3

## Suggested Course Sequence

## First Year

## Fall Semester

PED 200 Foundations of Coaching Sport

## Spring Semester

PED 201 Psychology of Sport

## Second Year

## Fall Semester

PED 202 Physiology Applied to Conditioning
PED 203 Prevention and Care of Athletic Injuries
(offered every two years)

## Spring Semester

PED 302 Coaching Methods

## Third Year

## Fall Semester

PED 203 Prevention and Care of Athletic Injuries (if not already taken)

## Spring Semester

PED 303 Coaching Internship (can be taken after the completion of the 15 credits of coursework. The Physical Education Department will only approve internships if the student has completed all coursework and is in good academic standing.)

## Back to top

## Division of Education

The goal of the Education Division is to prepare teachers for licensure at the preschool, elementary, and secondary levels, and in the areas of special education and English as a second language (E.S.L.) education.

The Division of Education maintains that a liberally educated graduate demonstrates breadth and depth of knowledge in specific content areas in which they teach. Students are provided opportunities in classrooms, fieldwork, and practica to translate their liberal arts background into stimulating teaching experiences.

## Back to top

## Faculty Profiles

## Mary Claffey Janeczek, chair, Education Division, professor of education

A.B., Boston College
M.A., University of Massachusetts

Ed.D., Boston University
Dr. Janeczek is a former elementary bilingual (Spanish) and English as a second language
(E.S.L.) teacher. She has also served as western regional administrator for bilingual and E.S.L. programs for the state of Massachusetts. Her interests include language acquisition, E.S.L. methodology, and cross-cultural communication.

Maureen Cotter, instuctor in education B.A., American International College
M.A.T., Elms College
C.A.G.S., Elms College

Professor Cotter has been a teacher of students with moderate special needs. She has worked in a variety of inclusion settings, and also has experience as a pharmacy technician. Her special interest lies in the area of helping all teachers more effectively accommodate students with special needs into their classrooms.

Ann Daly, S.N.D., assistant professor of education
B.A., Emmanuel College
M.A., Boston College

Ed.D., University of Massachusetts
Sr. Ann Daly has extensive experience in education. She has taught all subjects on the elementary level, English on the secondary level, and English composition on the collegiate level. Her specialized interest is in the teaching of writing and women's voice. Her other interests include women's studies, poetry, and social justice issues.

Shannon B. Dillard, instructor in education
B.A., Smith College
M.Ed., University of Massachusetts

Ed.D., University of Massachusetts

Dr. Dillard's career as an educator began in middle schools 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 member in Western Massachusetts teacher preparation programs.

## Natalie Brunelle Dunning, associate professor of education

B.A., Providence College
M.Ed., Providence College
M.A., Rhode Island College

Ed.D., Johnson \& Wales University

Dr. Dunning is a former middle school science teacher. She is National Board certified in Professional Teaching Standards in Science at the Adolescent/Young Adult levels. She has served as assistant superintendent in Lakeville, MA, the Chief academic officer in the Springfield Public Schools, and in various supervisory positions in Rhode Island public schools.

Anne Harrison, professor of education
B.A., M.Ed., Smith College

Ed.D., University of Massachusetts
M.A.A.T., Elms College

Dr. Harrison has been an educator for more than 30 years. Former academic dean and vice president for academic affairs at Elms College, she has taught elementary school, worked as a teacher, served as an educational software designer, and worked for the National Coalition for Equality in Education. Dr. Harrison is particularly interested in multicultural education, social justice issues in schooling, and innovative ways to help children and youth master concepts and skills in mathematics.

## Dorothy Molnar, professor of education

B.A., Calvin College
M.A., Western Michigan University

Ed.D., University of Massachusetts
Dr. Molnar has taught preschool through high school in public schools and government programs in Massachusetts, Connecticut, Michigan, and Washington, D.C. She has served as a teacher and administrator of Montessori programs in public schools, and as an associate superintendent. She has a special interest in child development, administration, and special education.

Suzanne Rene, instructor in education
B.S., Westfield State College
M.A.T., Elms College

Suzanne Rene has taught preschool, special education, and most recently was an elementary Instructional Leadership Specialist for the Springfield Public Schools. Her area of expertise is Literacy. Professor Rene is the Director of the Reading Specialist Master of Arts in Teaching Program, and of its Summer Reading Clinic.

## Adjunct Professors in Education

Timothy Allen, adjunct professor
B.A., Wheaton College
M.A., Columbia University Teachers College
C.A.G.S., University of Massachusetts

Ed.D., American International College
Timothy Allen, currently principal of Birchland Park Middle School in East Longmeadow, has also been an urban principal and assistant principal. He taught in Boston, Springfield, and the Bronx. His professional focus is on motivating teachers and students alike to utilize innovative and creative teaching strategies to optimize student learning.

Margaret Ashe, adjunct professor
B.A. University of Massachusetts
M.A.T., Elms College

Margaret Ashe is a retired English-as-a-Second Language (ESL) teacher from the Springfield Public Schools. She is a trainer of teachers in ESL methodology whose expertise extends from the primary through the secondary grades.

Joyce Baker, adjunct professor
B.S., Westfield State College
M.Ed., Framingham State College
C.A.G.S., Elms College

Joyce Baker is a retired literacy coach from the Springfield public schools. Her area of interest is content area literacy at the middle/high school level.

## Ericka Blais, adjunct professor

B.S.E., Westfield State University
M.Ed., Elms College

Ericka Blais is the technology teacher at Stefanik School, Chicopee. She teaches our technology courses at both the Chicopee and Greenfield Campuses.

## Mahera Chiarizio, adjunct professor

B.S., Bay Path University
M.S., Springfield College

Mahera Chiarizio is an independent training consultant in the field of early care and education. She teaches the cultural competency and health/safety/nutrition courses at our Greenfield campus.

Joan Daly, adjunct professor
B.S., Fitchburg State University
M.Ed., Westfield State University

Joan Daly is a retired teacher of young children with special needs from the Holyoke Public Schools. She is the instructor for the assessment course in the early care and education program in Greenfield.

Melinda Finnerty, adjunct professor
B.A., Assumption College
M.Ed., Westfield State University

Melinda Finnerty is an elementary teacher in Hinsdale, with an expertise in educational technology. She teaches the technology and multicultural children's literature courses at our Pittsfield site.

## Carolyn Fitzgerald, adjunct professor

B.A., Emmanuel College
M.Ed., Westfield State College

Carolyn Fitzgerald is a retired foreign language teacher and assistant superintendent from Chicopee. Her area of expertise is in the clinical supervision of student teachers.

Erin Lawler, adjunct professor
B.S. University of Massachusetts
M.Ed., University of Massachusetts
M.A.T., Elms College

Erin Lawler has served as a science teacher at the middle and high school levels. She teaches science methods courses at the Chicopee site.

Jane McCarry, adjunct professor
B.A., S.U.N.Y., Oswego
M.Ed., Elms College

Jane McCarry is the former education coordinator and naturalist at several sites in Florida, Connecticut and Massachusetts. She teaches the inquiry-based natural science education course at our Greenfield site.

Johanna McKenna, M.Ed., adjunct professor
B.A., Fordham University
M.Ed., American International College

Johanna McKenna is the retired principal of Bridge Street School in Northampton and the former director of the Massachusetts Migrant Education Program in Western Massachusetts. She is especially interested in socioemotional intelligence in teachers, students, and parents.

## Sue 0'Reilly-McRae, adjunct professor

B.A., University of Massachusetts
M.A., University of Massachusetts

Ed.D., University of Massachusetts
Dr. O'Reilly-McRae is a preschool teacher and early childhood educator at Conway Grammar School. She teaches our mathematics methods course in the ECE program at the Greenfield site.

## Jennifer Perchak, adjunct professor

B.A., Mt. Holyoke College
M.A.T., Elms College

Jennifer Perchak is an experienced ESL teacher who has taught in both Agawam and Williamsburg. She teaches the ESL Methodology course at the Chicopee campus.

## Darbie Pettengill, adjunct professor

B.A., Elms College
M.Ed., Elms College

Darbie Pettengill has a long career as an educator, first at a Montessori School working with very young children, and currently as an English-as-a-Second-Language (ESL) elementary teacher in West Springfield. Her areas of expertise include strategies for making content comprehensible to student who have not yet mastered the English language.

Travis Reed, adjunct professor
B.A. Humboldt State University
M.A.T., Elms College
C.A.G.S., American International College

Travis Reed is the assistant principal of Central High School in Springfield. He is a former Spanish teacher. He teaches courses related to middle/high school curriculum and instruction at our Chicopee site.

Patricia Regan, adjunct professor
B.S., Albertus Magnus
M.Ed., American International College
C.A.G.S., Elms College

Patricia Regan, a certified Reading Recovery instructor, is a reading teacher in Wilbraham. She teaches the Multicultural Children's literature course at our Chicopee site.

Sarah Sawyer, adjunct professor
B.A., University of Massachusetts
M.Ed., Springfield College

Sarah Sawyer is a pre-kindergarten teacher in Springfield. She has extensive experience with children with special needs and teaches the early childhood curriculum and instruction courses at both the Chicopee and Greenfield campuses.

Ellen Sulzycki, adjunct professor
B.A., University of Massachusetts
M.L.S., Simmons College

Ellen Sulzycki is a reference librarian for the City of Springfield. She teaches the multicultural children's literature at our Greenfield site.

Tara Witte, adjunct professor
B.A. Elms College
M.A.T., Elms College

Tara Witte has been an elementary teacher for the last ten years, teaching both third and fourth grades. She is a licensed reading specialist, and serves as the Assistant Director of the Elms College Summer Reading Clinic.

## Emily Decker Wood, adjunct professor

B.A. Elms College
M.Ed., Elms College

Emily Wood is a preschool teacher for an integrated classroom in Dalton. She teaches the ECE assessment and methods courses at our Pittsfield site.

Beth Young, adjunct professor
B.S., University of Illinois
M.Ed., Westfield State College

Ed.D., University of Massachusetts
Dr. Young has taught at the elementary level, has been a special education teacher at the secondary level, and has been a reading consultant for grades K-12. She is a retired professor from Elms who assists in the clinical supervision of student teachers.

## Education

It is a challenging and exciting time for students to be entering the field of education. The adoption of the Common Core in Massachusetts and its implementation in schools have been the source of many lively discussions. The Massachusetts Comprehensive Assessment System (M.C.A.S.) results have focused the eyes of Massachusetts' citizens on the vitality of schools. In the Elms College Teacher Licensure Program, preparation for the Massachusetts Tests for Educator Licensure (M.T.E.L.) has taken center stage.

## Licensure Programs

The college's education programs prepare students for initial teacher licensure in accordance with the Regulations for Educator Licensure and Preparation Program Approval of the Massachusetts Department of Education. Licenses include:
Early Childhood Teacher of Students With and Without Disabilities (PreK-2)
Elementary (Grades 1-6)
Biology (Grades 8-12)
English (Grades 8-12)
English as a Second Language (PreK-6) and (Grades 5-12)
Foreign Language/Spanish (Grades 5-12)
History (Grades 8-12)
Mathematics (Grades 8-12)
Teacher of Students with Moderate Disabilities (PreK-8) and (Grades 5-12)
The initial license qualifies candidates to begin teaching in Massachusetts and more than 40 states, islands, and territories that belong to the National Association of State Directors of Teacher Education and Certification (N.A.S.D.T.E.C.) Interstate Contract.

## Academic Major in Liberal Arts or Sciences

Students seeking initial licensure must fulfill requirements for either an arts/sciences major or a liberal arts major in addition to their professional preparation major in education. Students preparing to teach biology, English, Spanish, history, or mathematics at the secondary level must major in their academic disciplines.
Courses are carefully selected under the guidance of faculty advisors from both the academic and professional preparation majors. Students should therefore stay in close contact with their education advisors throughout their professional preparation programs. Candidates must meet with both the liberal arts and education advisors a minimum of once per semester during the advising period and secure both advisors' signatures on the registration forms.

## Admission to Teacher Education

Admission to Elms College does not guarantee admission to teacher licensure programs. Students interested in becoming teachers should begin the pre-education sequence in the first semester at Elms College. Education advisors are assigned to students at the time of their enrollment in the pre-education sequence, but students are not formally admitted to licensure programs until all licensure requirements are met, with the exception of the student teaching practicum.
To be eligible for admission to the Education Division, students must meet the following requirements:
A declared academic major in liberal arts or sciences appropriate to the license sought.
Successful completion of pre-education coursework with no grade lower than a C.
Successful completion of all required M.T.E.L.s (Massachusetts Tests for Educator Licensure) for the desired license.
The vote of the faculty of the Education Division, considering all of the above, in addition to the student's disposition, and promise as a future teacher.
Education Department Requirements for Initial Licensure
Eligibility to graduate with a liberal arts major appropriate to the license sought.
Passing score on the Massachusetts Test for Educator Licensure (M.T.E.L.) in communication and literacy portions.
Appropriate coursework and fieldwork in education for the license sought.
Passing score on the M.T.E.L. in subject matter knowledge appropriate to the license sought for student teaching placement.
Minimum GPA of 2.80 for student teaching placement.
Passing score on the M.T.E.L. foundations of reading test for student teaching placement (for early childhood, elementary, and teacher of students with moderate disabilities candidates).
Recommendation by academic major department for student teaching placement (secondary students only).
Evidence of current completion of an approved first aid/C.P.R. course prior to attending a meeting for student teaching placement.
Recommendation by Education Department for student teaching placement.
Successful completion of the practicum (student teaching experience).
Students are strongly urged to limit their employment, additional course work, and extracurricular activities during student teaching. To gain the full benefit of student teaching, students should register for no more than 12 credits during the practicum semester. Exceptions will only be made under extraordinary circumstances, at the discretion of the education faculty.

Note: Elms College expects further changes in Massachusetts' licensure regulations and the college's programs after the publication of this catalog. Students should therefore stay in close contact with academic education advisors throughout their professional preparation programs.
Back to top

## Early Childhood: Teacher Of Students With And Without

## Disabilities (PreK-2)

The early childhood program at Elms College prepares initially-licensed teachers in Massachusetts for the PreK-2 level. Candidates for licensure complete rigorous coursework at the college and do fieldwork with young children, with and without special needs, in local schools. Early childhood graduates are prepared to teach all areas of the curriculum and make adaptations for students with special needs. Children's needs and interests are as important as the Massachusetts Curriculum Frameworks in the early childhood teacher preparation program at Elms College, and students are prepared to work in collaboration with parents, colleagues in schools, and educational specialists such as speech therapists and physical therapists. The Elms College preparation program for early childhood teachers exceeds state standards for both knowledge and performance and gives prospective early childhood teachers a competitive edge
in seeking employment.
Prospective early childhood education students will be able to:

- Demonstrate an understanding of typical and atypical physical, cognitive, language, and social/emotional development of children with and without special needs, and use this understanding to assess students' needs and interests, to plan and present developmentally-appropriate lessons and learning activities, and to determine the progress children are making.
- Draw on subject matter knowledge in teaching reading and language arts, children's literature, mathematics, science, social studies, health, physical education, and the arts to provide developmentally-appropriate learning experiences that respond to children's interests, and challenge them to construct an understanding of the world in which they live, through play and active learning.
- Communicate clearly and respectfully with children, families, colleagues, and members of the community, and work with them to benefit children's learning and development.
- Organize and manage a classroom to provide time, space, materials, and support necessary for a stimulating and safe learning environment.
- Reflect on teaching and learning, and use reflections to meet legal and moral responsibilities for professional growth and service to children and their families.
- Meet state licensure standards for communication and literacy skills, subject matter knowledge, teaching reading and language arts, and performance.


## B.A. Degree

Major in Early Childhood Education (Grades PreK-2)
Initial License in Early Childhood (PreK-2)
Major Requirements 48 credits
EDU 100 Introduction to Schooling and Education 3
EDU 108 Writing for Educators 3
PSY 214 Children's Learning and Development 3
EDU 319 Students with Special Needs 3
EDU 498 Developing Language \& Literacy I 3
EDU 499 Developing Language \& Literacy II 3
EDU 304 Methods of Teaching Mathematics 3
EDU 311 Writing Workshop 3
EDU 321 Curriculum for Early Childhood Inclusion Settings 3
EDU 342 Assessment of Students 3
EDU 385 Inquiry-based Science Methods 3
EDU 491 Educating English Language Learners 3
EDU 360 Seminar in Professional Education 3
EDU 420A Early Childhood: Teacher of Students With and Without
Disabilities (Pre-K-2); Initial Practicum 9
Note: The early childhood 12 -week practicum is completed in two placement sites: a public school preschool inclusion classroom that has been accredited by the National Academy of N.A.E.Y.C. (National Association of the Education for Young Children), and in a first or second grade classroom that includes students with and without special needs and that is accredited by
the National Academy, or one that adheres to N.A.E.Y.C.'s guidelines for developmentally appropriate practices.

## Four Year Course of Study: Early Childhood

## First Year

| Fall Semester |  |
| :--- | :--- |
|  | Spring Semester |
| Foreign Language | Foreign Language |
| EDU108 Writing for Educators | ENG101 Rhetoric |
|  | MAT 108 College Math |
| Philosophy | PSY214 Children's Learning and <br> Development |
| EDU100 Intro to Schooling and <br> Education |  |
|  | BIO124 General Biology |
| First Year Seminar |  |
|  | 15 credits |

- By the end of the summer, pass the Communication and Literacy MTEL

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| PHY102 Physical Science \& Lab | EDU304 Math Methods |
| English Literature | EDU385 Science Methods |
| EDU319 Students with Special Needs | EDU321 Early Childhood Curriculum |
| HIS105 Early American History | Religion |
| MAT 106 Math for Educators | Other Major |
|  | Other Major |
| 15 credits | 18 credits |

*By the end of the summer, pass the Early Childhood MTEL
Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU 498 Developing Language \& Literacy I | EDU499 Developing Language \& Literacy II |
| Art | Sociology or Economics |
| EDU342 Assessment of Students | Other Major |
| Other Major | Other Major |
| Other Major | Other Major |
| Other Major | Physical Education |
| 18 credits | 17 credits |

*By the end of the summer, pass the Foundations of Reading MTEL

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU311 Writing Workshop | Practicum |
| Other Major | EDU360 Professional Seminar |
| Other Major |  |
| Other Major |  |
| EDU491 Educating English Language Learners |  |
| 15 credits | 12 credits |

## Back to top

## Elementary Education

The elementary education program at Elms College prepares initially-licensed teachers in Massachusetts for grades 1-6. Prospective elementary teachers draw on the content of the relevant curriculum frameworks to plan activities and sequential units of study that are standards-based. Elementary candidates practice a balanced approach to reading and writing and employ a variety of teaching techniques in content-area instruction.

Elms College students are competent, caring individuals who understand their legal and moral responsibilities to all children and seek resources from colleagues, families, and the community to enhance their learning. They reflect critically upon their teaching experiences and identify areas for further professional development. Elms College candidates complete rigorous coursework in the classroom and related fieldwork in area schools.

Prospective elementary education students will be able to:

- Use subject matter knowledge in reading and language arts, children's and young adult literature, mathematics, history, social science, science, health, physical education, and the arts to plan curriculum and instruction.
- Communicate high standards and expectations when beginning and carrying out lessons that employ a variety of teaching techniques and reading and writing strategies.
- Promote achievement by all students, without exception.
- Create an environment that is conducive to learning.
- Meet legal and moral responsibilities for professional growth.
- Reflect critically upon teaching and learning.
- Meet state licensure standards for communication and literacy skills, subject matter knowledge, foundations of reading, and performance assessment.


## B.A. Degree

## Major in Elementary Education (Grades 1-6) <br> Initial License in Elementary Education (Grades 1-6)

Major Requirements 45 credits
EDU 100 Introduction to Schooling and Education 3
EDU 108 Writing for Educators 3
PSY 214 Children's Learning and Development 3
EDU 319 Students with Special Needs 3
EDU 498 Developing Language \& Literacy I 3
EDU 499 Developing Language \& Literacy II 3
EDU 304 Methods of Teaching Mathematics 3
EDU 311 Writing Workshop 3
EDU 385 Inquiry-based Science Methods 3
EDU 436 Social Studies Methods 3
EDU 491 Educating English Language Learners 3
EDU 360 Seminar in Professional Education 3
EDU 425A Elementary (1-6) Initial Practicum 9
Note: Elementary education students must plan their programs carefully to meet additional academic requirements mandated by the Massachusetts Department of Education. Students must maintain close contact with their liberal arts and education advisors each semester.

## Four Year Course of Study: Elementary Education

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| MAT101 Pre-Algebra | MAT108 College Math |
| EDU108 Writing for Educators | ENG101 Rhetoric |
| HIS100 World History | Other Major |
|  <br> Education |  <br> Development |
| First Year Seminar | BIO124 General Biology |
| 16 credits | 15 credits |

- By the end of the summer, pass the Communication and Literacy MTEL

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| PHY102 Physical Science \& Lab (4 cr.) | EDU304 Math Methods |
| MAT106 Math for Educators | EDU385 Science Methods |
| HIS105 Early American History | EDU436 Social Studies Methods |
| EDU319 Students with Special Needs | ENG133 Critical Approaches to Literature |
| ECN211 Economics | HIS106 Modern American History |
| 16 credits | 15 credits |

*By the end of the summer, pass the General Curriculum MTEL
Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU498 Developing Language \& Literacy I | EDU499 Developing Language \& Literacy II |
| Philosophy | Art |
| Foreign Language | Foreign Language |
| Other Major | Other Major |
| Other Major | Other Major |
|  | Physical Education (2 credits) |
| 15 credits | 17 credits |

*By the end of the summer, pass the Foundations of Reading MTEL

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU311 Writing Workshop | Practicum |
| Religion | EDU360 Professional Seminar |
| Other Major |  |
| Other Major |  |
| EDU491 Educating English Language Learners |  |
| 15 credits | 12 credits |

## Back to top

## Secondary Education

The secondary education program prepares prospective teachers to work with students in grades 8-12 in the areas of biology, English, history, or mathematics, or with students in grades 5-12 in Spanish. Program participants will be aware of realities of schooling, educational reform movements, and pedagogical research on best practices, and will be able to thoughtfully consider the best interests of students when allocating time or other classroom resources.

Prospective secondary teachers will be able to:

- Plan curriculum and instruction based on state frameworks and appropriate pedagogy.
- Deliver effective instruction by infusing lessons with high expectations, sufficient learning opportunities, and meaningful achievement measures.
- Structure classroom climate and operation by establishing appropriate uses of time, space, and management strategies.
- Promote equity by working to build on the assets each student contributes to the classroom culture and motivate effort among all students.
- Meet professional responsibilities by maintaining an enthusiasm for both subject matter pedagogy and personal relationship building, while collaborating with colleagues, parents, and students.


## B.A. Degree

Major in Secondary Education (biology, English, history, or mathematics, Grades 8-12; Spanish, Grades 5-12) Initial License in Secondary Education

## Major Requirements 39 credits

EDU 100 Introduction to Schooling and Education 3
EDU 108 Writing for Educators 3
PSY 214 Children's Learning and Development 3

EDU 319 Students with Special Needs 3
EDU 343 Models of Inclusion 3
EDU 370 Secondary Instruction 3
EDU 330 Secondary Curriculum 3
EDU 360 Seminar in Professional Education 3
EDU 491 Educating English Language Learners 3
Choice:
English Majors - EDU 432 Struggling Readers Grades 7-12 3
Spanish Majors - EDU 447 Bilingualism \& Applied Linguistics 3
Other Majors - EDU 439 Literacy Across the Disciplines 3
One of the following:
EDU 430A Biology (8-12) Initial Practicum 9
EDU 430C English (8-12) Initial Practicum 9
EDU 488A Foreign Language/Spanish (5-12) Initial Practicum 9
EDU 430D History (8-12) Initial Practicum 9
EDU 430E Mathematics (8-12) Initial Practicum 9

## Four Year Course of Study: Secondary Education

*Please consult the other major for major requirements, core requirements, and electives. This sequence lists only the courses required for the education major.

## First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU108 Writing for Educators |  |
| EDU100 Intro to Schooling and <br> Education | ESY214 Children's Learning and <br> Development |
| IDS First Year Seminar |  |
|  | + other courses: major \& core |
| other courses: major \& core | 15 credits |
| 15 credits |  |

- By the end of the summer, pass the Communication and Literacy MTEL

Second Year

| Fall Semester |  |
| :--- | :--- |
| EDU319 Students with Special Needs | Spring Semester |
| Physical Education <br> + other courses: major \& core |  |
| 17 credits | + other courses: major \& core |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU330 Middle and Secondary Curriculum | EDU370 Middle and Secondary Instruction |
| + other courses: major \& core | + other courses: major \& core |
| 15 credits | 16 credits |

*By the end of the summer, pass the subject matter MTEL
Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU343 Models of Inclusion | Practicum |
| EDU491 Educating ELLs |  |
| Choice: |  |
| English Majors: EDU 432 Struggling Readers 7-12 |  |
| Spanish Majors: EDU 447 Bilingualism Applied <br> Linguistics <br> Other Majors: EDU 439 Literacy Across the <br> Disciplines |  |
| + other courses | EDU360 Professional Seminar |
| 15 credits | 6 credits |

## Back to top

## Teacher of English As A Second Language

Elms College's 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 sheltered E.S.L. methodologies. Elms College's E.S.L. teacher preparation program values a student's first language and culture. Candidates for licensure complete rigorous coursework relating to first and second language acquisition, linguistics, language assessment, methods of teaching E.S.L., and the historical, philosophical, and legal bases for E.S.L. and bilingual education. They also become skilled in an advanced use of the English language and in a foreign language to at least a novice level of college proficiency. Massachusetts' curriculum frameworks at the candidate's level of licensure are understood and implemented with appropriate sheltered E.S.L. methodologies.

Prospective teachers of English as a second language will:

- Have excellent command of the English language, appropriate for an Elms College graduate.
- Understand and apply theories of second language acquisition.
- Know the principles of linguistics, including phonology, morphology, syntax, semantics, and pragmatics of American English and its many variations.
- Explain 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.
- Utilize the curriculum frameworks at the appropriate level to plan instruction.
- Employ sound language assessment procedures.
- Select, administer, and interpret language assessment instruments.
- Outline the historical and legal bases for E.L.L. and bilingual education.
- Be knowledgeable about, and sensitive to, cross-cultural issues.
- Possess fluency at an intermediate college level in a language other than English.


## B.A. Degree

Major in Teacher of English As A Second Language (PreK-6)
Initial License in Teacher of English As A Second Language (PreK-6)

Major Requirements 54 credits
EDU 100 Introduction to Schooling and Education 3
EDU 108 Writing for Educators 3
PSY 214 Children's Learning and Development 3
EDU 319 Students with Special Needs 3

EDU 498 Developing Language \& Literacy I 3
EDU 499 Developing Language \& Literacy II 3
EDU 447 Bilingualism and Applied Linguistics 3
EDU 352 Issues in ESL/Bilingualism 3
EDU 311 Writing Workshop 3
EDU 436 Social Studies Methods 3
EDU 385 Inquiry-based Science Methods 3
EDU 304 Methods of Teaching Mathematics 3
EDU 355 Methods of Teaching ESL 3
SOC 316 Racial and Ethnic Groups 3
OR
SPA 412 Hispanic Cultures in the U.S. 3
EDU 360 Seminar in Professional Education 3
EDU 452A Teacher of E.S.L. (PreK-6) Initial Practicum 9
NOTE: In addition to the courses for E.S.L. listed above, novice college-level proficiency in a language other than English is required. At Elms College, this proficiency means completion of SPA 101/102 or its equivalent.

## Four Year Course of Study: ESL PreK-6

## First Year

|  |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
|  |  |
| Novice Foreign Language | Novice Foreign Language |
|  |  |
| EDU108 Writing for Educators | ENG101 Rhetoric |
| History | Religion |
|  <br> Education | PSY214 Children's Learning and <br> Development |
| IDS First Year Seminar |  |
|  | Other Major |
| 15 credits |  |

- By the end of the summer, pass the Communication and Literacy MTEL

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| Science | EDU304 Math Methods |
| English Literature | EDU385 Science Methods |
| EDU319 Students with Special Needs | EDU436 Social Studies Methods |
| Philosophy | Math |
| Other Major | Other Major |
| 15 credits | 15 credits |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU498 Developing Language \& Literacy I | EDU499 Developing Language \& Literacy II |
| Art | Other Major |
| EDU447 Bilingualism \& Applied Linguistics | Other Major |
| EDU352 Issues in ESL | Other Major |
| Other Major | EDU355 ESL Methods |
|  | Physical Education (2 credits) |
| 16 credits | 17 credits |

*By the end of the summer, pass the ESL MTEL

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU311 Writing Workshop | Practicum |
| SOC316 Racial \& Cultural Groups | EDU360 Professional Seminar |
| Other Major |  |
| Other Major |  |


| Elective |  |
| :--- | :--- |
| 15 credits | 12 credits |

## B.A. Degree <br> Major in Teacher of English As A Second Language <br> (Grades 5-12) <br> Initial License in Teacher of English As A Second Language <br> (Grades 5-12)

Major Requirements 48 credits
EDU 100 Introduction to Schooling and Education 3
EDU 108 Writing for Educators 3
PSY 214 Children's Learning and Development 3
EDU 319 Students with Special Needs 3
EDU 352 Issues in E.S.L./Bilingualism 3
EDU 447 Bilingualism and Applied Linguistics 3
EDU 498 Developing Language \& Literacy I 3
EDU 499 Developing Language \& Literacy II 3
EDU 311 Writing Workshop 3
EDU 330 Secondary Curriculum 3
EDU 355 Methods in Teaching E.S.L. 3
SOC 316 Racial and Ethnic Groups 3
OR
SPA 412 Hispanic Cultures in the U.S.
EDU 360 Seminar in Professional Education 3
EDU 453A Teacher of E.S.L., Grades 5-12, Initial Practicum 9

NOTE: In addition to the courses for E.S.L. listed above, novice college-level proficiency in a language other than English is required. At Elms College, this proficiency means completion of SPA 101-102 or its equivalent.

## Four Year Course of Study: ESL Grades 5-12

First Year

|  |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
|  |  |
| Novice Foreign Language | Novice Foreign Language |
|  |  |
| EDU108 Writing for Educators | ENG101 Rhetoric |


| History | Religion |
| :--- | :--- |
| EDU100 Intro to Schooling and <br> Education | PSY214 Children's Learning and <br> Development |
| IDS First Year Seminar |  |
|  | Other Major |
| 15 credits | 15 credits |

- By the end of the summer, pass the Communication and Literacy MTEL

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| Science | Math |
| English Literature | Other Major |
| EDU319 Students with Special Needs | Other Major |
| Philosophy | Other Major |
| Other Major | Other Major |
| 15 credits | 15 credits |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU498 Developing Language \& Literacy I | EDU499 Developing Language \& Literacy II |
| Art | Other Major |
| EDU447 Bilingualism \& Applied Linguistics | Other Major |
| EDU352 Issues in ESL | Other Major |
| EDU330 Middle \& Secondary Curriculum | EDU355 ESL Methods |


| Other Major | Physical Education (2 credits) |
| :--- | :--- |
| 18 credits | 17 credits |

## *By the end of the summer, pass the ESL MTEL

## Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU311 Writing Workshop | Practicum |
| SOC316 Racial \& Cultural Groups | EDU360 Professional Seminar |
| Other Major |  |
| Other Major |  |
| Other Major or Elective |  |
| 15 credits | 12 credits |

## Back to top

## Teacher of Students With Moderate Disabilities

The teacher of students with moderate disabilities program at Elms College prepares teachers to work with students with moderate disabilities, PreK-8 or grades 5-12.
Candidates for licensure complete comprehensive coursework and related field experiences with students with moderate disabilities in schools and other appropriate settings. Elms College graduates are prepared to assume assigned roles and responsibilities required of the license, including instruction, assessment, individualized education plan (I.E.P.) development, collaboration, consultation, and liaison duties, as well as case management.

Prospective teachers of students with moderate disabilities will be able to:

- Implement appropriate instruction and strategies for students with mild to moderate disabilities, incorporating relevant curriculum frameworks.
- Apply theories and methodologies in assessing physical, emotional, intellectual, and social development in childhood and adolescence.
- Provide developmentally-appropriate learning experiences - especially language development experiences - that connect students' interests with their life experiences. Significant emphasis is place on language development, language acquisition, vocabulary development, multiple approaches to reading, and extending the relationship of writing and reading.
- Prepare, implement, and evaluate I.E.P.s and understand/demonstrate role responsibilities as case manager.
- Apply federal and state laws/regulations related to special education and serve as local resources to other agencies that might provide related services.
- Facilitate/collaborate in the design or modification of curriculum and instructional materials and support general education classroom environments for students with mild to moderate disabilities.
- Assist in preparing and monitoring students with moderate disabilities for appropriate general education classrooms.


## B.A. Degree

Major in Teacher of Students With Moderate Disabilities
(PreK-8) or (5-12)
Initial License in Teacher of Students With Moderate Disabilities
(PreK-8) or (5-12)
Major Requirements 54 credits
EDU 100 Introduction to Schooling and Education 3
EDU 108 Writing for Educators 3
PSY 214 Children's Learning and Development 3
EDU 304 Methods of Teaching Mathematics 3
EDU 385 Inquiry-based Science Methods 3
EDU 436 Social Studies Methods 3
EDU 498 Developing Language \& Literacy I 3
EDU 499 Developing Language \& Literacy II 3
EDU 311 Writing Workshop 3
EDU 319 Students with Special Needs 3
EDU 342 Assessment of Students 3
EDU 343 Models of Inclusion 3
EDU 438 No-Fault Classroom Management 3
OR
PSY 313 Psychology of Behavioral Management 3
EDU 360 Seminar in Professional Education 3
EDU 458A Teacher of Students with Moderate Disabilities (PreK-8), Initial Practicum 9
OR
EDU 468 Teacher of Students with Moderate Disabilities (5-12), Initial Practicum 9

## Four Year Course of Study: Moderate Disabilities (Pre-K-8) and (5-12)

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| MAT101 Pre-Algebra | MAT108 College Math |
| EDU108 Writing for Educators | ENG101 Rhetoric |


| HIS100 World History | Other Major |
| :--- | :--- |
| EDU100 Intro to Schooling \& Education | PSY214 Children's Learning \& Development |
| First Year Seminar | BIO124 General Biology |
|  | Physical Education |
| 16 credits | 17 credits |

*By the end of the summer, pass the Communication and Literacy MTEL
Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| PHY102 Physical Science \& Lab (4 cr.) | EDU304 Math Methods |
| MAT 106 Math for Educators | EDU385 Science Methods |
| HIS105 Early American History | EDU436 Social Studies Methods |
| EDU319 Students with Special Needs | ENG133 Critical Approaches to Literature |
| ECN211 Economics | HIS106 Modern American History |
|  | Art |
| 16 credits | 18 credits |

*By the end of the summer, pass the General Curriculum MTEL (PreK-8) or a subject matter MTEL
(English, Math, History, Biology: 5-12)

## Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU498 Developing Language \& Literacy I | EDU499 Developing Language \& Literacy II |
| Philosophy | EDU438 No-Fault Classroom Management |
| Foreign Language | Foreign Language |
| Other Major | Other Major |
| Other Major | Other Major |


| EDU342 Assessment of Students | EDU 343 Models of Inclusion |
| :--- | :--- |
| 18 credits | 18 credits |

*By the end of the summer, pass the Foundations of Reading MTEL Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| EDU311 Writing Workshop | Practicum |
| Religion | EDU360 Professional Seminar |
| Other Major |  |
| Other Major |  |
| EDU491 Educating English Language Learners |  |
| 15 credits | 12 credits |

## Non-Licensure Programs

## Education Studies

This is a major primarily designed for transfer students who do not have enough time in their program at Elms College to complete an entire licensure program within their undergraduate career. This is NOT a major designed to provide licensure. Students who would choose this major, although they may plan to teach at some point, will have to complete their licensure at the graduate level. They will also need to have completed at least 45 credits to be eligible to choose this major. This is NOT a major that can be elected by first year students.

## Requirements:

33 credits
EDU100, Intro to Schooling \& Education
EDU108, Writing for Educators
PSY214, Children's Learning \& Development
EDU319, Intro to Students with Special Needs
The other 21 credits ( 7 courses) are chosen with the student's advisor from courses in the licensure area to which the student eventually aspires. These courses would be at the 200-and-above levels.

## Minor

The Education Studies minor would be attractive to students who might want to explore the field of professional education, without committing to a licensure program.

## Requirements:

Education Studies would be an 18 credit minor, with the following requirements:

EDU100, Intro to Schooling \& Education
EDU108, Writing for Educators
PSY214, Children's Learning \& Development
EDU319, Intro to Students with Special Needs
The other 6 credits ( 2 courses) would be chosen with the student's advisor from courses in the licensure area to which the student might eventually aspire. These courses would be at the 200-and-above levels.

## Early Care and Education Major <br> Degree Completion Program: Greenfield Community College \& Berkshire Community College <br> (36 Credits)

This program is designed for individuals who are employed in the field of Early Care and Education, who do not wish to pursue a career as a licensed teacher in the public schools.
Prerequisites: An Associate's degree, with at least one course in each of the following fields:

- Child Development
- Students with Special Needs


## Major Courses:

- EDU 339 Writing in the Profession: ECE
- EDU318 Technology for Early Childhood Educators
- EDU204 Multicultural Children's Literature
- EDU338 Assessment of Young Children
- EDU337 Early Literacy and Bilingualism
- EDU327 Addressing Challenging Behaviors
- EDU 240 Intro to ASD - ECE
- EDU361 Advanced Case Studies in Child Psychology
- EDU 341 Inclusionary ECE Classrooms
- EDU362 Inquiry-Based Strategies for Teaching Math to Young Children
- EDU339 Health and Nutrition for Early Care \& Education
- EDU372 Nature \& Environment Curriculum: An Inquiry Approach
- EDU363 EEC Public Policy \& Advocacy
- EDU373 Capstone Seminar in Early Care and Education


## Education

EDU 100 Introduction to Schooling and Education (3)
This is an introductory course on the economic, historical, sociological, and pedagogical background of American education. It provides an understanding of present patterns of school organization, instructional designs, related services, and an insight into future developments.
EDU 108 Writing for Educators (3)
Educators of the twenty-first century must have a command of written communication. EDU 108
introduces prospective teachers to the demands of the profession in terms of written communication. Extensive skill practice and mastery are the hallmarks of this course. The course aims to teach students to become more conscious and aware of themselves as writers; to write clear and interesting prose; to defend and support their positions or beliefs in writing and in speech. Individual and group assistance on the mechanics of English (spelling, punctuation, capitalization) will be a major focus of this course.
EDU 204 Introduction to Multicultural Children's Literature (3)
Reading, and sharing multicultural stories with children is the focus of this course. Cultivating children's love of, and response to, quality literature will be a major theme. Educators will explore ways to use stories to create a respectful and responsive environment that embraces diversity and the cultural heritage, experiences, and languages of children. Critical examination of representations of race, ethnicity, class, gender and/or sexuality in texts for children will be conducted. Evaluation of children's books for stereotyping and bias will be an important focus. PSY 214 Children's Literature and Development (3)
An examination of the characteristics of children and adolescents who follow typical and atypical patterns of development is the focus of this course. It introduces students to theories of development and learning and looks at ways to observe learning experiences for students with a range of ability levels and learning styles. Ten hours of fieldwork required. Prerequisite for students in the pre-education sequence: EDU 100.

## EDU 304 Methods of Teaching Mathematics (3)

This course examines elementary and middle school math curricula ( $\mathrm{N}-9$ ) and includes opportunities for students to practice teaching math skills and concepts. Implementation of N.C.T.M. Standards and the Massachusetts Mathematics Curriculum Framework, use of concrete materials, and the importance of problem solving are emphasized. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 311 Writing Workshop (3)

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 minilessons 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 100, PSY 214.

## EDU 318 Technology for Early Childhood Educators (3)

Technology, as integrated into three aspects of an early care and education teacher's life, will be explored. The first aspect is the use of technology for the teacher's own learning. The second theme will explore the appropriate use of technology in instruction with young children. The third theme addresses current developments in assistive technology for very young children with special needs.

## EDU 319 Students with Special Needs (3)

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. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214.

## EDU 321 Curriculum for Early Childhood Inclusion Settings (3)

This course focuses on developmentally-appropriate practices, environments, activities, and materials for students with and without special needs in preschool and primary grades. It also 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. Twenty hours of fieldwork required in a public school preschool inclusion classroom accredited by the National Academy of Early Childhood Programs. Prerequisites: EDU 100, PSY 214, EDU 319.
EDU 327 Addressing Challenging Behaviors (3)
A leader in the field of early childhood is constantly interacting with others, some of whom are operating under difficult conditions. This course helps the practitioner to develop skillful approaches to dealing with difficult behaviors in children, parents, caretakers, staff, and others involved in the care and education of young children.

## EDU 330 Secondary Curriculum (3)

This course examines Frameworks-based curricula for secondary grades, as well as the culture of secondary schools as shaped by basic educational purposes, school governance structure, the presence of adolescents, successive reform movements, and divergent parental expectations. Comprehensive analyses are emphasized: How did secondary schools come to be the way they are, and should they remain that way? What forces have carved the present curriculum? Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 336 First and Second Language Acquisition (3)

The process of a typical child's acquisition of language will be outlined. Modifications to this process in children with special needs will be explored. The process of acquiring subsequent languages will be outlined in detail, with special emphasis on actions the home and school can take to support full bilingualism.
EDU 337 Early Literacy and Bilingualism (3)
After a thorough review of engaging methods to develop early literacy, students will learn methods for fostering biliteracy in a variety of languages. A search for bilingual/bicultural children's literature will be an integral part of this course.

## EDU 338 Assessment of Young Children (3)

Professional teachers are constantly assessing their young students' growth in all areas of development. This course outlines both formal and informal methods of observing and measuring the progress of young children in all areas of development. Current screening assessments will be explored in detail. EDU 339 Health and Nutrition for Early Care \& Education (3)
Three major themes will be explored in this course: (1) issues and information in the fields of health care and nutrition, (2) the application of this information to practices in early care and education settings, and (3) instructional techniques and ideas for incorporating sound health and nutrition practices into the early care and education curriculum.

## EDU 340 Writing in the Profession (3)

Early childhood educators in this course will refine their writing skills to produce accurate written records and clear, effective, and grammatically correct written communication to a variety of audiences:
staff, parent, the press, and agency officials.
EDU 342 Assessment of Students (3)
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 use of augmentative and alternative communication and other assistive technologies is a key focus area. Students learn to develop I.E.P. from assessment date. Five hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319. EDU 343 Models of Inclusion (3)
This course will explore various models of organizing services and for providing programming for students with moderate disabilities within the regular education classroom. Instructional strategies and techniques of inclusion along with practical suggestions for 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. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.
EDU 352 Issues in E.S.L./Bilingualism (3)
This course analyzes issues relating to bilingualism and the field 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 are studied, including those that integrate special needs and typical students. The crucial role of culture in the process of educating language minority students is a major focus. Prerequisites: EDU 100, PSY 214, EDU 319.
EDU 355 Methods in Teaching English as a Second Language (3)
E.S.L. methodologies are explored and demonstrated. Students learn to assess E.S.L. skills, to plan appropriate oral and written instructions, and to evaluate E.S.L. materials. Observation of E.S.L. methodology as implemented in classrooms is a central theme. Application of E.S.L. across the curricular areas of social studies, math, and science, plus the integration of special needs and typical E.S.L. learners, are explored. Ten hours of fieldwork required. Prerequisites: EDU 100, EDU 319, EDU 447.

## EDU 360 Seminar in Professional Education (3)

The intent of this seminar is to provide time for students to reflect on their student teaching experience. This course will provide opportunities for students to discuss with their colleagues their current classroom experiences. The seminar's focus is twofold: to assist the student with the development of his/her individual portfolio, and to discuss various current and important topics that impact teachers. Various pedagogical approaches will be used, including films, speakers, and group discussions. Prerequisites: All pre-practicum coursework and fieldwork for the license sought. This course must be taken only in conjunction with the initial practicum.

## EDU 361 Advanced Case Studies in Child Psychology (3)

Students in this course will collaboratively examine the physical, cognitive, linguistic, social, and emotional strengths and challenges of young children whose development is atypical. They will also work together to plan interventions that build on the resources in the family, school, and community. EDU 362 Inquiry-Based Strategies for Teaching Math to Young Children (3)
Since children's curiosity is a powerful motivation to learn, this course will focus on inquiry strategies and hands-on explorations of math materials. Building a foundation for children's later math skills will be emphasized, and a variety of hands-on materials will be explored.

## EDU 363 Public Policy and Advocacy (3)

Students will identify federal, state, and local public policies that have an impact on the lives of children and families. Subsequently, they will acquire skills to promote policies that support the development of strong families who can support the growth and development of children. EDU 370 Secondary Instruction (3)
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 required. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 372 Nature \& Environmental Curriculum: An Inquiry Based Approach (3)

This course introduces students to the schoolyard environment through observations, investigations, and the identification of some common plants and animals. Emphasis will be placed on the process of weaving natural history and environmental issues into the curricular areas of math, language arts, social studies, art, and music.

## EDU 373 Capstone Portfolio Seminar (3)

In this seminar, students will compile a portfolio that reflects their completion of activities that document their progress in the Quality Rating \& Improvement System (QRIS), a method to assess, improve, and communicate the level of quality in early care \& education settings.

## EDU 385 Inquiry-Based Science Methods (3)

This course introduces the inquiry approach to the teaching and learning of science, utilizing national and state standards for curriculum and instruction. The course emphasizes questioning methods and alternative assessment. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 416 Introduction to Technology in Education (3)

This course is an introduction to the world of computers and software, which provides the information and experience necessary to understand and integrate computers into the classroom. This course includes word processing, spreadsheets, the Internet, selection and evaluation of educational software, and computer issues in education.

## EDU 436 Social Studies Methods (3)

This course prepares teacher candidates to develop standards-based curriculum experiences in history, economics, political science, and geography for students PreK-Grade 8 for students with and without special needs and ELLs. While there is no fieldwork for this course, a visit to a field trip site will be necessary to prepare a lesson plan for a class visit. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 438 No-Fault Classroom Management (3)

Beyond the content standards and carefully crafted lessons, there is an entire set of skills and understandings that when mastered will guarantee that you will be a successful teacher of successful students; strategies which can be applied at any time of the year, at any grade level. This part I of a twopart course offers what experienced teachers learn after years in the classroom: proven strategies for organizing and managing a busy learning environment, the development of self-regulation and emotional control in children and adolescents, and how effective management and problem-solving can turn even the most hard-to-control students into willing collaborators in learning.
EDU 439 Literacy Across the Disciplines (3)
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 447 Bilingualism and Applied Linguistics (3)

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, E.S.L., foreign language, and reading classrooms is explored. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 491 Educating English Language Learners (3)

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). Prerequisites for licensure candidates-Undergraduate: EDU 100, PSY 214, EDU 319 and all relevant methods courses for the license sought. Graduate: EDU 600, EDU 620, EDU 519 and all relevant methods courses for the license sought.

## EDU 498 Language and Literacy Development I (3)

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 499 Language and Literacy II (3)

Part II of this course focuses on approaches to and classroom assessment of Fluency and Comprehension. Writings by Adams, Calkins, Clay, Fountas and Pinnell, and Cooper develop the topics that help teachers master the English Language Arts Framework. Prerequisite: EDU 498.

## All Undergraduate Initial Practicum (9)

The initial practicum is a full-time, twelve-week supervised experience, totaling a minimum of 360 hours of classroom teaching experience. During this time, students gradually assume the supervising practitioner's duties. They then spend almost four weeks assuming full responsibility for the classroom. Students demonstrate all competencies required of their particular license.
Students in the Early Childhood practicum spend 150 hours in a public preschool classroom accredited by the National Academy of the National Association for the Education of Young Children (NAEYC). This classroom must include children with and without special needs. Two hundred ten hours of the practicum are completed in a grade one or two classroom that adheres to the NAEYC's guidelines for developmentally-appropriate practices in the primary grades.

## Division of Humanities and Fine Arts

English, the fine and performing arts, foreign languages, history, philosophy, and religious studies make up the Division of Humanities and Fine Arts, whose mission is to educate the whole person and to prepare men and women to be knowledgeable, principled, creative, and responsible members of a local and a global society. Through its programs, the division is thus central to the mission of Elms College, which educates - in faith, in heart, in mind - the whole individual.
Beyond equipping a student with marketable tools for making a living, the division's goal is to prepare students for life in the 21st century as fully educated citizens who will have acquired:

- An understanding of religion as a vital element of the human experience.
- A comprehensive vision not only of the present and the past, but also of the evolution of ideas and ideals of our civilization and of other cultures.
- An understanding of the humanistic and artistic traditions of the world.
- The basic structure for a life of learning about themselves, their society, and the world at large.

Faculty Profiles
Tom Cerasulo, chair, Division of Humanities and 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.
Christopher Bakriges, lecturer in music
B.A., M.A., University of Detroit
M.A., Wesleyan University

Ph.D., York University
Dr. Bakriges is both a pianist and ethnomusicologist. His fields of interest include the impact of African American music in Europe, as well as global practices and processes of musical improvisation. He is active as a pianist, composer, and arranger, and regularly performs and presents at conferences around the country and in Europe.
Dan 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, and 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

Colrain 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. He directs programs at The Blue House, and runs the Visiting Writers series.
Nanci Sarisley Costanzo, associate professor of art
B.A., Central Connecticut State University
M.A.E., Rhode Island School of Design
C.A.G.S., European Graduate School, Leuk, Switzerland

Nanci Sarisley Costanzo has taught in public and private schools and colleges for the past 27 years. She received the Outstanding Arts Educator in Massachusetts Award by the Massachusetts Alliance for Arts Education. She was invited to present at the first People to People Art Education Delegation to the People's Republic of China and also participated and exhibited at the First Sino-American Conference on Women's Issues in Beijing, China. She is a painter and printmaker, and has exhibited extensively. She has received several awards for her paintings, and her work is in private and public collections in Connecticut, Massachusetts, Rhode Island, Washington D.C., New York, and Rome.
Peter DePergola, assistant professor of medical humanities
B.A., College of Our Lady of the Elms
M.T.S., Boston College,

Ph.D., Duquesne University
Dr. DePergola is a Clinical Ethicist in Residence and Chair of the Ethics Consultation Service at Baystate Health in Springfield, MA. He completed his doctoral dissertation in neuroethics. His research explores the relationship between autobiographical memory, emotional rationality, and narrative identity in light of contemporary capacities in neurocognitive manipulation, particularly as it relates to moral decision making.
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.

Joyce Hampton, Dean of Student Success and Strategic Initiatives, professor of English as a Second Language (E.S.L.)
B.S., University of Texas
M.Ed., Ed.D., University of Massachusetts

Dr. Hampton directs the English as a Second Language (E.S.L.) program, and is committed to seeing students improve their language proficiency in order to reach their goals. She directs the exchange program with the University of Kochi in Kochi, Japan and oversees the Asian Studies minor. Dr. Hampton has traveled extensively throughout Asia, and she strives to develop a more global perspective in all students through their educational journey at Elms College.
Laura McNeil, associate professor of history
B.A., Hampshire College
M.A., Ph.D., Boston College

Dr. McNeil teaches courses in European and world history, including survey and upper-level courses. She specializes in the histories of modern Ireland, modern Britain, and the British Empire. Her research interests presently center upon 19th century Irish democratic and revolutionary politics.

## Arthur Moses, lecturer in art

B.S., Springfield College

Arthur Moses has taught at Elms College for most of the last 40 years. He is an accomplished artist who specializes in creative sculpture, historical restoration, and the design and production of foundry products. Before teaching at the Elms, he taught in secondary schools for more than 23 years. In addition to teaching and managing his own art business, he is very active in his local town government.

## 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.
Damien Murray, associate professor of history
B.A., M.A., National University of Ireland at Maynooth

Ph.D., Boston College
Dr. Murray teaches courses in American history, including surveys and upper-level courses. He specializes in immigration, Irish-America, the progressive era, and transnational history. His book, Romanticism, Nationalism and Irish Antiquarian Societies, was based upon his master's thesis at NUI Maynooth. His present research interests center upon Irish-American nationalism and Catholic identity in Boston at the turn of the century. His articles have been published in Studies in American Culture, the Journal of American Ethnic History and Éire-Ireland.
Martin J. Pion, professor of religious studies
B.A., M.A., St. Michael's College

Ph.D., Andover Newton Theological School
Dr. Pion is versed in the fields of ethics, scripture, lay ministry, ecumenism, Jewish-Christian dialogue, and sacramental theology. He teaches, presents workshops and lectures, and serves on ethics committees and boards of medical organizations. He is also active with the Hatikvah Hol ocaust Education Center in Springfield, Massachusetts.
Reverend Warren J. Savage, lecturer in religious studies
Certificate of African Studies, University of Legon-Ghana,West Africa
B.A., Assumption College, Worcester
S.T.B., M.A., Gregorian University, Rome

Advanced Studies at The Center of Theological Inquiry, Princeton, New Jersey
Father Savage, a priest in the Springfield Diocese, is a professor in the permanent diaconate formation and lay ministry program, and president of Project Reach Out in Westfield, a community based diversity training and race relations program. Father Savage was a participant in the Northeast seminar of the Pastor Theologian Program sponsored by the Center of Theological Inquiry in New Jersey. He is Chaplain at Westfield State University and is a member of Spiritual Directors International, Academy of Homiletics and The Society of Christian Spirituality.
Reverend Mark S. Stelzer, associate professor of humanities
B.A., M.A., M.Div., St. John's Seminary
S.T.L, S.T.D., The Catholic University of America

Father Mark Stelzer is a native of the Diocese of Springfield and was ordained to the priesthood in 1983. He joined the Elms adjunct faculty in 1986 and has concurrently served in several pastoral and leadership positions on the diocesan level. From 1999 to 2003 he served as director of the Springfield Catholic Healthcare Chaplaincy. In November 2003, Father Stelzer was appointed acting president of Elms College, a position he held until June 2005. He now serves as college chaplain and associate professor of humanities. In addition to his responsibilities at the college, Father Stelzer is a chaplain and consultant at the Western Massachusetts Regional Women's Correctional Center in Chicopee.
Javier Venturi, lecturer in Spanish
B.A., Southeastern Louisiana University
M.A., Louisiana State University

Ph.D. (ABD), University of Massachusetts
Javier Venturi specializes in Spanish and Latin American literature, cinema, and Hispanic and Latino Studies. His primary academic interests are related to Spanish historical memory, gender, immigration, emigration and exile, hauntology, national identity construction, propaganda films and documentaries. He joined the Elms College modern languages department in fall 2010. Before teaching at Elms College, he taught Spanish and Italian at the University of Massachusetts, Amherst; and has taught Spanish at Amherst College and Louisiana State University. He served in Americorps at Southeastern Louisiana University from 1999 to 2000, volunteered for humanitarian relief as an interpreter/translator for the U.S. Army after Hurricane Mitch in Honduras in 1999, and served in the linguist battalion in the Louisiana Army National Guard. He is the curator of the Hispanic Heritage Month celebration at the college.

## Fine Arts

The mission of the Fine Arts Department echoes that of the Elms College. As an integral part of the liberal arts core, the department fosters an understanding of scholarship through the arts. It promotes the exploration of multicultural art forms and of the connections that exist between spirituality and the arts.
The Fine Arts Department reflects the college's mission to challenge students' creative response to the demands of their chosen careers; to develop the students' communication skills; to enhance critical and evaluative thinking; to appreciate the arts and humanities and to apply artistic and creative skills. Furthermore, the department encourages students to combine the fine arts with other career-oriented fields such as business, media, education, and human services. The program in art offers a major in fine arts. Courses in the major require a sequence as the prerequisite basis on which to advance in the major concentration.
Students selecting art as a minor follow an abbreviated 18 credit version that affords them studio practice in two and three-dimensional expression and the two semester survey of art history. Students may undertake internships to allow for working choices among local publishing and business enterprises, television stations, museums, galleries, newspapers, and design companies.
Students in the baccalaureate program in fine arts will have a deep understanding of the humanistic and artistic traditions of the world and will have the necessary skills to express it. They will:

- Acquire an understanding of the fundamental elements and principles common to all the visual arts.
- Relate the arts to other fields of knowledge.
- Develop creative and analytical skills.
- Acquire the fundamental skills and demonstrate ability to produce 2D and 3D art.
- Demonstrate an understanding of the various cultural heritages.
- Develop powers of observation, description, and interpretation of art.

| Major in Fine Arts <br> (Min. at Elms College: 24 cr. / Min. GPA: 2.0) |  |  |
| :---: | :---: | :---: |
| Major Requi | ments | 39 credits |
| Required: |  |  |
| ART 102 | Drawing and Design I | 3 |
| ART 104 | Drawing II | 3 |
| ART 201 | Painting I | 3 |
| ART 202 | Painting II | 3 |
| ART 208 | Design II | 3 |
| ART 213 | Art History Survey I | 3 |
| ART 215 | Art History Survey II | 3 |
| ART 318 | Printmaking I | 3 |
| ART 322 | Watercolor Painting | 3 |
| ART 340 OR | Pottery OR | 3 |
| ART 345 | Sculpture |  |
| ART 420 | Art Senior Thesis | 3 |
| Choose one | RT elective | 3 |
| Choose one a | t history elective at the 300 level | 3 |
| Minor Requirements |  | 18 credits |
| ART 102 | Drawing and Design I | 3 |
| ART 201 | Painting I | 3 |
| ART 213 | Art History Survey I | 3 |
| ART 215 | Art History Survey II | 3 |
| ART 340 OR | Pottery OR | 3 |
| ART 345 | Sculpture |  |
| Choose one | RT elective | 3 |

Major in fine arts suggested course sequence

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| IDS 101 First Year Seminar | Core Requirement (Suggest Math) |
| ENG 100 College Writing or ENG 101 Rhetoric | ENG 101 Rhetoric or Elective |
| Language | Language |
| ART 102 Basic Drawing \& Design I | ART 104 Drawing II |
| Core Requirement (suggest History) | Elective |
| 15 credits | 15 credits |
| Second Year |  |
| Core Requirement (suggest Science) | Core Requirement (suggest Religion) |
| Core Requirement (suggest Literature) | ART 208 Design II |
| ART 201 Painting I | ART 202 Painting II |
| ART 213 Art History | ART 215 Art History II |
| Elective | Elective |
| 15 credits | 15 credits |
| Third Year |  |
| Core Requirement (suggest Social Sciences) | Core Requirement (suggest Social Sciences, different discipline than fall) |
| Core Requirement (suggest Philosophy) | Art Elective |
| ART 318 Printmaking I | ART 345 Sculpture |
| Art History--300 level | Elective |
| Elective | Elective |
| 15 credits | 15 credits |
| Fourth Year |  |
| ART 420 Art Senior Thesis | ART 322 Watercolor Painting |
| ART 340 Pottery | Art Elective |
| Art History--300 level | Elective |
| Elective | Elective |
| Elective | Elective |
| 15 credits | 15 credits |
| Total Credits: 120 |  |

Asian Studies
The minor in Asian studies enables you to further your knowledge of this important region of the world through the study of language, culture, history, and religion.
This interdisciplinary minor provides a foundation for students to explore issues in areas such as politics, business, and education through a more global perspective, making it an ideal complement to either a professional or liberal arts major.
You can focus your study on either China or Japan, and participate in study abroad opportunities in either country, where you will be able to apply what you learn in real- life situations. Elms College is the only member of the Cooperating Colleges of Greater Springfield to offer an Asian studies minor.

| Minor Requirements | 18 credits |  |
| :--- | :--- | :---: |
| Required: <br> ENG 231 | East/West: Contemporary Collisions and <br> Collaborations | 3 |
| HIS 220 | Asian History | 3 |

## China:

IDS 223 China and the Chinese People 3
CHI 101 Novice Chinese I 3
CHI 102 Novice Chinese II 3
IDS 224 Study Abroad China 3

Japan:

| HUM 200 | Introduction to the Japanese People and | 3 |
| :--- | :--- | :--- |
|  | Culture |  |
| JPN 101 | Novice Japanese I | 3 |

JPN $102 \quad 3$
REL 214 OR World Religions: Eastern Traditions OR 3
REL 302 Spirituality of World Religions

## Dance

Jazz, modern dance, contemporary ballet, and dance survey may be used as electives in fulfillment of the arts component of the core curriculum. At the discretion of the fine arts department, students majoring in art may elect two courses in dance, music, or theater as part of their major requirement. Students whose minor is art may elect one course from the above areas as part of their minor requirement.

## English

The Department of English offers a program of study that develops writing and speaking skills, fosters a critical and historical understanding of the English language and its literature, and instills a knowledge of current theories of interpretation of texts.
Complementing these goals, the program also makes a concerted effort to provide students with a foundation in the humanistic tradition in literature by exploring ethical, moral, and metaphysical questions concerning what it is to be human and what it means to be humane. Majoring in English at the Elms, at its core, offers students excellent preparation for life, as well as for a living.
All students in the baccalaureate program in English will:

- Experience the reading of literature drawn from the full spectrum of periods and genres, written by authors from a range of social, ethnic, and national origins.
- Acquire a critical and historical knowledge of the methodologies of reading and interpretation that can be used to interpret texts.
- Write in several modes for different audiences and purposes with an awareness of the implications - social and theoretical - these shifts raise.
- Develop communication strategies applicable to a wide range of career options.

In an ever-changing world, the skill set possessed by English majors will always remain in demand. Over the years, program graduates have demonstrated the value of a liberal arts grounding in clear writing, critical and analytic thinking, and literary appreciation by going on to successful careers in law, journalism, the arts, business, and education.

## Bachelor of Arts Degree <br> Major in English

(Min. at Elms College: 15 cr. / Min. GPA: 2.0)
Major Requirements 30 credits
Required:
ENG 133 Critical Approaches to Literature 3

ENG 201 World Literature I 3
ENG 202 World Literature II 3
ENG 381 American Literature I 3
ENG 382 American Literature II 3
ENG 392 Advanced Writing 3

## Choose four:

Choose upper-level (200+) English courses in consultation 12 with an English faculty advisor

## Portfolio:

During this coursework, the student is responsible for assembling a portfolio of written work representing six of the following areas:

- Medieval Literature
- Renaissance Literature
- Restoration-18th Century British Literature
- 19th Century British Literature
- 20th Century British Literature
- 21st Century British Literature
- Colonial and Federalist American Literature
- 19th Century American

Literature

- 20th Century American


## Literature

- 21st Century American Literature
- World Literature
- Theater/film/television criticism
- Journalism
- Creative Writing
- A Theoretical Approach

Vinor Requirements
18 credits

## Required:

ENG 133

Choose two:
6
ENG 201 World Literature I
ENG 202 World Literature II
ENG 381 American Literature I
ENG 382 American Literature II

## Choose three:

## 9

Choose upper-level (200+) English courses in consultation with an English faculty advisor

Major in English with a writing concentration
(Min. at Elms College: 15 cr. / Min. GPA: 2.0)
Major Requirements
36 credits
Required:
ENG 133 Critical Approaches to Literature 3
ENG 201 World Literature I 3
ENG 202 World Literature II 3
ENG 381 American Literature I 3
ENG 382 American Literature II 3
ENG 392 Advanced Writing 3

Choose two:
Choose upper-level (200+) English literature courses in 6
consultation with an English faculty advisor

Choose four:
Choose upper-level (200+) writing courses in consultation 12 with an English faculty advisor

## Portfolio:

During this coursework, the student is responsible for assembling a portfolio of written work representing six of the following areas:

- Medieval Literature
- Renaissance Literature
- Restoration-18th Century British Literature
- 19th Century British Literature
- 20th Century British Literature
- 21st Century British Literature
- Colonial and Federalist American Literature
- 19th Century American

Literature

- 20th Century American

Literature

- 21st Century American Literature
- World Literature
- Theater/film/television criticism
- Journalism
- Creative Writing
- A Theoretical Approach

Major in English suggested course sequence

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| IDS 101 First Year Seminar | ENG 133 Critical Approaches to Literature |
| ENG 100 College Writing or ENG 101 Rhetoric | ENG 101 Rhetoric or Elective |
| Language | Language |
| Core Requirement (suggest Math) | Core Requirement (suggest History) |
| Core Requirement (suggest Art) | Core Requirement (suggest Science) |
| 15 credits | 15 credits |
| Second Year |  |
| Core Requirement (suggest Social Science) | Core Requirement (suggest Social Sciences, different discipline than fall) |
| Core Requirement (suggest Religion) | Core Requirement (suggest Philosophy) |
| ENG 381 American Literature I | ENG 382 American Literature II |
| Electives (6 credits) | English elective - 200 level |
|  | Elective (suggest Art History) |
| 15 credits | 15 credits |
| Third Year |  |
| ENG 201 World Literature I | ENG 202 World Literature II |
| ENG 392 Advanced Writing (if offered) OR English elective - 200 or 300 level | English elective - 300 level |
| Elective (9 credits) | Elective (9 credits) |
| 15 credits | 15 credits |
| Fourth Year |  |
| ENG 392 Advanced Writing (if not completed already) OR English elective - 200 or 300 level | English elective - 300 level |
| Elective (12 credits) | Elective (12 credits) |
|  | Portfolio |
| 15 credits | 15 credits |
| Total Credits: 120 |  |

Major in English with a writing concentration suggested course sequence

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| IDS 101 First Year Seminar | ENG 133 Critical Approaches to Literature |
| ENG 100 College Writing or ENG 101 Rhetoric | ENG 101 Rhetoric or Elective |
| Language | Language |
| Core Requirement (suggest Math) | Core Requirement (suggest History) |
| Core Requirement (suggest Art) | Core Requirement (suggest Science) |
| 15 credits | 15 credits |
| Second Year |  |
| Core Requirement (suggest Social Science) | Core Requirement (suggest Social Sciences, different discipline than fall) |
| Core Requirement (suggest Religion) | Core Requirement (suggest Philosophy) |
| ENG 381 American Literature I | ENG 382 American Literature II |
| Electives (6 credits) | English elective - 200 level |
|  | Upper-level writing course |
| 15 credits | 15 credits |
| Third Year |  |
| ENG 201 World Literature I | ENG 202 World Literature II |
| ENG 392 Advanced Writing (if offered) OR English elective - 200 or 300 level | English elective - 300 level |
| Upper-level writing course | Upper-level writing course |
| Electives (6 credits) | Electives (6 credits) |
| 15 credits | 15 credits |
| Fourth Year |  |
| ENG 392 Advanced Writing (if not completed already) OR English elective - 200 or 300 level | English elective - 300 level |
| Upper-level writing course | Upper-level writing course |
| Independent Study/Internship | Independent Study/Internship |
| Electives (6 credits) | Electives (6 credits) |
|  | Portfolio |
| 15 credits | 15 credits |
| Total Credits: 120 |  |

## History

The History Department believes that historical perspective is crucial to a wider understanding of the challenges facing individuals, communities, and societies in the modern world. Our history program encourages students to evaluate historical events with a critical mind and understand how our society has developed and interacted with other parts of the world.
Departmental offerings allow students to interpret and critically analyze the past by providing foundational courses in American and Western history, and specialized courses that cut across geographical studies and address the broader themes and issues. Although its area of specialization is western history, the department is committed to providing its majors with access to non---Western histories and courses that reflect the multicultural nature of modern society.
By developing respect for other cultures and their contributions to the world, students become better citizens globally and in their own communities. In accordance with the college's mission statement, we challenge students to embrace change with confidence, and we believe that, by understanding the past, our students can effect positive changes in the community and in the world.
Students in the history program will:

- Develop a clear sense of historical time.
- Interpret and critically analyze the past.
- Demonstrate ability in doing historical research.
- Understand the principles and characteristics of historically important economic systems.

| Bachelor of Arts Degree |  |  |
| :---: | :---: | :---: |
| Major in History |  |  |
| (Min. at Elms College: 15 cr. / Min. GPA: 2.5) |  |  |
| Major Requirements |  | 33 credits |
| Required: |  |  |
| HIS 100 OR | World History to 1500 OR | 3 |
| HIS 108 | World History Since 1500 |  |
| HIS 105 | Early American History | 3 |
| HIS 106 | Modern American History | 3 |
| HIS 410 | History Senior Seminar | 3 |
| Choose seve |  | 21 |
| Choose history courses in consultation with a history faculty advisor |  |  |
| Minor Requ | ements | 18 credits |
| Choose six: |  | 18 |
| Choose histo faculty advis | y courses in consultation with |  |

Major in history suggested course sequence

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| IDS 101 First Year Seminar | Elective or Core Course |
| ENG 100 College Writing or ENG 101 Rhetoric | ENG 101 Rhetoric or Elective |
| Language | Language |
| HIS 100 World History to 1500 | HIS 108 World History Since 1500 |
| HIS 105 Early American History | HIS 106 Modern American History |
| 15 credits | 15 credits |
| Second Year |  |
| Any two history courses (6 credits) | Any two history courses (6 credits) |
| Three electives or Core Courses (9 credits) | Three electives or Core Courses (9 credits) |
| 15 credits | 15 credits |
| Third Year |  |
| Any history course | Any history course |
| Four electives or Core Courses (12 credits) | Four electives or Core Courses (12 credits) |
| 15 credits | 15 credits |
| Fourth Year |  |
| HIS 410 History Senior Seminar | Five electives or Core Courses (12 credits) |
| Four electives or Core Courses (12 credits) | Portfolio |
| 15 credits | 15 credits |
| Total Credits: 120 |  |

## Irish Studies

The Irish Studies minor is an interdisciplinary program, designed to complement either a professional or liberal arts major. The program includes courses on Irish and Irish--American history, Irish language, and literature. We also offer opportunities for students to study in Ireland. In addition to course offerings, students will benefit from a close relationship with the Irish Cultural Center of Western New England (ICC) which helps bring some of the most prominent Irish scholars, politicians, and cultural figures to the college.

| Minor Requirements | 18 credits |  |
| :--- | :--- | :---: |
| Choose six: |  | 18 |
| IDS 205 | Irish American Urban Experience |  |
| HIS 208 | Introduction to Irish Culture |  |
| HIS 330 | Discovering Ireland |  |
| HIS 326 | Modern Britain |  |
| HIS 331 | Northern Ireland and the Troubles |  |
| HIS 333 | The American Irish |  |
| HIS 334 | Modern Ireland |  |
| IRI 101 | Novice Irish I |  |
| IRI 102 | Novice Irish II |  |

Other courses may be offered to fulfill the minor credit requirements.
Consult the department for more details.

Music
One of the core objectives of the music curriculum is to guide the student to a deeper understanding and appreciation of music in its aesthetic, cultural, and social contexts. Music courses may be chosen to fulfill core curriculum requirements for the arts. To satisfy this requirement, students must earn a total of at least three credits. The Division of Humanities and Fine Arts offers a minor in music consisting of 18 credits.
To accomplish this, courses are offered:

- to develop performance proficiency in an instrument
- to develop theoretical, historical perception as well as cultural sensitivity



## Philosophy

For many centuries, people have searched to find the answers to their questions regarding the origin and meaning of life, the nature of the world and the way we perceive it, individual rights and social obligations, ethical ways of behavior, logical thinking, and the existence of God. Philosophy is the field of study that examines these and similar questions through dialogue and thought. Philosophy is also the history of these questions and of the answers proposed by many famous philosophers. Philosophy is one of the central disciplines of the liberal arts, and nearly all other fields have a philosophical foundation. There are philosophies of art, religion, history, and science, to name a few. As an accompaniment to a student's chosen major, the minor in philosophy also aims to enrich the experience of the major by adding philosophy's analytical perspective.
Students who minor in philosophy will:

- Acquire an understanding of philosophy that deepens and builds upon the foundational core requirement
- Develop experience in analytical thinking
- Explore different schools of thought and varied perspectives on philosophical issues

| Minor Requirements | 18 cred |
| :--- | :---: |
| Required: |  |
| PHI $100 \quad$ Introduction to Philosophy | 3 |
| PHI $101 \quad$ Critical Thinking | 3 |
| Choose four: | 12 |
| Choose philosophy courses in consultation with a <br> philosophy faculty advisor |  |

## Religious Studies

The missions of Elms College and of the Religious Studies Department complement each other. The department functions from the belief that the teaching of the Christian faith begins and ends with the person, Jesus Christ. The Religious Studies Department seeks to stimulate an understanding of religion as a vital element of the human experience. To achieve this goal, courses are offered that help the student reflect on the faith and experience of the Christian community, not in isolation, but in relation to other faiths and world visions. On the undergraduate level, both a major and minor are offered in religious studies.
Students in the baccalaureate program in religious studies will:

- Demonstrate that they value the human search for meaning embodied in all religious faiths.
- Deepen their reflective skills and bring religious ideas to bear on contemporary life issues.
- Acquire research skills necessary to locate and work with primary and secondary religious resource materials.
- Be able to demonstrate knowledge of the major religious traditions of the world.
- Be able to demonstrate knowledge of the major areas of Christian theology.
- Acquire the scholarly and critical tools required for further study in graduate school and in other related professional careers.
- Maintain a portfolio with representative work of their coursework


Major in religious studies suggested course sequence

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| IDS 101 First Year Seminar | REL 202 Sacraments |
| ENG 100 College Writing or ENG 101 Rhetoric | ENG 101 Rhetoric or Elective |
| Language | Language |
| REL 101 Contemporary Catholicism | REL 204 Ethics |
| Elective or Core Course | Elective or Core Course |
| 15 credits | 15 credits |
| Second Year |  |
| REL 208 Hebrew Scriptures | REL 210 Christian Scriptures |
| Elective or Core Courses (12 credits) | REL 212 Images of Jesus |
|  | Elective or Core Courses (9 credits) |
| 15 credits | 15 credits |
| Third Year |  |
| World religion course (REL 214, 215 or 302) | Religious studies elective |
| REL 306 The Church | Elective or Core Courses (12 credits) |
| Elective or Core Courses (9 credits) |  |
| 15 credits | 15 credits |
| Fourth Year |  |
| REL 326 A Reasoned Faith | REL 417 Spiritual Journey |
| Religious studies elective (6 credits) | Elective or Core Courses (12 credits) |
| Elective or Core Courses (6 credits) | Portfolio |
| 15 credits | 15 credits |
| Total Credits: 120 |  |

## Spanish

From Spain to Latin America, the Caribbean, and the United States, Spanish is one of the most widely spoken languages today. Combining Spanish with a professional field such as nursing, criminal justice, communication science disorders, psychology, education, social work, and business will empower students to work and effect positive changes in their communities and in the Hispanic world.
The Spanish program supports Elms College's focus on an undergraduate education in the liberal arts and its commitment to an ethical value system emphasizing inclusiveness, respect for the individual, and service to others. The in--depth study of a language other than one's own has traditionally been an important element of a Catholic liberal arts education. It opens up the individual's experience to a multicultural vision of the world and to a diversity of value systems, past and present, through the study of cinema, literature and culture courses. Students in this field will develop cross--cultural awareness as well as advanced proficiency in the language preparing them to be professionally effective in a multicultural, multilingual society.
The major in Spanish consists of a minimum of 30 credits if the student is a heritage student or studies abroad for a full summer, a semester or a year - or 36 credits otherwise. At the end of the program, the student must

- Demonstrate an Advanced Low level of proficiency and fluency in the oral, aural, and written forms of the language. Students will demonstrate this level of proficiency by taking the STAMP 4 S test offered online by Avant Assessment and a portfolio.
- Achieve cultural proficiency demonstrated by the portfolio.
- Read with understanding and enjoyment, and be able to analyze literary and cinematic works in Spanish. The student will demonstrate this with the portfolio.
- Acquire the scholarly and critical tools necessary for research and further study in graduate school, their related careers, or independently. This will be demonstrated in the portfolio.


## Bachelor of Arts Degree Major in Spanish

(Min. at Elms College: 15 cr. / Min. GPA: 2.5)

| Major Requirements | $30 *-36$ <br> credits |
| :--- | :--- |

Required:
SPA 220 Spanish Conversation I 3

SPA 226 Reading and Composition 3
SPA 321 Spanish Conversation II 3
SPA 323 Advanced Grammar and Composition 3

Choose three: 9
SPA 301 Literature \& Civilization of Spain I
SPA 302 Literature \& Civilization of Spain II
SPA 303 Literature \& Civilization of Latin America I
SPA 304 Literature \& Civilization of Latin America II

Choose five**:
Choose two Spanish literature/cinema courses in 6 consultation with a Spanish faculty advisor. These will satisfy the core literature requirement as well.

Choose three Spanish elective courses in consultation with 9* a Spanish faculty advisor

Minor Requirements 18 credits

Required:
SPA 220 Spanish Conversation I 3
SPA 226 Reading and Composition 3

Choose four:
12
Choose Spanish elective courses in consultation with a Spanish faculty advisor.
*Native speakers and students who demonstrate an advanced-high level in the Spanish language may be exempt from six elective credits.
** Only three credits in a Hispanic culture course taught in English may count towards the major for nonnative speakers; up to six credit hours may be counted for native/heritage speakers.

Major in Spanish suggested course sequence

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| IDS 101 First Year Seminar | HIS History |
| ENG 100 College Writing or ENG 101 Rhetoric | ENG 101 Rhetoric or Elective |
| SPA 220 Spanish Conversation I | SPA 226 Reading \& Composition |
| MAT 108 College Math | PHI Philosophy |
| Science | REL Religious Studies |
| 15 credits | 15 credits |
| Second Year |  |
| Literature and civilization course (SPA 301-304) | Literature and civilization course (SPA 301-304) |
| SPA 321 Spanish Conversation II | SPA 323 Advanced Grammar and Composition |
| Social Sciences | SPA Elective |
| Art | Electives (6 credits) |
| Elective |  |
| 15 credits | 15 credits |
| Third Year |  |
| Semester abroad recommended OR |  |
| Literature and civilization course (SPA 301-304) | Literature and civilization course (SPA 301-304) |
| SPA 445* Literature \& Cinema OR <br> HUM 215* International Film (both taught in English) | Social Sciences |
| SPA 412 Hispanic Cultures in the USA OR SPA 425 Latina Literature (both taught in English) | Electives (9 credits) |
| Electives (6 credits) |  |
| 15 credits | 15 credits |
| Fourth Year |  |
| SPA 4XX* Literature | SPA 305 Translation |
| SPA Elective | SPA Elective |
| Electives (9 credits) | Electives (9 credits) |
|  | Spanish Portfolio |
| 15 credits | 15 credits |
| Total Credits: 120 |  |

*Satisfies the core literature requirement.

Theatre
Theatre courses allow students to explore their interest in theatre. Theatre courses may be used as electives in fulfillment of the arts component of the core curriculum. At the discretion of the Fine Arts Department, students majoring in art may elect two courses in dance, music, or theater as part of their major requirement. Students whose minor is art may elect one course from the above areas as part of their minor requirement.

# Division of Natural Sciences, Mathematics and Technology 

The Division of Natural Sciences, Mathematics, and Technology consists of the Departments of Biology, Chemistry, Mathematics, Computer Information Technology and Digital Communications. The mission of the division is to educate men and women so as to acquire a solid scientific, mathematical, and technological knowledge base; proficiency in scientific inquiry; and the ability to be a lifelong learner. The natural outcome for the student will be an education for life and an education for a career in science, mathematics, or technology.

The Division of Natural Sciences, Mathematics, and Technology prepares its graduates to succeed in professional fields within biology, chemistry, mathematics, computer information technology, social media, and science or math education, or to pursue postgraduate education. This is done by focusing on the student's need to master content knowledge within and outside their chosen discipline, as well as to develop analytic skills, communications skills, computational skills, leadership skills, and a professional awareness of his or her career field.

Specifically, the division is committed to providing an excellent education in our majors by helping students to acquire:

- Fundamental knowledge in their content areas.
- The ability to acquire and critically analyze information.
- The ability to draw connections among different areas of their majors and the liberal arts.
- The ability to effectively communicate knowledge and ideas to others both within and outside the majors of the division. To achieve our mission, the goals of the Division of Natural Sciences, Mathematics, and Technology are to:
- Provide courses for the comprehensive majors.
- Provide experience in scientific inquiry.
- Foster the writing and communication of natural sciences, mathematics, and technology.
- Provide appropriate courses for non-division majors.
- Contribute to teacher education.
- Provide effective student advising.


## Back to top

## Faculty Profiles

Goose Berkovitz-Gosselin, chair, Division of Natural Sciences, Mathematics, and

Technology, associate professor of computer information technology
B.F.A., M.Ed., Ed.D., University of Massachusetts

Dr. Gosselin is an educator, multimedia developer, and graphic artist. His research interests include graphic user interface design, digital graphic design perceptions of multimedia users, and computer strategy and board game design.

Kevin Berry, associate professor of mathematics
B.S., Case Western Reserve University M.S.,

Ph.D., Stevens Institute of Technology
Dr. Berry's research interests include combinatorial group theory and dynamic programming.

Jill Bigos, lecturer in biology and chemistry
B.A., Elms College
M.S., Bay Path College

Jill Bigos received her Master's degree in Forensic Science. Her interests include the forensic applications of biochemistry and the expansion of STEM education for undergraduates.

Walter C. Breau, Vice President of Academic Affairs, associate professor of biology B.S., M.S., University of Massachusetts

Ph.D., Colorado State University
Dr. Breau's interests include virus receptor interactions, regulation of gene expression, molecular biology, and science/technology education.

Dennis Drake, associate professor of chemistry
B.S., University of Denver

Ph.D., University of Kansas
Dr. Drake's research interests are in environmental and organic chemistry.

Beryl Hoffman, assistant professor of computer information technology
B.A., Wellesley College
M.S.E., Ph.D., University of Pennsylvania

Dr. Hoffman's research interests include artificial intelligence, computational linguistics, and educational technology.

Nils Pilotte, lecturer in biology
B.A., Elms College
M.S., Smith College

In addition to his responsibilities as an instructor of anatomy and physiology, Nils actively conducts molecular biology research involving neglected tropical parasitic diseases. Working closely with scientists and doctors at the National Institutes of

Health, Nils has trained local scientists in Tanzania to conduct molecular diagnostic testing and has contributed to multiple publications.

Nina Theis, assistant professor of biology
B.A., Oberlin College

Ph.D., Stony Brook University
Dr. Theis' research focuses on the ecology of fragrance production from flowers, and strives to understand the invisible forces that drive interactions among plants, pollinators, and herbivores.

Janet B. Williams, associate professor of biology, Premedical/PreHealth Advisor B.A., Rider University
M.S., Ph.D., University of Massachusetts

Dr. Williams has spent 10 years as a full time scientist/researcher at a biotechnology company in Massachusetts. Prior to coming to Elms College, Janet worked as a molecular biologist. Her research included cloning, sequencing, and expression of bacterial restriction-modification systems. Janet's current research involves a metagenomic study of the equine intestinal tract. This research spans many different disciplines including molecular biology, bioinformatics, genomics, parasitology and microbiology and provides plenty of opportunities for undergraduate research.

Mary L. Wright, S.S.J., professor of biology
B.A., Elms College
M.S., University of Detroit

Ph.D., University of Massachusetts
Sister Mary's teaching and research interests focus on developmental endocrinology, with specific reference to the interactions of hormones, such as melatonin, with the thyroid hormones that induce tadpole metamorphosis.

## Adjunct Faculty in Natural Sciences, Mathematics, and Technology

## Walter Bizon, adjunct

B.S., University of Massachusetts
M.A.T., C.A.G.S., Elms College

Walter Bizon has taught chemistry at Chicopee High School for the past 19 years. He joined the Elms College staff as an adjunct in 2007.

## Brandon Butcher, adjunct

Brandon Butcher is the chief meteorologist for CBS 3-Springfield, and a certified broadcast meteorologist. Previously, Brandon worked for more than six years as the chief meteorologist at WDTV in Clarksburg, West Virginia. He is the winner of 2 EMMYs, including this year's "Best Weather Talent" in the New
England region. He has also earned awards from the Associated Press and the West

Virginia Association of Broadcasters, and Television Seals of Approval from both the American Meteorological Society and the National Weather Association.

## Laura Coulombe, adjunct

B.A., Elms College
M.S., Bay Path College

Laura Coulombe is a part time educator as well as a web and graphic designer. Her research interests include the implications of social media in the business industry as well as continuing study into the evolving skills and techniques of the web, graphic and video game design industries.

John Mruk, adjunct
B.A., Westfield State College
M.S., Trinity College

After teaching for 19 years at Chicopee High School, Professor Mruk left to become Mathematics Department chair at Ellington High School, where he was responsible for the mathematics curriculum for grades 7 to 12 .

## Coral Ruggiero, adjunct

## B.A., Elms College

Coral Ruggiero has been teaching in public high schools since her graduation from Elms College. She also serves as the statistician for the Academic Resource Center at the Elms. She is an active member of the Windsor Locks Fire Department Ladies Auxiliary, and is pursuing an M.B.A. from Nichols College.

Anthony Sarnelli, adjunct B.S.,
University of Massachusetts M.S.,
Union College
Anthony Sarnelli worked for General Electric as a research polymer chemist for four years. He taught high school chemistry for 33 years at Granby High School, and came to Elms College as an adjunct in the fall of 2006.

## Ronald B. Woodland, adjunct

B.S., M.S., University of Massachusetts

Ronald Woodland is a science teacher and director of the Bassett Planetarium and Wilder Observatory at Amherst College. He is also owner of Astronomy for All, and trainer for Learning Technologies, Inc., makers of STAR LAB.

## Biology

The mission of the Biology Department is consistent with the mission of the college. The program is based in the tradition of the liberal arts, and provides the student with a broad theoretical and experimental education in the major areas of biology. Students
fulfilling the requirements for the biology major are well prepared upon graduation to enter the biology field in research or teaching, or to enter graduate programs of study in the fields of research and/or clinical medicine or veterinary medicine.

## Back to top

## Biology

(Min. at Elms College: 18 cr. / Min. GPA: 2.5)

## Minor in Biology (24 Credits)

Students electing biology as a minor field of concentration must take 24 semester hours chosen from the department course offerings in consultation with a faculty member from the department. The choice of courses will be related to the student's major and subsequent career goal.

## Biology Teacher Preparation

The Biology Department has a long tradition of success in preparing students for the teaching of biology. Acquisition of in-depth and accurate knowledge of biological concepts goes hand-in-hand with training in education theory and teaching techniques. Thus, student teachers receive excellent preparation for a career where there is a critical need throughout the country for teachers of science. The college has received the requisite approval of the Interstate Certification Compact so that biology majors who have satisfactorily completed the teacher training sequence are, upon graduation, certified in most states to teach biology
at the secondary school level. Students in the secondary teacher preparation program take a double major in biology and education. Students preparing for elementary, early childhood, or middle school certification may major in biology or natural science, as well as education.

## Bachelor of Arts Degree

## Major in Biology/Education

(Min. at Elms College: 18 cr. / Min. GPA: 2.5)
NOTE: Education majors need a minimum of 2.8 GPA in that major.
Major Requirement Courses: 67 credits
BIO 110 Environmental Biology 4 credits
BIO 123 General Biology I 4 credits
BIO 124 General Biology II 4 credits
BIO 301 Developmental Biology
4 credits
BIO 321 Genetics
BIO 404 Biology Seminar

4 credits
3 credits

An additional 14 credits of Biology electives must be taken to fulfill the major requirement.

TOTAL BIOLOGY CREDITS REQUIRED FOR THE MAJOR: 37

Other Science of Math Courses Required for the Biology Major:
CHE 121 General Chemistry I 4 credits
CHE 122 General Chemistry II 4 credits
CHE 211 Organic Chemistry I 4 credits
CHE 212 Organic Chemistry II 4 credits
PHY 105 General Physics I 4 credits
PHY 106 General Physics II 4 credits
Math Elective (one course in Statistics recommended) 6 credits

TOTAL CREDITS: 30

Proposed Sequence of Courses for Chemistry and Math / Science Major

## First Year

| Spring | Fall |
| :--- | :--- |
| BIO 124 General Biology II, Lecture \& Lab | BIO 123 General Biology I, Lecture \& Lab |
| (4 Cr) | $(4 \mathrm{Cr})$ |
| CHE122 General Chemistry II, Lecture \& |  |
| Lab (4 Cr) | Lab (4 Cr) |

## Second Year - Even Years

| Spring | Fall |
| :--- | :--- |
| CHE 212 Organic Chem II, Lecture \& Lab | BIO 110 Environmental Bio*, Lecture \& Lab |
| $(4 \mathrm{Cr})$ | $(4 \mathrm{Cr})$ |
|  |  |
|  | Lab (4 Cr) |

Second Year - Odd Years

| Spring | Fall |
| :--- | :--- |
| CHE 212 Organic Chem II, Lecture \& Lab | BIO 301 Developmental Bio, Lecture \& Lab |
| (4 Cr) | $4 \mathrm{Cr})$ <br>  <br>  <br>  <br>  <br>  <br>  <br> Lab (4 Cr) |

Third Year or Fourth Year - Even Years

| Spring | Fall |
| :--- | :--- |
| BIO 404 Biology Seminar-3 credits |  |
| PHY 106 General Physics II, Lecture \& | Lab (4 Cr) |
| Lab (4 Cr) | BIO 321 Genetics, Lecture \& Lab (4 Cr) |
|  |  |
|  | Lab (4 Cr) |

Third Year or Fourth Year - Odd Years

| Spring | Fall |
| :--- | :--- |
| BIO 404 Biology Seminar, 3 credits |  |
| PHY 106 General Physics II, Lecture \& | Lab (4 Cr) |
| Lab (4 Cr) |  |
|  | Lab (4 Cr) |

* BIO 110 Environmental Biology can be taken at anytime depending on availability.
** Please be advised that students that plan to double major Biology/Chemistry should plan to take General Physics I and II (PHY 105/106) during their second (sophomore) year.


## Back to top

## Bachelor of Arts Degree <br> Major in Natural Science/Elementary Education

(Min. at Elms College: 18 Cr. / Min. GPA: 2.5)
NOTE: Education majors need a minimum of 2.8 GPA in that major.
Students electing the natural science/elementary education major should take a combination of biology (BIO), physical science (CHE, PHY), and mathematics (MAT) courses for a total of 43 credits, including core courses in science and math. A minimum
of two CHE, two PHY, two BIO, and two MAT are required.
At least three courses should be at the 300 level or higher.

## Major Requirements 43 credits

Science and math courses that may be chosen to meet the 43-credit requirement are:
BIO 105 Human Applications 3
BIO 110 Environmental Biology 4
BIO 221 Microbiology 4
BIO 226 Cell Biology 4
BIO 321 Genetics 4
BIO 326 Molecular Biology 4 CHE
103 The World of Molecules 3 CHE
121 General Chemistry I 4 CHE
122 General Chemistry II 4 CHE
338 Instrumental Analysis 4 PHY
102 Matter and Motion 3 PHY 104
Astronomy 3
PHY 109 Earth and Space Science 3
MAT 108 College Mathematics 3
MAT 120 Elementary Functions 3
MAT 131 Differential Calculus 3
MAT 132 Integral Calculus 3

## Liberal Arts Major with a Concentration in Biological Science

Students electing this major are required to take a total of 36 credits: 18 to 24 may be taken in biology, and 12 to 18 in one or more related disciplines. Students with very specific career goals may find that such an interdisciplinary major offers the best preparation. Biology Department advisors will be happy to work closely with students in combining biology with another discipline.

## Pre-Medical/Health in Preparation for Medical, Dental, Physician Assistant, Physical Therapy, Optometry, Chiropractic, or similar professional health programs:

Students can prepare for admission to health professional schools by majoring in any subject, however they must include prerequisite courses in their curriculum to meet the minimum requirements for entrance into professional school.

Medical and health professional school programs have specific requirements that need to be satisfied before the student applies to the program. The premedical/prehealth advisor has information on different program requirements. Students should familiarize themselves with the requirements of the program(s) to which they are applying. Students should have regular consultations with the premedical/prehealth advisor to
ensure all mandatory requirements are being met.
Science Requirements:

- BIO 123-124 General Biology I and II
- CHE 121-122 General Chemistry I and II
- PHY 105-106 General Physics I and II


## Science Recommendations:

- BIO 336 Biochemistry
- BIO 321 Genetics
- BIO 326 Molecular Biology
- BIO 215-216 Anatomy and Physiology I and II
- BIO 221 Microbiology


## Math Requirements:

- 2 semesters of Math (6 credits)
- A course in Statistics is strongly recommended


## Math Recommendations:

- MAT 109 Elementary Statistics
- MAT 131 Differential Calculus
- MAT 132 Integral Calculus
- MAT 315 Probability and Statistics


## Non-Science Requirements:

- PSY 101 General Psychology
- SOC 101 Introductory Sociology

Non-Science Recommendations:

- PHI 100 Introduction to Philosophy
- PHI 242 Ethics
- PHI 248 Healthcare Ethics
- PSY 202 Statistics for the Behavioral Science (can replace MAT 109/315)
- PSY 240 Stress and Coping
- SOC 204 Cultural Anthropology
- SOC 214 Medical Sociology


## Biology Course Offerings:

BIO 105 Human Applications (Offered every semester) BIO
110 Environmental Biology (Offered Fall of Even Years) BIO
113 Forensic Science (Offered in the Fall)
BIO 123 General Biology I (Offered every Fall)

BIO 124 General Biology II (Offered every Spring) BIO
215 Anatomy and Physiology I (Offered every Fall)
BIO 216 Anatomy and Physiology II (Offered every Spring)
BIO 221 Microbiology (Offered every Spring)
BIO 224 Potions, Poisons and Perfumes (Offered Spring of Even Years)
BIO 226 Cell Biology (Offered Fall of Odd Years)
BIO 301 Developmental Biology (Fall of Odd Years)
BIO 302 Human Development (Spring of Even Years)
BIO 310 Endocrinology (Spring of Odd Years)
BIO 321 Genetics (Offered Fall of Even Years)
BIO 326 Molecular Biology (Offered Fall of Even Years)
BIO 336 Biochemistry (Offered Fall of Odd Years) BIO
404 Biology Seminar (Offered Spring of Odd Years)
BIO 409 Research/Independent Study (Offered Every Semester)

## Communication Intensive Designated Courses:

BIO 226 Cell Biology
BIO 321 Genetics
BIO 404 Biology Seminar

## Global Awareness and Cultural Understanding Designated Courses:

BIO 105 Human Applications
BIO 221 Microbiology
BIO 224 Potions, Poisons and Perfumes
BIO 321 Genetics

## Back to top

## Chemistry

The mission of the Chemistry Department is:

- to give the student an understanding of chemical principles;
- to develop skill and accuracy in observation and measurement;
- to provide opportunities to demonstrate skills in problem solving, investigation, and interpretation; and
- to create an environment in which the scope of modern chemistry and its roles in world societies might be realized. A concentration in chemistry prepares the student for a position in the research or non-research commercial laboratory; for graduate school; for the teaching of chemistry; or for medical, dental, or veterinary schools. The laboratory is an integral part of most chemistry courses.

The Chemistry Department cooperates with other departments by preparing the
student for careers in medical technology, in the life sciences, in applied mathematics, and in other related fields. The department also cooperates in the program leading to the natural science major, which prepares students for teaching science at elementary and junior high school levels or for careers requiring a broadly-based scientific background.

In addition to the course and credit requirements indicated in the table below, chemistry majors are required to learn introductory computer programming in at least one computer language. To fulfill this requirement, a student may take a computer programming course or satisfactorily demonstrate knowledge in a programming language.

Also, knowledge of French or German is strongly recommended. The department also recommends that chemistry majors take appropriate mathematics courses beyond those listed.

## Bachelor of Arts Degree <br> Major in Chemistry

(Min. at Elms College: 18 cr. / Min. GPA: 2.5)
Major Requirements 50 credits Chemistry
Courses 36 credits
CHE 121 General Chemistry 4
CHE 122 General Chemistry 4
CHE 211 Organic Chemistry 4
CHE 212 Organic Chemistry 4
CHE 307 Physical Chemistry 4
CHE 308 Physical Chemistry 4
CHE 325 Adv. Inorganic Chemistry 4
CHE 337 Analytical Chemistry 4
Choose one: CHE 336, 338, 419, 4204

Other Science or Math Courses 14 credits
PHY 105 General Physics 4 PHY
106 General Physics 4 MAT 131
Differential Calculus 3 MAT 132
Integral Calculus 3

Introductory computer programming proficiency: choose CIT113, CIT123, CIT213, or CIT223, an independent study, or demonstrated proficiency. Please consult with the Chemistry Department.

## Minor in Chemistry (24 credits)

CHE 121 General Chemistry 4
CHE 122 General Chemistry 4
CHE 211 Organic Chemistry 4
CHE 212 Organic Chemistry 4
CHE 337 Analytical Chemistry 4
Chemistry Elective 4
Proposed Sequence of Courses for Chemistry and Math / Science Major
First Year

| Spring | Fall |
| :--- | :--- |
| CHE 122: General Chemistry 2 (4 Cr) | CHE 121: General Chemistry 1 (4 Cr) |
| MAT 132: Integral Calculus | MAT 131: Differential Calculus |

## Second Year

| Spring | Fall |
| :--- | :--- |
| CHE 212: Organic Chemistry 2 (4 Cr) | CHE 211: Organic Chemistry 1 (4 Cr) |
| PHY 106: General Physics 2 (4 Cr) | PHY 105: General Physics 1 (4 Cr) |

## Third / Fourth Year

| Spring <br> CHE 308: Physical Chemistry 2 (4 Cr) | Fall <br> CHE 307: Physical Chemistry $1(4 \mathrm{Cr})$ |
| :--- | :--- |

OR (Depending on Sequencing)

| Spring <br> Analytical Chemistry (CHE 337, 4 Cr) | Fall <br> Chemistry course elective* (4 Cr) |
| :--- | :--- |

*Choose one: Instrumental Analysis (CHE 338, 4 Cr), Biochemistry (CHE 336, 4 Cr), Spectroscopic Identification of Molecular Structure ( CHE 312, 3 Cr) + Directed Study and Research (CHE 419/420, 1 Cr)

Additional requirement: Introductory computer programming proficiency: CIT 213, CIT 312, an independent study or demonstrated proficiency. Please consult with Chemistry Department.

## Back to top

## Mathematical Science

The mission of the Mathematical Science Department is to foster habits of systematic and precise thinking; to furnish in-depth preparation for the understanding and use of the language, principles, and concepts of mathematics and computer information technology; and to provide the logical skills and techniques needed in the applications of the mathematical sciences. In order to meet these goals, the department offers programs in mathematics and computer information technology. These programs are designed to serve students preparing for graduate study in the mathematical sciences, or for a career in the actuarial sciences, in management, in education, and in computerbased professions as programmers, problem-solvers, or systems analysts.

## Bachelor of Arts Degree Major in Mathematical Science

(Min. at Elms College: 18 cr. / Min. GPA: 2.0)

## Major Requirements 36 credits

MAT 131 Differential Calculus 3
MAT 132 Integral Calculus 3 MAT
203 Vector Calculus 3 MAT 205
Linear Algebra 3
MAT 340 Abstract Algebra 3
MAT 370 Foundations of Mathematics 3
Choose six upper-division math courses 18

## Minor in Mathematical Science (18 credits)

MAT 131 Differential Calculus 3
MAT 132 Integral Calculus 3
MAT 205 Linear Algebra 3
Choose three upper-division math courses 9

## Bachelor of Arts Degree

Major in Mathematical Science and Secondary Education
(Min. at Elms College: 18 cr., Min. GPA: 2.0)
NOTE: Education majors need a minimum of 2.8 GPA in that major.

## Major Requirements 36 credits

MAT 131 Differential Calculus 3
MAT 132 Integral Calculus 3 MAT
203 Vector Calculus 3

MAT 205 Linear Algebra 3
MAT 308 Geometry 3
MAT 315 Probability and Statistics 3
MAT 340 Abstract Algebra 3
MAT 370 Foundations of Mathematics 3 Choose
four upper-division MAT/CIT courses 12

## Bachelor of Arts Degree

Major in Mathematical Science and Computer Information Technology
(Min. at Elms College: 18 cr. , Min. GPA: 2.0)

## Major Requirements 36 credits

MAT 131 Differential Calculus 3
MAT 132 Integral Calculus 3 MAT
203 Vector Calculus 3 MAT 205
Linear Algebra 3
MAT 308 Geometry 3
MAT 370 Foundations of Mathematics 3
CIT GENERAL COURSES 18

Proposed Sequence of Courses for Mathematics

## First Year

| Spring | Fall |
| :--- | :--- |
| MAT 132: Calculus 2 | MAT 131: Calculus 1 |

Second Year

| Spring | Fall |
| :--- | :--- |
| MAT at 303: Advanced Calculus | MAT 203: Vector Calculus |
| MAT 340: Abstract Algebra | MAT 205: Linear Algebra |

Third Year

| Spring | Fall |
| :--- | :--- |
| MAT 309: Differential Equations | MAT 370: Foundations |
| MAT 315: Probability and Statistics | MAT 308: Geometry |


| Spring <br> MAT 420: Complex Variables | Fall <br> MAT 410: Number Theory |
| :--- | :--- |

## Back to top

## Computer Information Technology

The Department of Computer Information Technology provides students with a diverse yet thorough exploration of software application development and new media technologies. The students who complete this program will be prepared for career opportunities in the field, as well as have the necessary skills that would allow them to further their education by looking to graduate studies.

This program encourages students to concentrate in a variety of tracks allowing them to further tailor their experience within the department. Small class sizes and individual attention from the faculty create an optimal learning environment. Our computer facilities are constantly updated and enhanced in order to accommodate the expansive reality of the computer information technology field.

## CIT Mission Statement

The Department of Computer Information Technology's driving goal is to educate those individuals who see the emergence of computer fields as exciting and challenging. The men and women in this program are exposed to a diversity of applications and new media resources that will enhance their knowledge and prepare them for their chosen technology field. Through this diverse education, students not only have necessary career skills, but also have acquired the new technology skills of life.

The CIT major has two tracks: design, and information technology (IT).

## Computer Information Technology

Major Requirements Total Credits: $\mathbf{4 2}$

- Nine general course requirements (27 credits)
- Internship (3 credits)
- Four courses (including one capstone) in either design or IT track (12 credits)


## Minor Requirements Total Credits: 27

- Nine general course requirements


## General Course Requirements ( 30 credits $\boldsymbol{+ 1 2}$ credits concentration) <br> (Minors 27 credits - No Internship)

101 Intro To Computers
105 Cyber Culture 122
Concept Design
179 Intro to Computer Graphics
213 Intro to Programming 256
Web Design
341 2D Animation
315 Game Design
*Elective (See below)
405 Internship

## I.T. Concentration

214 Networks and Security
215 Database Design
366 Web Programming
456 Professional Web Design Project (Capstone)

## Design Concentration

279 Digital Imagery
289 Digital Graphic Design
389 Digital Illustration
489 Digital Showcase (Capstone)
*Elective Pool (Any track can take one of the following courses as their elective.
Students also have the option of taking a course in a different CIT track to fulfill this requirement.)
201 Technology Through Film
210 Artificial Intelligence 312
Advanced Programming
330 Mobile App and Website Development
346 Interface Design
378 Computer Imagery for Industry
390 Digital Video

Proposed Sequence of Courses for Computer Information Technology

First Year

| Spring | Fall |
| :--- | :--- |
| General: CIT 105 Cyber Culture | General: CIT 101 Intro to Computers |


| Spring | Fall |
| :--- | :--- |
| General: CIT 256 Web Design Design: | General: CIT 122 Concept Design |
| CIT 289 Digital Graphic Design I.T.: CIT | General: CIT 213 Intro to Programming |
| 214 Networks \& Security | General: CIT 179 Intro to Computer Graphics |

## Third Year

| Spring | Fall |
| :--- | :--- |
| General: CIT 315 Game Design | General: CIT 341 2D Animation |
| Design: CIT 389 Digital Illustration | Design: CIT 279 Digital Imagery |
| I.T.: CIT 366 Web Programming | I.T.: CIT 215 Database Design |

## Fourth Year

| Spring | Fall |
| :--- | :--- |
| Design: CIT 489 Digital Showcase | General: CIT 482 Internship |
| I.T.: Elective | Design: Elective |
|  | I.T.: CIT 456 Professional Web Design Project |

## Back to top

## Digital Communications

With the development of Social Media (Facebook, Twitter, LinkedIn, YouTube, Google+, etc.) and online community games (MMO - Massive Multiplayer Online Games), there has been a need for people to develop content (Games, Online Activities, Ads) to draw people into these online communities. This also carries into the business aspect of marketing any product or service through social media. Through this curriculum, students will acquire the skills, both technical and social, to thrive in this fast paced marketing atmosphere.

## Bachelor of Arts Degree Major

## Requirements 54 credits

BUS 242 - Principles of Management
BUS 342 - Managerial Communications!
BUS 252 - Principles in Marketing BUS
333 - Advertising

BUS 365 - Marketing Research BUS
340 - Intro to Entrepreneurship CIT
105 - Cyber Culture
CIT 122 - Concept Design
CIT 179 - Intro to Computer Graphics
CIT 213 - Intro to Programming CIT
256 - Web Design
CIT 315 - Game Design
CIT 482 - Internship
CIT 456 - Professional Web Design Project (Capstone)
ENG 384 - Writing for the Media!
ENG 385 - Writing and Editing for Publication!
ENG 392 - Advanced Writing
PSY 206 - Social Psychology

Note: Students are required to take the following courses from the Liberal Arts Core
MAT 109 - Statistics PSY 101 - General Psychology
PHI 242 - Ethics OR REL 204 - Contemporary Christian Ethics
Students are required to take their core Literature course at the 200 level or higher.

## Proposed Sequence of Courses for Digital Communications

## First Year

| Spring | Fall |
| :--- | :--- |
| CIT 105: Cyber Culture PSY | CIT 122: Concept Design PSY |
| 206: Social Psychology | 101: General Psychology |
| BUS 252: Principles of Marketing |  |

Second Year

| Spring | Fall |
| :--- | :--- |
| Literature Course CIT | CIT 179: Intro to Computer Graphics |
| 256: Web Design | CIT 213: Intro to Programming MAT |
| BUS 356: Market Research | 109: Statistics |
|  | BUS 333: Advertising |

Third Year

| Spring | Fall |
| :--- | :--- |
| CIT 315: Game Design ENG | Ethics (REL 204 or PHI 242) |
| 392: Advanced Writing | BUS 242: Principles of Management |
| BUS 342: Managerial Communication | ENG 384: Writing for the Media |

## Fourth Year

| Spring | Fall |
| :--- | :--- |
| BUS 340: Intro to Entrepreneurship | CIT 482: Internship |
| ENG 385: Writing \& Editing for Pub | CIT 456: Professional Web Design Project |

[^1]
## School of Nursing

The School of Nursing is committed to preparing graduates as professional, competent generalist in nursing who will seek to provide safe and effective health care in accordance with the mission of the college, and based on the ethical and practice standards of the profession of nursing and the practitioner's conscience.

There are five programs offered within the School of Nursing. Three award the bachelor of science in nursing: the traditional baccalaureate curriculum for students who are not registered nurses, the accelerated second degree curriculum, the bachelor of science in nursing for registered nurses. The other programs are graduate-level programs, the master of science in nursing and the doctor of nursing practice which are described in the graduate catalog.

## Faculty Profiles

Kathleen B. Scoble, Dean School of Nursing, professor B.S.N., Madonna College
M.A., M.Ed., Ed.D., Teachers College, Columbia University

Dr. Scoble has over three decades of experience in academic, administrative and consultant roles. Dr. Scoble was appointed the Director of the Division of Nursing in 2003; and in acknowledgement of the growth and size of Nursing, Elms College dedicated the School of Nursing in 2013 and Dr. Scoble was appointed founding Dean for the School of Nursing. In her administrative role, Dr. Scoble has led the development from a traditional baccalaureate nursing program to include a second degree accelerated track, pathways for advancing RN education with several off-campus instructional sites, Masters of Science in Nursing and Doctor of Nursing Practice. Dr. Scoble has previously held faculty appointments at Teachers College, Columbia University and the University of MA Boston; and several administrative positions in acute care organizations ranging from unit manager to chief nurse executive. She is recognized for her leadership in professional nursing ranging from national to regional levels and abroad. On the national level, Dr. Scoble has served as Senior Associate for the former Institute for Nursing Healthcare Leadership, a member of the American Association of Colleges of Nursing (AACN) Executive Development Series Sub Committee, and for several years as AACN State Grassroots Liaisons for Massachusetts (MA). On the state level, Dr. Scoble completed a second term as president of the MA Association of Colleges of Nursing in 2014 and now holds the position of Past- President. Other positions include: co-chaired the MA Nursing Leadership Coalition, steering the development of the structure and work of the MA Action Coalition for Nursing; member of the Executive Advisory Committee for the MA Action Coalition; and a member of a MA Nursing Action Coalition Team. Representing Elms College locally/regionally, she was a founding member of the Western MA Nursing Collaborative, a regional coalition of nurse education and service leaders focused on the critical role, supply and diversity of the local nursing workforce. On the international front, Dr. Scoble has consulted internationally since 1999 with programmatic experience in multiple countries including Colombia, Mexico, India, China, Dubai, and Turkey.

Suzanne Barenski, Director, RN Studies, associate professor
R.N. (diploma), St. Luke's Hospital School of Nursing
B.S., M.S., Russell Sage College

Ph.D. University of Massachusetts
Dr. Barenski is a nurse administrator, educator, and researcher. In her administrative role as Director, Dr. Barenski coordinates the RN-BS degree completion program on two campus sites, the main campus and the Berkshire Campus located in Pittsfield, MA. Dr. Barenski also maintains administrative oversight for four additional off-sight RNBS program locations in Holyoke, Greenfield, Gardner, and Worcester, MA She serves as academic advisor for the RN-BS students. Her areas of teaching expertise include family theory, research, population health, leadership and most recently genetics and quality and safety in healthcare. Her research interests include parenting, family-centered nursing, and transitional life experiences. Her doctoral dissertation was entitled "Transition to Fatherhood: A Puerto Rican Perspective". Dr. Barenski is an active member of Delta Pi Chapter of Sigma Theta Tau International Honor Society of Nursing as well as the national scholastic honor society of Delta Epsilon Sigma.

Karen Braccuakarghe, '15, assistant clinical professor

## B.S. Salem State College

M.S.N College of Our Lady of the Elms

Karen Braccialarghe has been a professional registered nurse since 2003. Her career focus has been in pediatric critical care which also includes adult congenital heart disease, complex cardiac surgery, and extra corporeal blood purification therapies. She is certified in pediatric critical care, ACLS, and PALS. Karen Braccialarghe began her career at Massachusetts General Boston and has practiced nursing at Connecticut Children's since 2007. She was the renal coordinator for advanced dialysis therapies offered to pediatric patients in the ICU. Karen Braccialarghe earned her MSN from Elms and currently teaches Care of the Adult to undergraduate students. Her areas of interest in nursing education include improving the nursing process through evidence based practice, professional role development, and curriculum design. Karen Braccialarghe is a member of the Association of Critical Care Nurses.

## Marjorie Childers '87, professor emerita

B.S., College of Our Lady of the Elms
A.B., Vassar College
A.S., Greenfield Community College
M.A., Ph.D., New School for Social Research
M.S., University of Massachusetts

Dr. Childers became a nurse after many years of teaching sociology and women's studies.
Her practice has been in adult and adolescent mental health nursing. She served as interim director of nursing at Elms from 2000 to 2003. Dr. Childers area of expertise are nursing theory, the evolution of nursing and scholarly writing.

Tracey Cobb, '14, assistant clinical professor
B.S.N. Samuel Merritt University/St. Mary's College of California

## M.S.N. Elms College

Tracey Cobb has extensive experience in pediatric nursing and has practiced in a variety of settings and institutions. She has worked for many years in the acute care and home care arenas and is certified as an Early Intervention Specialist. She has taught clinical principles and practices for several years in the pediatric area. Since acquiring her M.S.N., Ms. Cobb has been teaching at the baccalaureate level. Her areas of interest include nursing education, patient and family centered care for the pediatric client and family and child development. Her area of interests in nursing education are evaluations and outcomes in nursing education, curriculum design and nursing informatics.

Judy Cote, assistant clinical professor
B.S., College of Our Lady of the Elms
M.S.N. University of Hartford

Judy Cote is an experienced nurse leader, clinician, and educator. Her clinical specialties include over 40 years of diverse nursing experiences in adult Medical/Surgical nursing, Critical Care, Perioperative Services, Emergency Nursing, Home Care, private consulting, and quality management. She has also worked as an adjunct clinical faculty member for an undergraduate nursing program. She has held several nursing leadership positions of which her area of interest are in the quality of patient care delivered across many settings. Judy is passionate about patient care with the belief in "making every patient feel like they are the only one you are caring for."

Cynthia Dakin, Director Graduate Nursing Studies, associate professor
B.S.N., University of Bridgeport
M.S.N., University of Miami

Ph.D., University of Connecticut
Dr. Dakin is a nurse administrator, educator, and researcher. In her administrative role as Assistant Director of Graduate Nursing Studies, Dr. Dakin coordinates the Master of Science in Nursing (MSN) program. Her areas of expertise in teaching are role development of the advanced prepared nurse, nursing research, and nurse educator practicum courses. Dr. Dakin's research interests include smoking cessation and nursing curriculum outcomes research. She has been an active participant in the Emergency Nurses Association and a member of the National Institute for Emergency Nursing Research. Dr. Dakin has presented her research on emergency department patient and staff issues and smokers admitted to acute care psychiatric hospitals at regional, national, and international conferences. Dr. Dakin is a member of the Emergency Nurses Association, the Organization of Nurse Leaders and Sigma Theta Tau Nursing Honor Society.

Laurie A. Downes, associate professor
B.S.N., University of Connecticut
M.S.N., Ph.D., University of Pennsylvania

Dr. Downes has extensive experience in nursing education and has taught in a variety of settings. Her areas of expertise and teaching at the baccalaureate level are nursing research and maternal-newborn nursing. At the masters level, Dr. Downes' expertise is nursing theory, research and teaching methodologies. She has also taught across many other nursing specialties. Her areas of interest are curriculum development and the use of innovative teaching strategies in nursing education. Dr. Downes has conducted research on innovative teaching methodologies in nursing education. She is an
accomplished presenter in the area of women's health and teaching methods for nursing education. Dr. Downes is an active member of Sigma Theta Tau International Honor Society of Nursing and also serves on the Venture Community Services of Sturbridge, MA Board of Directors.

Elizabeth Fiscella, associate professor
B.S. University of Massachusetts
M.S. University of Massachusetts
D.N.P Chatham University

Dr. Fiscella is a Gerontological Clinical Nurse Specialist with a wide variety of health care experiences from middle to senior management to nursing education. As a National League of Nursing (NLN) certified nurse educator (CNE) she specializes in theoretical and on-line nursing education in the areas of informatics, clinical simulation and research, particularly around geriatric care. As part of her passion for improving the care of American's older Adults she has been an independent consultant for NLN's ACES (Advancing Care Excellence for Seniors project. She has done podium presentations of her work at national conventions such as the healthcare Information Management Systems Society (HIMSS) and NLN Education Summit. Dr. Ficella is a long-time member of Sigma Theta Tau's International Honor Society for Nursing, Beta Zeta Chapter and has recently served as a nursing textbook reviewer and contributor for F.A. Davis Publishing.

## Br. Michael Duffy, OMF Conv., Coordinator of the Accelerated Second Degree Program,

 associate professorB.S. American International College
M.S. University of Lowell
D.N.P. Regis College

Br. Michael has extensive experience as an adult nurse practitioner and a nurse educator, teaching at the Elms from 1988 through 1997. He returned fall 2011 to the Elms as the Coordinator of the Accelerated Second Degree Program in Nursing Univeristy. For years, Br. Michael has practiced in health care for the homeless in settings in Massachusetts,Pennsylvania and Baltimore, MD; returning in July '11 from a six year assignment in Jamaica, West Indies, where he managed a rural ("bush ") clinic. Future hopes are to develop a service-learning experience for nursing students at the Elms reaching out to the vulnerable populations of Greater Chicopee.

Gale LaBelle, Nursing Skills Lab Coordinator
B.S.N University of Massachusetts

Gale LaBelle recently joined the Elms College School of Nursing as the Nursing Skills Lab Coordinator following several years of simulation lab instruction at a local university. Her practice focus has been in Cardiac Care, Gerontology and Medical Surgical Nursing. Her area of interest in nursing education is to provide meaningful student experiences through simulation. Gale has served on a number of hospital committees and serves her local community as the Chairperson of the Becket Board of Health.

Jan Lucier, assistant clinical professor
B.S.N. University of Massachusetts -Boston
M.S.N. Walden University

Jan Lucier is a nurse educator and credentialed as a Board Certified Holistic Nurse and Certified Clinical Aromatherapy Practitioner. Her areas of expertise in teaching include psychiatric nursing, community health, global and holistic nursing, Jan has been an adjunct clinical instructor for Fundamentals, Psychiatric, and Community Health in area nursing programs. She practices as a holistic nurse leader, speaker, and healer in a variety of diverse settings as well as maintaining a holistic business. Jan has done research in aromatherapy measuring the effects of essential oils on stress levels in psychiatric nurses. She also has lead the national holistic nursing drum circle and presented nationally. Holistic Nurses in Pain Management in Primary Care setting. Her interest include non-pharmacological interventions and contributing to the Recovery Learning Community and Clubhouse model with behavioral health clients, holistic modalities including therapeutic drumming, Master Teacher of Reiki and Karuna Reiki, Cherokee Body Work, Mindfulness Meditation, clinical aromatherapy, Capacitar and Chapter leaders for " Dining for Women". Professional memberships include Sigma Theta Tau International Honor Society of Nursing and American Holistic Nurses Association.

Leticia Kennedy '15, assistant clinical professor
B.S. College of Our Lady of the Elms
M.S.N. College of Our Lady of the Elms

Leticia Kennedy is an experienced nurse leader and clinician. Her clinical focus has been in the perioperative setting, which includes admitting and discharges, operating room, endoscopy, post-anesthesia care unit (PACU), pre-anesthesia evaluation and pain management. She holds certifications as a perioperative nurse (CNOR) and in ACLS. Her areas of interest in nursing education include promoting certification of nurses in their practice setting. Leticia is a member of The Association of perioperative Nurses (AORN) and Sigma Theta Tau International Honor Society of Nursing.

Teresa Kuta Reske, Director, Doctor of Nursing Practice Program, Doctoral Studies and Program Development, associate professor
B.S. Saint Anslem College M.P.A.,

University of New Haven M.S.N.,
Vanderbilit University
D.N.P. (MGH Institute of Health Professions

Dr. Kuta Reske has held numerous professional roles in her career as a staff registered nurse, nurse leader and manager within acute care pediatric and pediatric critical care settings, nurse telephone triage care, nursing informatics, market research and patient satisfaction, and most recently, pediatric ambulatory administration. Prior to joining Elms College, she taught for many years as an adjunct graduate nursing instructor for an online master's degree program. Dr. Reske is a member of Sigma Theta Tau International and the American Association of Ambulatory Care Nurses. She presented at national and international conferences on topics ranging from nursing information nurse: patient caring interactions, and the patient experience in healthcare settings. Her areas of clinical interest are nurse leadership and the role of the nurse in patient care experiences. She was a guest chapter co-author in DNP Education, Practice and Policy: Redesigning Advanced Practice Roles for the 21st Century (2012).

Janet Moore, associate professor
R.N. (diploma), Massachusetts General Hospital School of Nursing
A.A., Green Mountain College
B.S.N., American International College
M.S., Ph.D., University of Massachusetts

Dr. Moore has practiced nursing in staff development and held administrative positions
with a primary focus in gerontology. She is a clinical specialist in gerontology and has published in that field. Dr. Moore has presented her research, "Familiar Physical Activity to Familiar Music: The Effects on Apathy, Agitation, Eating Ability, and Dietary Intake in Institutionalized Older Adults with Dementia" at local research conferences. She was selected to attend two American Association of Colleges of Nursing (AACN) "train the trainer" conferences specializing in gerontology and quality and safety in nursing education (QSEN). As an accomplished educator, Dr. Moore's teaching expertise includes gerontology, nursing fundamentals and nursing research. She is the Awards Chairperson of Beta Zeta Chapter-at-Large of Sigma Theta Tau International Honor Society of Nursing, an executive board member of the UMass Alumni Association, and is co-chairperson of the Tri-County Partnership of the Alzheimer's Association.

Virginia Newell-Stokes, Corridnator RN-BS Off Site Program, assistant clinical professor
B.S.N, University of Massachusetts, Amherst
M.S. University of Connecticut

Assistant Clinical Professor Newell-Stokes coordinates the RN-BS degree completion program offered at the campus sites of Mount Wachusett Community College in Gardner, Quinsigimond Community College in Worcester, Holyoke Community College in Holyoke and Greenfield Community College in Greenfield.

Deana Nunes,' 94 Assistant Clinical Professor
B.S.N. College of Our Lady of the Elms

Deana Nunes joins the Elms College School of Nursing faculty in the Fall of 2017. She has worked full time at a local hospital as a wound care specialist and earned her wound care certification at the Medical University of South Carolina, College of Nursing in Charleston. Deana is currently enrolled in the Master of Science in Nursing, Nurse Educator Track at Elms College with an anticipated graduation date in May of 2018.

Jean E. Pelski '89, Director, Doctor of Nursing Practice Program, Advanced Clinical Practice, associate professor
B.S., Elms College
M.S., University of Connecticut

Ph.D., University of Massachusetts/Amherst
Dr. Pelski is a nurse educator and researcher and is credentialed as a neonatal board certified nurse practitioner. She is a driving force in the development and implementation of a two-track
Doctor of Nursing Practice Program at Elms College School of Nursing: Family Nurse Practitioner (FNP) and Adult Gerontology Acute Care Nurse Practitioner (AGACNP). Dr. Pelski is a member of the Associate Professional Staff, Department of Pediatrics, Neonatology Division at Baystate Children's Hospital. She provides diagnostic, interventional, therapeutic, medical and nursing care as a Magnet clinician to critically ill newborns and their families with special attention to the very premature infant. Her research interests include women who have become pregnant after In-Vitro fertilization with respect to prenatal maternal attachment, postnatal infant attachment, and newborn developmental behavior. She is an adjunct clinical faculty in pediatrics, Tufts University School of Medicine with preceptor responsibility for resident physicians, physician assistants and neonatal nurse practitioners. Professional memberships include Sigma

Theta Tau International Honor Society of Nursing, Association of Women's Health, Obstetric and Neonatal Nursing, National Association of Neonatal Nurses/Nurse Practitioners, the American Academy of Nurse Practitioners and National Organization of Nurse Practitioner Faculties.

Andrew Storer, Associate Director, Doctor of Nursing Practice Program, associate professor B.S.N. Temple University
M.S.N. Jefferson College of Nursing, Thomas Jefferson University
D.N.P. Jefferson College of Nursing, Thomas Jefferson University

Dr. Andrew Storer has an established history in clinical practice, performance improvement, and academia. While in Philadelphia, he spent eight years in emergency nursing both as a registered nurse and nurse practitioner. From 2012 to 2014 he relocated to St. Thomas, US Virgin Islands, to take a position in primary, urgent, and concierge care. In 2015 he relocated stateside to his hometown of Buffalo, NY. He is currently completing his PhD studies at the University of Hawaii at Manoa. Dr. Storer works as an independent sole provider at two emergency departments and in a critical care unit in Western New York.

Joyce Z. Thielen, Associate Dean of Undergraduate Nursing Studies, associate professor B.S., Fitchburg State College
M.S., University of Massachusetts

Ph.D., University of Connecticut
Dr. Thielen is a nurse administrator, educator and researcher. In her administrative role as Associate Dean, Dr. Thielen coordinates the traditional undergraduate program. Her areas of expertise in teaching include gerontology, nursing theory, and most recently, informatics in nursing and healthcare. Her research interests include cognitive impairment, care giving for those with memory problems, and care of the older adult. Her doctoral dissertation entitled, "Women's Experiences While Undergoing Chemotherapy for Breast Cancer" has been presented at research conferences in several locations in the Northeast. Dr. Thielen was selected to attend the American Association of Colleges of Nursing (AACN) "train the trainer" conferences for both the Gerontology Nursing Education Conference (GNEC), and the Quality and Safety in Nursing Education (QSEN). Most recently, Dr. Thielen collaborated with members of the Cooperating Colleges of Greater Springfield (CCGS) to form the organization, Healthcare Interprofessional Education (HIPE) of the Pioneer Valley, whose goal is to serve as an interprofessional healthcare education information resource for faculty, and to promote interprofessional healthcare education among its faculty institutions. She is an active member and vice-president of Beta Zeta Chapter-at-Large of Sigma Theta Tau International Honor Society of Nursing, and serves on the Board of Directors for Porchlight Chicopee Visiting Nurses Association.

## Back to top

## Nursing - Bachelor of Science

Bachelor of Science Degree

Major in Nursing -minimum 120 credits

Total credits are inclusive of Elms College Core Requirements (Min. at Elms College: 52 cr. / Min. GPA: 2.5) ?
Major Nursing Requirements 66 credits
NURSING COURSES
NUR 110 Introduction to Contemporary Nursing Practice 3
NUR 213 Medication Dosage Calculations 1
NUR 217 Health Assessment of the Adult 4
NUR 217L Health Assessment of the Adult Lab 0
NUR 219 Pathophysiology 3
NUR 221 Fundamentals of Nursing 5
NUR 221 Fundamentals of Nursing Clinical 0
NUR 225 Pharmacology 3
NUR 316 Nursing Care of the Adult I 5
NUR 316L Skills Laboratory 1
NUR 316 C Nursing Care of the Adult Clinical 0
NUR 336 Nursing Care of the Adult II 5
NUR 336C Nursing Care of the Adult II Clinical 0
NUR 336L Skills Laboratory II 1
NUR 364 Children and Families 5
NUR 364 Children and Families Clinical 0
NUR 368 Childbearing 5
NUR 368 Childbearing Clinical 0
NUR 340 Evidence-Based Nursing 3
NUR 346 Mental Health Nursing4
NUR 346 Mental Health Nursing Clinical 0
NUR 465 Nursing Care of the Older Adult 5
NUR 465C Nursing Care of the Older Adult Clinical 0 NUR 470
Population-based Nursing 4
NUR 470C Population-based Nursing Clinical 0
NUR 475 Essentials of Nursing Leadership and Management 5
NUR 475C Essentials of Nursing Leadership and Management Clinical 0 NUR 429 N.C.L.E.X. 2
NUR 492 Senior Seminar 2

Required non-nursing Courses 43 credits
BIO 215 Anatomy and Physiology I 4 BIO
216 Anatomy and Physiology II 4 BIO 221
Microbiology 4
CHE 195 Biochemistry 4 MAT
109 Statistics 3
PED 148 Nutrition/Yoga 2
PHI 248 Healthcare Ethics 3 PSY
101 General Psychology 3
SOC 214 Sociology of Healthcare 3
SPA 101 Spanish I 3
SPA 102 Spanish II 3
SPA102L Spanish II Lab 1

SWK 204 Human Behavior/Social Environment 3
SWK 304 Introduction to Cultural Competence 3

## Back to top

## Transfer and Advanced Standing Credit

The college accepts up to 75 credits in transfer. Associate and baccalaureate degree graduates are eligible to fulfill the general education requirements of the college as specified in the Commonwealth of Massachusetts Cooperative Colleges Agreement. The transfer of nursing credits is evaluated on an individual basis.
Transfer students in the traditional program must complete a minimum of 52
credits in nursing at Elms College. All courses require a letter grade, except for NUR 429 , which is offered on a pass/fail basis.
Credit for prior learning may be acquired through College Level Examination Programs (C.L.E.P.) or the Prior Learning Assessment (PLA.) procedure at Elms College. Further information on these procedures can be obtained through the Registrar's Office.

Back to top

## Admission to the Accelerated Second Degree Program

The program uses a cohort model where an entering class is maintained as a cohesive group moving through nursing classes together. The program of study is designed for an accelerated pace where students complete a Bachelor of Science Degree in Nursing in two academic years, plus one intensive summer semester (20 months).

## Admission Requirements

The following are the requirements for admission to the Elms College Accelerated Second Degree in Nursing Program:

- A completed associate, baccalaureate or higher degree from an accredited college or university.
- A minimum grade point average (GPA) of 3.4 on a 4.0 scale for students with an associate degree and 3.2 for students with a baccalaureate or higher degree. Students are selected on a competitive basis therefore the GPA required for an actual offer of admission may be higher depending on the applicant pool.
- An essay which describes your reasons for changing your career to Nursing. The essay should include why you are an excellent candidate for the Accelerated Second Degree in Nursing program and how the program will facilitate your career goals.
- Admission deadlines for the program
- A complete application package is due by March of the year of admission to the program Required prerequisite courses that must be completed with a minimum grade of C+ by May of the year of admission include:
- Human Anatomy and Physiology I (4 credits includes lab)
- Human Anatomy and Physiology II (4 credits includes lab)
- Microbiology (4 credits includes lab)
- Chemistry ( 4 credits includes lab)
- Human Growth and Development (3 credits)
- Introduction to Psychology (3 credits)
- Statistics (3 credits)
- English (6 credits)
- Nutrition
- College Core Courses* that may also be required :
- Art (3 credits)
- History (3 credits)
* for those applying with an Associate Degree fulfilling the College Care will require : Art (3 cr) ART/MUS and History (3cr) HIS
*Students are not eligible for admission to the Elms College Accelerated Second Degree Nursing Program if they have been dismissed for academic or clinical reasons in another nursing program.


## Back to top

## Admission to the RN-B.S. Program

Registered nurse students in the R.N.-B.S. program must complete a minimum of 31 credits in nursing at Elms College. Registered nurse graduates of an accredited associate's degree or diploma nursing program may receive advanced standing credit through the direct transfer of credit, the College Level Examination Program (CLEP), and/or the Prior Learning Assessment (PLA) procedure at Elms College. Further information on advanced standing credit can be obtained from the Registrar's Office.
Registered nurses must complete specific prerequisite biopsychosocial courses before acceptance into the completion program. These courses include English (3 credits), Anatomy and Physiology (8 credits), Microbiology (4 credits), Lifespan Human Development (3 credits), Introduction to Psychology (3 credits). Non-nursing elective credits will vary according to total number of credits transferred (nursing credits, biopsychosocial credits, and general education core requirements) to meet the required 120 credits for the baccalaureate degree. Registered nurses are responsible for satisfying the core requirements of History (3), Fine Arts (3), Literature (3), and Religion (3) in conjunction with the following nursing courses, which are required for completion of the baccalaureate degree in nursing.

## Bachelor of Science Degree

## Major in Nursing for Registered Nurses

(Min. at Elms College: 30 cr. / Min. GPA: 2.5)
Major Requirements 31 credits
Nursing Courses
NUR 260 Professional Communication in Nursing 3
NUR 311 Nursing as a Profession 3
NUR 312 Adult Health Assessment for the Registered Nurse 3
NUR 317 Genomics: Application to Nursing Practice 3
NUR 327 Family Nursing Theory and Application 3
NUR 340 Evidenced-based Nursing 3
NUR 438 Quality and Safety in Healthcare 3
NUR 445 Population Health Nursing* 4
NUR 532 Healthcare Policy and Advocacy (Graduate Bridge Course) 3
NUR 640 Leadership \& Management (Graduate Bridge Course) 3
*Includes a field experience
Required Non-nursing courses 39 credits
BIO 215 Anatomy and Physiology I 4
BIO 216 Anatomy and Physiology II 4
BIO 221 Microbiology 4
MAT 109 Statistics 3
PHI 248 Healthcare Ethics 3
PSY 101 General Psychology 3
SWK 204 Human Behavior/Social Environment 3

Additional CORE courses: English (3), literature (3), history (3), fine/performing arts (3), religion (3).

## Academic Standards and Progression Policies

Students majoring in nursing at Elms College are required to follow policies and regulations specified in the Elms College Catalogue, Elms College Student Handbook, and Elms College School of Nursing Student Handbook.

Every semester an academic review of all students is conducted by the Academic Progression Committee (APC) to determine a student's eligibility to progress.

1. In order to progress in the nursing major a minimum grade of "C+" (77\%) is required Anatomy and Physiology I, Anatomy and Physiology II, Statistics, Biochemistry, Microbiology, General Psychology, Human Behavior/ Environment, Health Care Ethics, Nutrition and Yoga, Introduction to Cultural Competence and Social all NUR courses.
2. Specific requirements for NUR course grades are specified in each course syllabus.
3.For registration in any nursing course, all prerequisites as listed in the college catalogue must be successfully completed.
3. A minimum G.P.A. of 2.5 is required for eligibility to progress to the next level.
4. A Performance Improvement Plan (PIP) may be initiated in any course during the semester. The student and course faculty will work to develop a plan for improvement. It is the responsibility of the student to participate in the developed plan of action.
5. Clinical nursing courses include successful completion of classroom, nursing skills laboratory and clinical or field learning experiences.
A. Students who are not satisfactorily meeting the clinical objectives will be informed in writing by the course/clinical faculty. A copy of the evaluation will be forwarded to the Academic Progression Committee (APC). Frequent notices regarding Clinical performance deficiencies or Performance Improvement Plans (PIP) will be reviewed by the APC and may result in denial of progression or retention in the Nursing Major.
B. Failure in either the classroom or the clinical component of a nursing course will result in failure of the entire course.
6. An individual required course within the nursing major may be repeated only once on a space available basis. Required courses include: Anatomy and Physiology I, Anatomy and Physiology II, Statistics, Biochemistry, Microbiology, General Psychology, Human Behavior/Social Environment, Health Care Ethics, Nutrition and Yoga, Introduction to Cultural Competence and all NUR courses.

The course must be repeated the next semester it is offered. A delay longer than one semester to repeat the course may jeopardize the student's ability to progress in the
program.
Upon repeating a course, a student who does not achieve minimum of a C+ for the second time will not be eligible to continue in the nursing major.

A student who fails a second course required by the nursing major is no longer eligible for the nursing major.
8. When withdrawing from a course, it is the nursing student's responsibility to obtain the course faculty's signature on the Elms College "Add/Drop Course" form. The course faculty will designate the course as either a W/U (withdrawal/unsatisfactory grade) or a W/S (withdrawal/satisfactory grade). The student will also obtain the advisor signature before submitting the add/drop form to the Office of the Registrar

A grade of W/U will not affect a student's Grade Point Average (GPA), but will be considered a failed course in the nursing major.
9. Students interrupting the sequence of required clinical nursing courses (leave of absence, withdrawal, or repetition and part-time students) will be subject to all policy and curriculum changes as they progress.

## Back to top

## Clinical Experience Requirements

(Traditional and registered nurse students)

1. All students must have health clearance in accordance with state and affiliate agency health regulations before entering the first clinical course with appropriate updated documentation each year thereafter. It is the student's responsibility to return the necessary health clearance information using the School of Nursing clinical clearance form to the Elms College Health Center. Any student not in compliance with the health policy will not be allowed in the clinical area.
2. All students must carry personal health insurance while a student at Elms College.
3. Basic Life Support (B.L.S.) for Health Professional/Professional Rescuers (American Heart Association) certification in cardiopulmonary resuscitation (C.P.R.) is required before entering the second year. It is the student's responsibility to provide documentation to the nursing office by the required date and maintain certification throughout the program..
4. All students must carry personal liability insurance at the $\$ 1,000,000$ / $\$ 3,000,000$ level. Traditional students are assessed a yearly fee and will be included in a group plan arranged through the School of Nursing each September. Students who are registered nurses also are required to carry the same level of liability insurance coverage, and must provide evidence of their current active policy.
5. Traditional students are responsible for the purchase of the Elms College nursing uniform and basic nursing equipment as specified in individual courses.
6. Reliable transportation for all clinical and field experiences is the responsibility of the student.
7. Elms College and the Executive Office of Health and Human Services (EOHHS) of the Commonwealth of Massachusetts recognize the need to provide a safe environment for those we serve. Currently, Criminal Offender Record Information (C.O.R.I.) and Sexual Offender Registry Information (S.O.R.I.) clearances are required of nursing students for all EOHHS licensed, funded, or operated programs. Each student must complete a C.O.R.I. and S.O.R.I form, and clearance will be obtained prior to the first clinical course and at any interval thereafter as required by the affiliate clinical agency. Affiliate clinical agencies may not permit clinical placement in their agency to students with prior criminal records. Elms College is not obligated to provide alternate clinical placements for students who are denied or withdrawn from a clinical agency because of a
C.O.R.I. or S.O.R.I. history.
8. Students must be aware that N.C.L.E.X.-R.N. applications for licensure require information about previous court convictions. The Board of Registration in Nursing requires detailed information from an applicant with any prior conviction to determine whether the applicant meets the statutory requirement of "good moral character." Some examples of court convictions include, but are not limited to: theft, assault, driving under the influence, and possession of controlled substances. Specific information and licensure application procedures will be provided by the School of Nursing .
9. Updated health and immunization documentation, C.P.R., C.O.R.I., S.O.R.I., and liability insurance must be updated each year by the date specified using the School of Nursing health clearance verification form. Students will not be permitted in the clinical area if the form is not completed as instructed.
10. As a result of some clinical affiliation requirements, clinical students may be required to have a comprehensive " 5 -Panel" urine drug screen with results provided to the Elms College Health Center and assigned clinical site prior to the beginning of their clinical work.
11. Fingerprinting of all nursing students going into school systems for clinical is required by the state of Massachusetts.
12. Students must be physically, emotionally, and cognitively able to meet the Essential Performance Standards for Nursing Majors as outlined in the School of Nursing Undergraduate Nursing Student Handbook. Students will be asked to present evidence of physical and/or mental health prior to, or at any time during, their enrollment in the nursing program.
Other academic policies and general policies for nursing students are published in the School of Nursing Undergraduate Nursing Student Handbook. It is the student's responsibility to be fully familiar with all information in the document and comply with all policies.
RN-B.S. students are required to:
13. Possess an associate's degree or diploma in nursing from an accredited program, and
14. Be Massachusetts licensed to practice as a registered nurse.

## Division of Social Sciences

Students may obtain a Bachelor of Arts degree with a major in communications science and disorders (CSD), criminal justice, legal studies, paralegal studies, psychology, speech-language pathology assistant (SLPA) or sociology. Social work majors receive a Bachelor of Science degree. Students may also obtain Associate of Arts degree as an SPLA Assistant. Each student graduates with career-ready skills and a strong commitment to social justice.

In order to provide experience outside the classroom, internships and clinical experiences are available and encouraged for psychology and sociology majors. They are required for communications sciences and disorders, criminal justice, legal studies, paralegal, speech and language pathology (SPLA) and social work majors.

Students may obtain Master of Arts or Masters of Science degrees and/or various graduate certificates with majors in Applied Behavior Analysis, Autism Spectrum Disorders, Communication Sciences and Disorders, or Social Work. See the Elms Graduate Catalog for details.

## Social Science Divisional Courses

These social science divisional (SSD) courses are designated by the SSD prefix and are available to students from other divisions and other disciplines who wish to take social science courses that are applicable to people in general.

Although some of these courses may have prerequisites, each course satisfies three of the six credits in the social sciences required for the liberal arts core.

At present, there are six courses so designated:

## New designation/Previous designation:

SSD 202 American Government and Public Policy/SWK 202
SSD 218 Human Oppression/SWK 218
SSD 304 Introduction to Cultural Competence/SWK 304
SSD 318 Confronting the Faces of Evil/SWK 318
SSD 400 Washington Seminar/SWK 400

## Back to top

Faculty Profiles
John H. Lambdin, Chair, Division of Social Sciences, professor of psychology
B.A. Lynchburg College

Ed.M. Boston University
Ed.D. Boston University

Dr. Lambdin is a licensed psychologist who was in private practice providing psychotherapy for adults and families for more than 38 years. He has taught psychology in graduate and undergraduate schools, and served as a consulting psychologist in public and private elementary and secondary schools. He is interested in the practical application of psychology to all areas of human behavior. He is also interested in the role of humor in learning and mental health, and psychology in the media. Dr. Lambdin has been a professor at the Elms since January 2000.

## Brittney Carlson, assistant professor in CSD

B.A., University of Connecticut

Ph.D., University of Connecticut
Au.D., University of Connecticut
Dr. Carlson is an Assistant Professor at Elms College in the CSD department. She completed her undergraduate and graduate programs at the University of Connecticut. Dr. Carlson's research interests include adult aural rehabilitation and amplification. Most recently, Dr. Carlson served as a clinical audiologist at the Connecticut VA Medical Center. Dr. Carlson has volunteered on numerous committees for professional organizations, is published in peer-reviewed journals, and has presented her research at conferences nationally.

## Christine Fay, associate professor of sociology

B.A. Simmons College
M.B.A. Western New England College M.A. Ph.D.

University of Connecticut
Dr. Fay advocated for first-time offenders through a pre-trial diversion program before earning a business degree. Her doctoral research focused on the employment relationship, specifically on the impact of nonprofit organizations' social context on employees' evaluation process. For 17 years, she taught management and sociology, coordinated internships, mentored student entrepreneurs, and served as chair of the Division of Business. During the past 6 years, Dr. Fay has coordinated the sociology program and focused her teaching on health care disparities, research methods, and deviance.

Laura Hanratty, assistant professor in ABA
B.A., Western New England University
M.A., University of South Florida

Ph.D., Western New England University
Laura A. Hanratty has received her doctorate in Behavior Analysis from Western New England University and received her master's degree at the University of South Florida. She is a Board Certified Behavior Analyst and a Licensed Applied Behavior Analyst in Massachusetts. Her research background is in teaching children safety skills, assessment and treatment of severe problem behavior, and reinforcement parameters. Laura has presented her research at local and international conferences, as well as published and served as a guest reviewer for peer reviewed journals. Laura has experience working with children and adults with and without developmental disabilities, in schools, group homes, and foster care system. Laura teaches courses in applied behavior analysis, assessment and treatment of behavior concerns, and research and experimental designs.

## Scott Hartblay, associate professor of social work

B.A. Boston University

M.S.W. West Virginia University

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 0'Connor Holland '85, program director, associate professor in social work
B.S. College of Our Lady of the Elms
M.S.W. 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.

Autumn Mathias, assistant professor of social work
B.S.W. and B.S. (Bible), Cairn University
M.S.W. and Certificate in International Issues, University of Connecticut
M.A. Ph.D. (ABD) (Sociology), Northeastern University

Autumn Mathias has experience in diverse fields such as services to 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 and survivors of trauma, research methods, and cultural competence education. Autumn's research interests have been inspired by her international travels and her experiences as a social worker, and include transnational human rights activism, globalization, religion, and conflict and violence. Her dissertation qualitatively examines how Asian Indian Christians in diaspora have responded to religious persecution. She will complete her doctorate in fall 2017. She began teaching full-time at Elms in 2016 and is an advisor to the Student Social Work Organization.

Kathleen Murphy, assistant professor in CSD
B.A., Elms College
M.S., University of Washington

## Diana Lewis, professor of psychology

B.A. Florida International University
M.S. University of Miami

Ed.D. American International College
Dr. Lewis is an educational psychologist who has worked as a reading clinician and conducted research in the area of language-based learning disorders and school bullying. Most recently, her interests have been in suicide prevention. Dr. Lewis teaches undergraduate and graduate psychology courses, in addition to serving as faculty advisor to the Active Minds Club to promote mental health awareness on campus.

Peter G. Marcus, Academic Program Coordinator for the Accelerated Bachelor's Degree Programs in Psychology at Mount Wachusett and Holyoke Community Colleges
B.A. University of Colorado, Boulder

Psy.D. Nova Southeastern University
Dr. Marcus is a clinical psychologist who worked as a psychotherapist/counselor in several university counseling centers including Northern Arizona University, Boston College (postdoctoral fellowship) and Western Connecticut State University. In 2004, he shifted his career focus to teaching. He taught for 10 years at the Borough of Manhattan Community College/City University of New York up until his arrival at Elms College in 2013. His primary interests are in cross-cultural psychology and psychology and the arts. He wrote his doctoral dissertation on counseling Native Americans college students from the Navajo, Hopi and Apache tribes. He has published one collection of poetry and his poems have appeared in more than 60 literary journals. In addition, he has won several poetry fellowships and grants. When not engaged with psychology or poetry, he prefers a peripatetic existence and to date has traveled to nearly 100 country over the last 25 years.

## Caroline Murray, assistant professor of legal studies

B.A. Elms College
J.D. Barry University School of Law, Orlando, Florida

In addition to being a practicing local attorney and full-time instructor, Professor Murray coordinates the paralegal and legal studies internships, and is the faculty advisor to the student Elms Law Society. She has international training in law as well as a strong background in business management. Professor Murray is active in local government and the community through her association with the St. Thomas More Society, Junior Achievement, the American Bar Association, the Massachusetts Bar Association, the Hampden County Bar Association, the West Springfield Rotary Club, the West Springfield Council on Aging, the West Springfield Community Preservation Committee, the Holyoke Community College advisory board, and the Putnam Vocational Technical High School criminal justice advisory board.

Jennifer Rivers, associate professor of psychology
B.A. Purdue University Calumet
M.A. Southern Illinois University Edwardsville

Ph.D. Saint Louis University
Dr. Rivers is an experimental social psychologist with research interests in basic processes related
to self-concept change, social influence (e.g. cognitive dissonance, and reactions to feedback about the self), and prejudice. She has worked for the School of Public Health at Saint Louis University conducting research on public response to emergency health directives related to bioterrorism events. Dr. Rivers teaches courses in research methods, statistics for the behavioral sciences, general psychology, and social psychology. She is also advisor to the Psychology Club.

Kurt Ward, assistant professor, director of criminal justice
B.A. University of Massachusetts at Amherst, Amherst, Massachusetts
M.B.A. Fairleigh Dickinson University, Madison, New Jersey
J.D. Western New England University School of Law, Springfield, Massachusetts

Ph.D. Northeastern University, Boston, Massachusetts
Professor Ward serves as the Director of the Criminal Justice program, Director of Paralegal and Legal Studies at Elms College. Prior to joining the Elms, he was the Director of Criminal Justice and Legal Studies at Newbury College. He has also lectured at MCPHS University in Boston on drug regulatory affairs.

Prior to entering academia, Professor Ward held positions in banking, information technology, management consulting, and litigation support. As the Director of the Criminal Justice program he teaches the introductory courses and the capstone course, as well as other criminal justice electives and law courses. As Director of Paralegal and Legal Studies and Paralegal Education, he oversees full-time faculty, practicing attorneys, and other legal professionals in the delivery of a rigorous and practical legal education.

## Adjunct Faculty in Social Sciences

## Carol Allan, SSJ director of campus ministry, adjunct faculty in sociology

## B.A. M.A. Salve Regina University

M.A. Maryknoll School of Theology

Sister Carol brings a unique level of expertise on the victims of crime based on her years of experience working in the office of the Hampden County District Attorney as a victim witness advocate and implementer of the Restorative Justice Program. Further experience working for the Open Pantry Community Services focused on women in recovery provides additional informed perspectives on victims. In addition to sociology, Sister Carol also teaches a First Year Seminar.

Miguel Arce, adjunct faculty in sociology and social work
B.A. University of Texas at El Paso
M.S.W. San Jose State University

Miguel Arce brings years of experience in the field as well as the classroom. His experiences as an administrator in human service programs and as a grant writer provide depth and insight to his courses. Miguel has been an adjunct faculty member at Elms College for many years, and is a fulltime faculty member at Springfield College.

David Bickford, adjunct faculty in CSD
B.A., University of Massachusetts

## M.A., University of Massachusetts

David Bickford has worked as a speech-language pathologist in skilled nursing facilities throughout western Massachusetts. He is employed as an SLP at the Park View Specialty Hospital in Springfield. He was an SLP and supervisor at Belchertown State School, the New Medico Head Injury Systems facility, and Valley Rehabilitation. David joined the Elms faculty in 2004.

## Nicolle Carr, adjunct lecturer in psychology

B.S. Oklahoma City University

PhD. University of Texas Austin
Dr. Carr received her BS in psychology from Oklahoma City University in 2001 and a Ph.D. in psychology from the University of Texas at Austin (with an emphasis in behavioral neuroscience) in 2005. In 2008, she became a Board Certified Behavior Analyst through a program at Penn State. Dr. Carr currently works as a behavioral consultant in local school districts and teaches online courses for universities and colleges around the country. She was most recently appointed to the Autism Crisis Committee to determine possible changes to legislation in Oklahoma and the School Climate \& Culture Task Force that will evaluate consequences and future directions in a nearby school district. She is the secretary for the American Psychological Association's Society of Behavioral Neuroscience and Comparative Psychology (Division 6) and the Applied Behavior Analysis Special Interest Group on Ethics. Dr. Carr currently lives in Oklahoma with her husband, two daughters and three dogs

## Jeffrey Couture, adjunct instructor in criminal justice

B.A. Westfield State University

## M.S. Anna Maria College

Jeff Couture is a 20-year veteran of the Chicopee Police Department where he currently serves as the department's training officer. He is also a law enforcement instructor with Commonwealth Police Services. He teaches Drugs, Guns \& Gangs and Fair \& Impartial Policing. He also serves as the site supervisor for our students who intern with the Chicopee P.D.

## Terry Champiney, adjunct in sociology

Ms. Champiney has been employed by the Commonwealth of Massachusetts for 27 years across three agencies; Department of Mental Health, Department of Transitional Assistance, and Department of Children and Families (DCF). She currently is a child protection social worker for DCF and has significant clinical experience in crisis management, parental support, and family counseling. In addition, she has administrative and governance functions through her term on the National Association of Social Workers' Board of Directors and Legislative Advocacy Committee.

## Katherine A. Currier, Professor Emeritus of legal studies

B.A. Carleton College
M.A. University of California, Berkeley
J.D. Northeastern School of Law

A nationally known leader in business and paralegal education, and author of three textbooks,
including Introduction to Law for Paralegals: A Critical Thinking Approach, Professor Currier is a frequent speaker at national and regional paralegal educator meetings. For eight years she served on the board of directors of the American Association of Paralegal Educators. Professor Currier also served as a member of the American Bar Association Standing Committee's Commission on Paralegals, and for five years served as chair. She has overseen many site visits across the country evaluating paralegal programs seeking initial ABA approval or re-approval. In 2007, she was elected to the executive committee of the International Assembly for Collegiate Business Education (IACBE), and in 2008 elected as the Northeast regional representative to the IACBE board of directors. She also served as the president of IACBE Region 1.

## Richard Devine, adjunct faculty in criminal justice

B.A. Springfield College (Human Services Administration; Sociology minor)

Rich Devine is the Director of Employment and Community Outreach with the Hampden County Sheriff's Department. He began his criminal justice career as a correctional officer. For the last 22 years, he has worked with employment and reintegration of ex-offenders. He is known nationally as an expert on reentry, reintegration, employment readiness assessment, job placement, transitional employment and forming community partnerships.

## Steven Dykstra, adjunct faculty in CSD

B. A., Suny Buffalo
M.A., University of Rhode Island

Steven Dykstra has worked with a variety of populations in Massachusetts since 1978.
He has been a Speech \& Language Pathologist, teacher, tutor, administrator, and consultant to Early Intervention programs, public elementary and secondary schools, a private residential school for students with learning differences, a state residential program for developmentally disabled adults, a county house of corrections, and other settings. Steve has also taught a number of professional and parent workshops on topics such as Learning Disabilities, Language Development, Nonverbal Learning Disability, Language-Based Programs, and Written Expression. His expertise in testing and assessment has been considered valuable to many families, schools, and lawyers. In 1998, Steve opened a private practice which includes services for Speech \& Language issues as well as hypnosis interventions. In the summer of 2006, his book on the development of writing skills and remediation of deficits, Word Forging, was published, and he has begun presentations at schools and parent groups in Massachusetts on this topic.

## Ronald Gibbons, adjunct faculty in criminal justice

B.A. Anna Maria College
M.S. Anna Maria College

Ron Gibbons has been a Massachusetts State Trooper for approximately twenty years and in that capacity has investigated hundreds of homicide cases and violent crimes. He has specialized training in drug, sexual assault, arson, and homicide cases. For his work as a criminal
investigator, he has received a special commendation from the U.S. Department of Justice.
Susan Goldman, adjunct faculty in psychology
M.S.W. Hunter College School of Social Work

Susan Goldman has been in clinical practice for more than 30 years. She is currently in private practice in West Springfield, and has a special interest in couples and family treatment as well as trauma work. She has taught "Introduction to Counseling" at Elms for several years, utilizing an innovative in vivo method, and previously had been a field instructor for Springfield College and the University Of Connecticut School Of Social Work.

## John Hale, adjunct faculty in criminal justice

B.A. Western New England University
J.D. Western New England University School

John Hale is a licensed attorney and retired captain with the Hampden County Sheriff's Department, where he served for 22 years. He teaches Corrections and Rehabilitation, Effective Communications in Criminal Justice, and Ethics, Integrity Training and Leadership Development.

Shawn Hemingway, adjunct faculty in criminal justice
B.A. Springfield College (Human Services Administration; Sociology minor)
M.S. WNEC (Criminal Justice Administration)

Shawn Hemingway is the re-entry employment supervisor with the Hampden County Sheriff's Department, where he has worked for the last 15 years. He teaches Corrections and Rehabilitation, Offender Reentry and Reintegration, Policing in America, and Probation, Parole \& Restorative Justice.

## Michael Krawiec, adjunct in social sciences

## B.S. Springfield College

M.Ed. Springfield College
C.A.G.S. Springfield College

Mr. Krawiec is a consultant for organizational development. Based on his work experience with youth, he uses an individual and group behavioral approach to courses such as organization behavior and labor relations. For his sport management courses, he brings not only his own personal experiences, having coached football at the college level, but also frequently invites guest speakers, such as long-time hockey referee Kevin Collins and professional baseball player Doug Clark.

Thomas Lachiusa, adjunct faculty in sociology
B.S. Springfield College
M.S.W. University of Connecticut

Ph.D. University of Southern California
Dr. Lachiusa brings a rare combination of expertise and experience to teaching courses in criminal justice. He is a licensed independent clinical social worker with a private practice as a
psychotherapist, and is also currently working at the Hampden County Correctional Center in Ludlow. In addition to his direct clinical experience, Dr. Lachiusa taught for many years at Springfield College.

## Kathy Layer, adjunct in legal studies

B.A. University of Massachusetts at Amherst
M.L.I.S. San Jose State University

Paralegal certificate, Boston University
Kathy Layer is a law librarian Western New England University School of Law. She teaches Computer-Assisted Legal Research and Law Office Computer Applications, both of which she developed into fully on-line courses for the Legal Studies program.

## Cathy Machak '98, adjunct instructor in social work

B.S.W. Elms College
M.S.W. Springfield College

Cathy Machak practiced social work in mental health settings, and is a consultant on trauma. Her area of interests are in working with non-traditional students, where she encourages students to "reach high, plan for success, and not quit in setting goals because a goal is only a dream if you do not have a plan." Cathy is often a storyteller in the classroom, inspiring students with stories that she believes put flesh and blood on skeletal principles of social work. Her research interests are spirituality and healing, and she has spoken at international conferences on this topic.

Angela Mansolillo, adjunctfaculty in CSD
B.A., Rhode Island College
M.A., University of Connecticut

Angela Mansolillo has been a speech-language pathologist since 1985, and works at Cooley Dickinson Hospital in Northampton. She has practiced in hospital, home care, and school settings. She lectures on dysphagia assessment and intervention, and earned specialty certification in swallowing disorders from the American Speech-Language- Hearing Association. Angela joined the Elms faculty in 1998, and provides clinical supervision to student clinicians.

## Laura M. Marino, adjunct in legal studies

B.A. St. Peter's College
J.D. Western New England School of Law

Attorney Marino's practice concentrates in real estate conveyancing. She serves as the Springfield assistant city solicitor and is a former planning board commissioner for the City of Springfield.

## Jane Miliotis, lecturer

B.A. Brandeis University
J.D. Suffolk University Law School
M.S. Boston University

Attorney Miliotis served as an adjunct in both the legal studies and business management programs. Before coming to the Elms, she taught legal writing and research at Suffolk University Law School. In addition to teaching, she served as in-house counsel for a cable television company, a grant writer and liaison for an educational consortium, and an associate in a firm concentrating in the areas of personal injury, real estate, corporation, and probate law. Attorney Miliotis also assisted in the handling of complex business and tort litigation in a midsize law firm.

## Daniel Patrick Morrissey, adjunct faculty in legal studies

B.A. University of Massachusetts at Amherst
M.S. Middlebury College
J.D. Western New England College School of Law

Dan Morrissey is currently a practicing attorney with Bacon \& Wilson, P.C. in Springfield, Massachusetts. He teaches Immigration Law, a fully on-line course he developed for the Legal Studies program.

## Andrea O'Connor, adjunct faculty in legal studies

B.A. University of Connecticut
J.D. Western New England University School of Law

Andrea O'Connor is currently the judicial law clerk for the United States Bankruptcy Court in Springfield, Massachusetts. Prior to that appointment, she was an associate with Hendel \& Collins, P.C. She teaches Advanced Legal Research \& Writing.

Elizabeth Pitoniak '87, adjunct faculty in sociology and social work
A.S. Springfield Technical Community College
B.S. Elms College
M.S.W. Smith College

Elizabeth Pitoniak is a trained social worker and psychotherapist who has considerable experience with the juvenile justice system, with a particular interest and experience in working with girls confined by court order to locked facilities.

Inna Radkovets, adjunct faculty in CSD
B.A., Elms College, Chicopee, MA
M.A., University of Massachusetts, Amherst, MA

Inna Radkovets is a bilingual speech-language pathologist who works with both pediatric and adult clients. After earning her undergraduate degree, Inna worked as a speech-language pathology assistant in the Westfield Public School System. Currently, Inna works at Cooley Dickinson hospital where she serves clients with swallowing and communicative disorders. She is also a consultant to local school systems where she conducts speech-language evaluations of Russian and Ukrainian speaking students.

Kathleen M. Reagan, SSJ, professor emeritus and adjunct faculty in sociology
B.A. M.A. Ph.D. University of Massachusetts

Sr. Kay Reagan was on the sociology faculty of Elms College for 35 years until her retirement in 2010. Her specialties are political sociology, medical sociology, racial and ethnic groups, and social research.

## Deborah E. Roberge, adjunct faculty in criminal justice and legal studies

B.A. Central Connecticut State University
J.D. Western New England University School of Law

Deb Roberge has been a practicing criminal defense attorney for 17 years. She was a partner in the firm of Hurst and Fogerty and is now a solo practitioner. She teaches Criminal Law \& Procedure.

Bob Sabato, adjunct faculty in psychology
B.S. M.A. American International College

Bob Sabato is a licensed marriage and family therapist who has been working with children and families for the past 30 years. Bob has worked in virtually all of the children's clinical milieus, including inpatient, outpatient, and partial hospitalization. Bob currently serves as the clinical director of a therapeutic day school for children between the ages of 5 and 18. Bob has been an adjunct professor in the Psychology Department at Elms College for the past 10 years.

Carolyn Scott—Howe, adjunct in paralegal and legal studies
B.A. Elms College
J.D. Western New England College School of Law

Attorney Scott-Howe is a sole practitioner and independent contractor. She has extensive experience in tort law, family law, criminal defense, municipal law, residential real estate, corporate law, and estate administration.

## Communication Sciences and Disorders

The Communication Sciences and Disorders Program offers four undergraduate programs of study leading to a degree in one of two areas: speech-language pathology assistant (SLPA) or communication sciences and disorders (CSD). Students may obtain Master of Arts or Masters of Science degrees and/or various graduate certificates with majors in Applied Behavior Analysis, and Autism Spectrum Disorders. See the Elms Graduate Catalog for details.

Each program is designed to contribute to the liberal arts education of Elms College students by offering a blend of humanistic and scientific approaches to the study, research, and application of human communication theory. The online speech-language pathology assistant (SLPA) certificate program is designed for individuals who live in states that do not require a degree for a SLPA to practice. The two-year SLPA assistant major leads to an associate of arts (AA) degree. The four-year SLPA major and the four-year CSD major lead to a Bachelor of Arts (BA) degree. Only the BA in CSD prepares the student for graduate study in speech-language pathology, audiology, or in education of the deaf and hearing impaired. The SLPA major prepares the student for employment upon graduation, rather than graduate school. Students may also focus on CSD by choosing it as a minor, or by incorporating it into a
professional studies major.

## Competencies

## Knowledge Outcomes:

Demonstration of basic skills is expected at the undergraduate level. The majority of the following skills will be developed and refined at the graduate level:
A. The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
C. The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences, and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
D. The applicant must possess knowledge of the principles and methods of prevention, assessment of, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
E. The applicant must demonstrate knowledge of standards of ethical conduct.
F. The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
G. The applicant must demonstrate knowledge of contemporary professional issues.

## Skills Outcomes:

Demonstration of basic skills is expected at the undergraduate level. The majority of the following skills will be developed and refined at the graduate level. S majors are required to complete a minimum of 100 clock hours of supervised clinical experience in the treatment of speech and language disorders.
A. The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.
B. The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.
C. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
D. Supervision must be provided by individuals who hold the certificate of clinical competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.
E. Supervised practicum must include experience with client/patient populations across the lifespan and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.
F. Clinical Practica 8 credits: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve a number of skills outcomes. Specific information regarding these outcomes may be obtained from the director of CSD Program.

## SLPA Online Certificate

Requirements for employment as a speech language pathology assistant (SLPA) vary by state and are not determined by the American Speech Language Hearing Association. Please be sure to check the requirements for employment as an SLPA in the state, in which you plan to work.

Students electing to complete the certification program will enroll in a course of study that will typically span four to six semesters. The 36 credit program consists of a sequential course of study in the normal process of speech, language, and hearing, the disorders of communication, and the remediation of these disorders. Students must earn a GPA of 3.0 or better overall and in CSD courses, and a grade no lower than C in all CSD courses. Upon completion of this sequence of courses, the student will be prepared for entry into the field of speech language pathology as an SLPA, although the student must determine the requirements of the state in which she/he plans to work to ensure that the Elms College Online SLPA Certification Program meets those requirements.

Students must complete a 36 credit program and demonstrate the following knowledge and skills outcomes.

## Knowledge Outcomes

1. Must demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and cultural bases.
2. Must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders, delays, and differences, including their etiologies and characteristics, as well as their anatomical, physiological, acoustic, psychological, developmental, and cultural correlates.
3. Must demonstrate knowledge of principles and methods of intervention for people with communication disorders, including consideration of anatomical, physiological, acoustic, psychological, developmental, and cultural correlates of the disorders.
4. Must demonstrate knowledge of standards of ethical conduct.

Knowledge outcomes will be assessed through evaluation of the applicant's performance on tests, assignments, projects, course participation, and written papers.

## Skills Outcomes

The applicant must complete a minimum of 100 clock hours of supervised clinical experience in the treatment of speech and language disorders.

Supervision must be provided by individuals who hold the certificate of clinical competence in the appropriate of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence.
Supervision must be sufficient to ensure the welfare of the client.
Skills outcomes will beassessedat the end of each session completed by the applicant's clinical supervisor.

## Course requirements and typical sequence:

CSD 201.DE Introduction to Communication Sciences and Disorders 3
CSD 202.DE Anatomy/Physiology of the Speech Mechanism I 3
CSD 203.DE Anatomy/Physiology of the Speech Mechanism II 3
CSD 204.DE Phonetics and Phonology 3
CSD 305.DE Normal Language Development 3
CSD 307.DE Observation Methods and Techniques 4
CSD 412.DE Rehabilitation of Articulation Disorders 3
CSD 413.DE Rehabilitation of Language Disorders 3
Clinical Practica 8 credits

Students may enroll in one or more clinical practica only with the permission of the program director.

| CSD 408A.DE | Clinical Practicum in Schools I |
| :--- | :--- |
| CSD 408L.DE | Clinical Practicum in Schools I Lab |
| CSD 408B.DE | 2 |
| Clinical Practicum in Schools II | 1 |
| CSD 408L.DE | Clinical Practicum in Schools II Lab |
| CSD 415A.DE | Clinical Practicum in Schools II |
| CSD 415L.DE | Clinical Practicum in Schools II Lab |
| CSD 415B.DE | Clinical Practicum in Schools II |
| CSD 415L.DE | Clinical practicum in Schools II Lab |

## Associate of Arts: Speech-Language Pathology Assistant (SLPA)

The AA in SLPA is an intensive two-year course of study. Students will enroll in courses recommended by the American Speech-Language Hearing Association (ASHA) as well as in courses required by Elms College to earn this degree. Requirements for SLPA vary by state. Therefore, prior to enrolling in this program students must contact the state in which they plan to work to determine its SLPA requirements.

## Admission to the Major

Request for major status is through student application to the director of CSD program at
the completion of the first year. Admission is based on a minimum 3.0 grade point average (GPA) in CSD courses and overall, successful completion of the 200 level CSD courses, and application review. Should a student earn a grade below C in a CSD course, that course cannot be applied toward major credit, and the course must be retaken. Students must maintain a 3.0 GPA in CSD courses and overall in order to retain major status and in order to graduate with an AA in SLPA.

## Field-Based Experiences

The AA degree in speech-language pathology assistant at Elms College applies theory gained in coursework to a variety of experiences in clinical environments. Program affiliations with a broad range of schools afford students with opportunities to perform observations of therapy sessions. Students who qualify and who receive the permission of the program director will participate in a clinical internship(s) in the second year of the program.

Prior to enrolling in clinical practicum courses CSD 408 or CSD 415, the following requirements must be met:

1) Academic coursework with no grade lower than a C in CSD courses,
2) A minimum of 50 clock hours of pre-practicum/community service experiences,
3) A minimum of 50 clock hours of supervised clinical observations,
4) A minimum of 3.0 grade point average (GPA) in CSD courses, and overall
5) Permission of the program director.

## Associate of Arts Degree <br> Major in Speech-Language Pathology Assistant (S.L.P.A.)

(Min. at Elms College: 30 cr. / Min. GPA: 3.0)
Major Course Requirements 35 credits
CSD 201 Intro. To Communication Sciences \& Disorders 3
CSD 202 Anatomy/Physiology of the Speech Mechanism I 3
CSD 203 Anatomy/Physiology of the Speech Mechanism II 3
CSD 204 Phonetics and Phonology 3
CSD 305 Normal Language Development 3
CSD 307 Observational Methods and Techniques 4
CSD 403 Bases of Intervention 3
CSD 412 Rehabilitation of Articulation Disorders 3
CSD 413 Rehabilitation of Language Disorders 3

## Clinical Practica 8 credits

Students may enroll in one or more clinical practica only with permission of the program director.
CSD 408 Clinical Practicum in Schools I 3
CSD 408L Clinical Practicum in Schools I Lab 1
CSD 415 Clinical Practicum in Schools II 3
CSD 415L Clinical Practicum in Schools IL Lab 1
A minimum of 100 clock hours of supervised clinical experience in the treatment of speech
and language disorders must be completed by students majoring in SLPA.
Additional Course Requirements 21 credits
HIS 105 or 106 American History ..... 3
HUM 101 Rhetoric ..... 3
MAT 108 College Math or
MAT 109 Statistics orMAT 120 Elementary Functions orMAT 131 Differential Calculus3PHI 242 Everyday Ethics or
PHI 100 or 200 level
(PHI 248 Health Care Ethics recommended) ..... 3
PSY 201 General Psychology ..... 3
REL 214, 215 or 302 World Religions ..... 3

Students must also complete all core course requirements of the college.

## Associate of Arts Degree

## Speech-Language Pathology Assistant (SLPA)

The associate of arts degree in speech-language pathology assistant is an intensive two-year course of study. Students will enroll in courses recommended by the American SpeechLanguage Hearing Association (ASHA) as well as in courses required by Elms College to earn this degree. Requirements for S.L.P.A. vary by state. Therefore, prior to enrolling in this program Students must contact the state in which they plan to work to determine its SLPA requirements.

Typical Sequence

| First Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| ENG 101 Rhetoric OR | CSD 307 Obs Meth and Tech 4 |
| ENG 105 English Composition | CSD 201 Intro to CSD |
| Elective | CSD 203 A and P of Speech II |
| CSD 202 A and P of Speech I | American History |
| MAT 108, 109, 120, or 131 | REL 214, 215 or 302 World Religions |
| PSY 201 General Psychology | 15 credits |
| 15 credits |  |


| Second Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| CSD 305 Normal Language Devel. | CSD 413 Rehab. Lang. Disorders |
| CSD 412 Rehab. Artic Disorders | Elective (EDU 319 recommended) |
| CSD 403 Bases of Intervention | PHI 248 OR PHI 242 |
| CSD 408 Clin. Prac. in Schools I | CSD 415 Clin. Prac. in Schools II |
| CSD 408L Clin. Prac. Schools I Lab (1 cr.) | CSD 415L Clin Prac. Schools II Lab (1 cr.) |
| Elective | Elective (1) |
| 16 credits | 14 credits |

## Bachelor of Arts: Speech-Language Pathology Assistant (SLPA)

Students electing this major will enroll in a four-year course of study culminating in the B.A. degree. The 45 credit major consists of a sequential course of study in the normal processes of speech, language, and hearing, the disorders of communication, and the remediation of these disorders. Students must maintain a minimum 3.0 grade point average (GPA) in CSD courses. Any grade below a C in a CSD course cannot be applied toward major credit and the course must be retaken.

Students will enroll in courses recommended by the American Speech-Language Hearing Association (ASHA) as well as in courses required by Elms College to earn this degree.

Upon graduation, students will be prepared for entry into the field of speech-language pathology as a SLPA Potential employment may be in a school setting as a speech- language pathology assistant. This major is appropriate for students who wish to earn a four-year degree and to seek employment as a SLPA, but who do not wish to attend graduate school.

## Admission to the Major

Request for major status is through student application to the director of CSD program at the completion of the sophomore year. Admission is based on a minimum
3.0 grade point average (GPA) in CSD courses and overall, successful completion of the 200-level CSD courses, and application review. Should a student earn a grade below C in a CSD course it must be retaken. Students must maintain a 3.0 GPA in CSD courses and overall in order to retain major status and to graduate with a BA in SLPA.

## Field-Based Experiences

The BA degree in SLPA at Elms College applies theory gained in coursework to a variety of experiences in clinical environments. Program affiliations with a variety of settings afford students with opportunities to perform observations of therapy sessions. Students who qualify and receive the permission of the program director will participate in a internship in the fourth year of the program.

Prior to enrolling in clinical practicum courses CSD 408 or CSD 415 , the following requirements must be met:

1) Academic coursework with no grade lower than a C in CSD courses,
2) A minimum of 50 clock hours of pre-practicum/community service experiences,
3) A minimum of 50 clock hours of supervised clinical observations,
4) A minimum of 3.0 grade point average (GPA) in CSD courses, and overall, and permission of the program director.

## Bachelor of Arts Degree

Major in Speech-Language Pathology Assistant (S.L.P.A.)
(Min. at Elms College: 33 cr. / Min. GPA: 3.0)

Major Course Requirements 42 credits
ASD 301 Introduction to ASD 3
CSD 201 Intro. to Communication Sciences and Disorders 3
CSD 202 Anatomy/Physiology of the Speech Mechanism I 3
CSD 203 Anatomy/Physiology of the Speech Mechanism II 3
CSD 204 Phonetics and Phonology 3
CSD 305 Normal Language Development 3
CSD 307 Observational Methods and Techniques 4
CSD 403 Bases of Intervention 3
CSD 410 Seminar in CSD 3
CSD 412 Rehabilitation of Articulation Disorders 3
CSD 413 Rehabilitation of Language Disorders 3
Students may enroll in one or more clinical practicum only with permission of the Program director.
CSD 408 Clinical Practicum in Schools I 3
CSD 408L Clinical Practicum in Schools I Lab 1
CSD 415 Clinical Practicum in Schools II 3
CSD 415L Clinical Practicum in Schools IL Lab 1
A minimum of 100 clock hours of supervised clinical experience in the treatment of speech and language disorders must be completed by students majoring in SLPA

Additional Course Requirements 18 credits
BIO 105, 121, 122, or 2153
MAT 108, 109, 120, or 131 3
PHI 100, 200 or 248 Healthcare Ethics 3
PSY 201 General Psychology 3
SWK 204 Human Behavior in Social Environments 3
REL 302 World Religions 3

Students must also complete all core course requirements of the college.
Bachelor of Arts Degree, S.L.P.A.
Typical Sequence

| First Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| BIO 105,106,121,122, or 215 | Language |
| ENG 101 Rhetoric | Literature |
| First Year Seminar | MAT 108, 109, 120, or 131 |
| History 100 Level | PSY 101 General Psychology |
| Language | Elective |
| 15 credits | 15 credits |


|  | Second Year |
| :--- | :--- |
| Fall Semester | Spring Semester |


| CSD 200 Professional Writing for CSD | CSD 203 A and P of Speech II |
| :--- | :--- |
| CSD 201 Intro. To CSD | CSD 204 Phonetics and Phonology |
| CSD 202 A and P of Speech I | CSD 207 Intro to Linguistics |
| Fine or Performing Arts Elective | SWK 204 Hum Beh Soc Env, PHI 100 or <br>  <br> 200 level or PHI 248 (PHI 248 <br> recommended) |
| Electives | Electives |
| 15 credits | 15 credits |


| Third Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| CSD 305 Normal Language Dev. | ASD 301 Intro to ASD |
| ICSD 307 Observ. Methods \& Tech. | Elective (EDU 319 rec) |
| Electives (9 credits) | REL 214, 215 or 302 World Religions |
|  | Physical Wellness (2 credits) |
|  | Elective |
| 15 credits | 15 credits |


| Fourth Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| CSD 403 Bases of Intervention | CSD 410 Seminar in CSD |
| 1 | CSD 413 Rehab. of Lang. Disorders |
| CSD 408 Clin. Prac. in Schools I | CSD 415 Clin. Prac. in Schools II |
| CSD 408L Clin. Prac. Schools I Lab (1 cr) | CSD 415L Clin. Prac. Schools II Lab (1 cr.) |
| CSD 412 Rehab. of Artic. Disorder | Electives (4 credits) |
| Elective |  |
| 16 credits | 14 credits |

## Communication Sciences and Disorders (CSD)

The Bachelor of Arts in communication sciences and disorders (CSD) is a four-year preprofessional program that prepares the student academically and clinically for graduate studies in speech-language pathology and/or audiology. It also provides a background for students interested in pursuing career preparation in special education or in teaching the deaf and hard of hearing. Students wishing to fulfill the certification requirements of the Massachusetts Department of Education and the American Speech-Language-Hearing Association must plan to seek a master's degree in speech-language pathology or audiology.

This clinical major consists of a sequential course of study in the normal processes of speech, language, and hearing, the disorders of communication, and an introduction to assessment and management principles. Students seeking other options plan their course of study with the program director. Students will enroll in courses required by the American SpeechLanguage Hearing Association (ASHA) and in courses required by Elms College to earn this degree.

## Admission to the Major

Request for major status is through student application to the director of CSD program at the completion of the sophomore year. Admission is based on a minimum
3.0 grade point average (GPA) in CSD courses and overall, successful completion of the 200 level CSD courses and application review. Should a student earn a grade below C in a CSD course, that course cannot be applied toward major credit, and the course must be retaken. Students must maintain a 3.0 GPA in CSD courses and overall in order to retain major status and in order to graduate with a CSD major.

## Field-Based Experiences

The CSD major at Elms College applies theory gained in coursework to a variety of experiences in the professional environment. CSD Program affiliations with a broad range of schools, hospitals, clinics, and private practitioners afford students with opportunities to investigate career options, to perform observations of diagnostic and therapy sessions, to participate in supervised speech, language, and hearing screenings, and to participate in a clinical internship(s) in the senior year.

Requirements in the following areas must be met prior to enrollment in CSD 408, CSD 411, or CSD 415:

1) academic course work with no grade lower than a C in CSD courses,
2) a minimum of 50 clock hours of pre-practicum/community service experiences,
3) a minimum of 50 clock hours of supervised clinical observations,
4) a minimum of 3.0 grade point average (GPA) in CSD courses and overall, and
5) permission of the program director.

## Bachelor of Arts Degree

## Major in Communication Sciences and Disorders (CSD)

(Min. at Elms College: 36 cr. / Min. GPA: 3.0)

## Major Course Requirements 67 credits

ASD 301 Intro. to ASD 3
CSD 200 Professional Communication for CSD 3
CSD 201 Intro. to Communication Sciences and Disorders 3
CSD 202 Anatomy/Physiology of the Speech Mechanism I 3
CSD 203 Anatomy/Physiology of the Speech Mechanism II 3
CSD 204 Phonetics and Phonology 3
CSD 207 Introduction to Linguistics 3
CSD 301 Hearing Science 3
CSD 304 Speech Science 3
CSD 305 Normal Language Development 3
CSD 306 Audiology 3
CSD 307 Observational Methods and Procedures 4
CSD 308 Diagnostic Procedures 3
CSD 403 Bases of Intervention 3
CSD 405 Aural Rehabilitation 3
CSD 410 Seminar in Communication Sciences and Disorders ..... 3
CSD 412 Rehab. of Articulation Disorders ..... 3
CSD 413 Rehab of Language Disorders ..... 3
CSD 414 Counseling Methods in CSD ..... 3
CSD 420 Introduction to Neuroscience ..... 3

## Clinical Practica 4-12 credits

Students may enroll in one or more clinical practicum only with permission of the program director.
CSD 408 Clinical Practicum in Schools I 3
CSD408L Clinical Practicum in Schools I Lab 1
CSD 409 Clinical Practicum in Audiology 3
CSD 409L Clinical Practicum in Audiology Lab 1
CSD 415 Clinical Practicum in Schools II 3
CSD CSD 415L Clinical Practicum in Schools IL Lab 1

Additional Course Requirements 27 credits
BIO 105, 121, 122, or 2153
EDU 319 Students with Special Needs 3
MAT 108, 109, 120, or 1313
PHI 100, 200 or PHI 248 (PHI 248 Recommended) 3
One physical science course 3
PSY 201 General Psychology 3
PSY 202 Stats for Behavioral Sciences 3
PSY 204 Human Behavior Social Environment 3
REL 214, 215 or 302 World Religions 3

Students must also complete all core course requirements of the college.
Bachelor of Arts Degree: Communication Sciences and Disorders (CSD)
Typical Sequence

| First Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| BIO 105,106,121,122, or 215 | Any physical science |
| ENG 101 Rhetoric | Language |
| First Year Seminar | Literature 100 or 200 level |
| History 100 level | MAT 108, 109, 120, or 131 |
| Language | PSY 101 General Psychology |
| 15 credits | 15 credits |
| Second Year |  |
| Fall Semester | Spring Semester |


| CSD 200 Professional Comm. in CSD | CSD 203 A and P Speech II |  |  |
| :--- | :--- | :---: | :---: |
| CSD 201 Intro. to CSD | CSD 204 Phonetics and Phonology |  |  |
| CSD 202 A and P of Speech I | CSD 207 Intro to Linguistics |  |  |
| Fine or Performing Arts Elective | PHI 100, 200 or 248 (PHI 248 <br> recommended) |  |  |
| PSY 202 Stat.for the Behav. Sciences | REL 214, 215 or 302 World Religions |  |  |
| SWK 204 Hum. Beh. Soc. Env. |  |  |  |
| 15 credits | 15 credits |  |  |
|  | Third Year |  |  |
| Fall Semester | Spring Semester |  |  |
| CSD 301 Hearing Science | CSD 306 Audiology |  |  |
| CSD 304 Speech Science | CSD 307 Observ. Methods \& Tech. (4 cr.) |  |  |
| CSD 305 Normal Language Dev. | CSD 308 Diagnostic Procedures |  |  |
| Elective | Elective (EDU 319 recommended) |  |  |
| Physical Wellness (2 credits) |  |  |  |
| 15 credits | 15 credits |  |  |


| Fourth Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| CSD 403 Bases of Intervention | CSD 410 Seminar in CSD |
| CSD 405 Aural Rehabilitation | CSD 413 Rehab Lang Dis. (Elective) |
| CSD 412 Rehab Artic Dis.(Elective) | CSD 414 Couns. Meth. in Comm. Dis. |
| CSD 408 Clin. Prac. SLP Schools I | CSD 415 Clin. Prac. in SLP Schools II |
| CSD 408L Clin. Prac. SLP Lab I 1 OR CSD | CSD 420 Intro to Neuroscience |
| Elective 3 | Elective 2-5 |
| 15 credits | 15 credits |

## TOTAL: 120 credits

## Professional Studies Major/CSD

Students will plan their course of study with the Program director in accordance with the requirements set forth by the CSD program and the College.

## Criminal Justice and Legal Studies

The Criminal Justice and Legal Studies department's mission is to produce graduates ready to succeed in today's criminal justice and legal communities. In support of this mission, the department offers the following majors:

- Criminal Justice
- Double major in Criminal Justice and Social Work
- Legal Studies
- Paralegal Studies
- Double major in Legal Studies and Spanish
- 3+3 pre-law agreement with Western New England University School of Law

Students may also choose to minor in law or criminal justice, or obtain an associate's degree in paralegal studies, a post-degree paralegal certificate, or paralegal nurse-consulting certificate.

Throughout the departmental course offerings, emphasis is placed on critical thinking, problem solving, and effective communication. The department seeks to prepare students for a broad array of career options and to instill intellectual curiosity and a strong sense of self.
Departmental student outcomes include:

- Developing an understanding of the criminal justice and legal professions and their ethical obligations;
- Demonstrating critical thinking skills, including how to form sound and well-based judgments;
- Mastering effective communications skills: oral, interpersonal, and written;
- Demonstrating proficiency in using technology, including performing online research;
- Acquiring knowledge in criminal justice or law-specific subject matter areas; and
- Developing a commitment to continuing their professional growth.

A required internship is an integral part of the learning experience. Through the internship, students take their classroom learning and apply it in the work environment.

Student learning is also enhanced by additional out-of-the-classroom experiences, such as visits to local courthouses, participation in mock trials and negotiations, and trips to cities such as Washington, D.C. (visiting the White House, Congress, and the United States Supreme Court) or Boston (visiting the State House, Federal Courthouse, and the Supreme Judicial Court).

## Back to top

## Criminal Justice

The Criminal Justice program is geared to train students for a career in law enforcement, the courts, or corrections. Our faculty is dedicated to teaching each of our students to make a vital difference in our criminal justice system by providing solid career preparation based on the strength of the liberal arts, enriched by values of integrity and commitment to restorative justice.

Our vision for the Criminal Justice program is to provide students with a quality advanced degree opportunity that encourages students to enhance their knowledge and skills in the legal system on a local, regional, and federal level. Elms College's unique criminal justice curriculum emphasizing integrity, critical thinking, and effective communication will help develop
tomorrow's leaders. Students will develop an understanding of forensic science techniques used and an appreciation of the technological advances in the criminal justice field.

The criminal justice program takes a decidedly global perspective by examining issues from an international, federal, state, and local level. Students will study, among other areas of the discipline, the origins and causes of deviance, criminal law, criminal procedure, investigation, violence and victimization, and corrections and rehabilitation. We are committed to social justice in all aspects of the discipline.

All courses emphasize effective communication skills and experiential learning, including frequent field trips to area courthouses, correctional facilities, and probation offices.

## Bachelor of Arts Degree in Criminal Justice

## Major in Criminal Justice 46 credits

(Min. at Elms College: 24 cr. /Min. GPA: 2.67)

## Major Requirements

CRJ101 Introduction to Criminal Justice 3
CRJ260 American Legal Systems 3
CRJ280 Principles of Criminal Investigations 3
CRJ310 Policing in America 3
CRJ312 Corrections and Rehabilitation 3
CRJ342 Effective Communications for the CJ Professional 3
CRJ460 Internship in Criminal Justice 4
CRJ480 Ethics, Integrity Training, \& Leadership Development 3
LEG209 Criminal Law and Procedure 3
LEG317 Constitutional Law 3
SOC305 Social Research 3
SOC306 Criminology 3

## Criminal Justice Electives

9 credits
Choose three courses from the following:
BIO215 Anatomy and Physiology 3

CRJ350 Probation, Parole, and Restorative Community Justice 3
CRJ360 Private Security 3
CRJ380 Global Perspectives in Criminal Justice 3
CRJ390 Technology in Criminal Justice 3
CRJ395 Homeland Security and Terrorism 3
IDS301 International Study 3
IDS302 International Travel: London and Paris 3
LEG259 Family Law 3
LEG340 Advanced Criminal Law 3
LEG452 Juvenile Law 3
PSY206 Social Psychology (Psychology of Everyday Life) 3

| PSY304 | Forensic Psychology | 3 |
| :--- | :--- | :--- |
| PSY335 | Psychology of Adolescence | 3 |
| SOC209 | Social Deviance | 3 |
| SOC320 | Special Topics: Violence in America | 3 |
| SOC314 | Victimology | 3 |
| SOC316 | Racial and Ethnic Groups | 3 |
| SWK204 | Human Behavior in the Social Environment | 3 |
| SWK391 | Substance Abuse | 3 |
| Recommended courses that also satisfy college core requirements | $\mathbf{1 7}$ credits |  |
| BIO113 | Forensic Science | 3 |
| MAT109 | Statistics | 3 |
| PED114 | Intro to Physical Fitness/PED131 Total Personal Fitness | 2 |
| PSY101 | General Psychology |  |
| REL440 | Addiction and Recovery | 3 |
| SOC101 | Introduction to Sociology | 3 |

Bachelor of Arts in Criminal Justice Suggested Course Sequence

| First Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| Rhetoric/English | History |
| Intro. to Criminal Justice | Forensic Science |
| Language | Language |
| First Year Seminar | American Legal Systems |
| Philosophy | Intro. to Sociology |
| 15 credits | 15 credits |


| Second Year |  |
| :--- | :--- |
| Spring Semester | Fall Semester |
| CJ Elective \#1 | Criminal Law |
| Fine/Performing Arts | Effective Communications |
| Statistics | Literature |
| General Psychology | Principles of Criminal Investigations |
| Elective | Elective |


| Third Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| Constitutional Law | CJ Elective \#2 |
| Criminology | Corrections/Rehabilitation |
| Addiction \& Recovery | Policing |
| Elective | Elective |
| Elective | Elective |
| 15 credits | 15 credits |


| Fourth Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| Social Research | Physical Fitness |
| CJ Elective \#3 | Capstone |
| Internship | Elective |
| Elective | Elective |
| Elective | Elective |
| 16 credits | 14 credits |

Criminal Justice Major: 46 Credits
Elms Core Credits: 41 Credits
Elective Credits: 33 Credits TOTAL: 120 Credits

| Minor in Criminal Justice | 18 Credits |
| :--- | :---: |
| Minor Course Requirements | 3 |
| CRJ101 | Introduction to Criminal Justice |
| CR260 | American Legal Systems |
| CRJ310 | Policing in America |
| CRJ312 | Corrections and Rehabilitation |
| LEG290 | Criminal Law and Procedure |
| SOC306 | Criminology |

## Back to top

## Legal Studies

NOTE: The Legal Studies program is no longer approved by the American Bar Association as of August 2018.

The legal studies programs enjoy a national reputation. Program options include: bachelor's degrees in legal studies, paralegal, and a dual major in Spanish/legal studies. Other offerings include an associate's degree in paralegal, a post-degree certificates in paralegal and legal nurse consulting, and a minor in law, and the $3+3$ pre-law program.

Elms College's 3+3 agreement with Western New England University's School of Law is designed to allow students to complete both their bachelor's degrees and juris doctor's (J.D.) degrees in six years, rather than seven years. The course credits associated with the student's successful completion of the first year of law school will transfer back to Elms College and count as the student's senior year in their bachelor's program. Any student in any major may participate in this program. However, certain programs - such as Education, Nursing, and Social Work - have accreditation requirements or lead to licensure and, therefore, have stringent course completion requirements for their bachelor degrees. Students are required to meet all of their degree requirements by the end of their junior year in order to participate in this program. The law school will consider applications for admission to its full-time J.D. program from any Elms student who, at the time of application, will have earned at least 50 percent of the credits required for an Elms baccalaureate degree and will have earned at least 75 percent of the credits required for an Elms baccalaureate degree before their enrollment at
the law school. The student must apply for admission to the law school's full-time, regular J.D. program. Interested student should consult with Elms' Director of Legal Studies or its Pre-Law Advisor for complete details on admissions conditions and requirements.

Building on a core legal curriculum that provides an in-depth legal foundation, students can take a variety of electives, such as juvenile, family, tort, criminal, or sport law. The department offerings emphasize practical learning experiences through internships, service learning, and mock trials. Students have access to the latest in computerized legal research and technology. Web-enhanced courses give students 24 -hour access to materials.

Upon graduation, students may choose to continue their education in graduate or law school or start work immediately as paralegals. All contribute to the legal system, by enhancing the quality of legal services, and the public's access to justice.

Students wishing to enroll in the post-degree paralegal certificate program or the certificate in legal nurse consulting program must have already attained either their associate's or bachelor's degree.

## Bachelor's Degree in Legal Studies

The Bachelor of Arts in legal studies is a liberal arts major, with an interdisciplinary approach. This gives students planning on law school or other graduate studies the opportunity to study the legal system within the broader range of courses offered by other departments.

## B. A. Degree

Major in Legal Studies
(Min. at Elms College: 45 cr. / Min. GPA: 2.67)

## Major Requirements 52 credits

Legal Studies Courses 34 credits
CRJ 260 American Legal Systems 3
LEG 204 Intro to Legal Studies I 3

LEG 205 Intro to Legal Studies II 3
LEG 206 Principles of Litigation 3
LEG 295 Gender and Diversity in the Law* 3
LEG 333 Computer Assisted Legal Research 3
LEG 334 Interviewing \& Alternative Dispute Resolution 3
LEG 363 Law Office Computer Applications 3
LEG 455 Advanced Legal Studies Seminar 3
LEG 465 Adv. Research and Writing 3
LEG 480 Paralegal Internship 4
*Students may substitute LEG 451 Elder Law.
Legal Specialty Courses 9 credits
Choose three (LEG 253-495)

## Courses from Other Departments 9 credits

Choose three courses with an ENG, HIS, PHI, PSY, or SOC designation at the 200 level or above, subject to the advisor's approval.
Bachelor of Arts in Legal Studies Suggested Course Sequence

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| Rhetoric/English | American Legal Systems |
| College Math | Philosophy |
| Language | Language |
| First Year Seminar | Religious Studies |
| Science | Sociology, Psychology or Economics |
|  | Physical Well Being (1 credit) |
| 15 credits | 16 credits |
| Second Year |  |
| Fall Semester | Spring Semester |
| Intro. to Legal Studies I | Intro. to Legal Studies II |
| Principles of Litigation | Other Department (1st) |
| Literature | Legal Specialty (1st) |
| American History | Elective (2nd) |
| Elective (1st) | Gender/Diversity in the Law |
|  | Physical Well Being (1 credit) |
| 15 credits | 16 credits |
| Third Year |  |
| Fall Semester | Spring Semester |
| Fine / Performing Art | Legal Specialty (2nd) |
| Law Office Computer Appl. | Computer Assist. Legal Research |
| Sociology, Psychology or Economics | Other Department (2nd) |
| Legal Specialty (3rd) | Elective (3rd) |
| Advanced Res. and Writing | Interviewing/ADR |
| 15 credits | 15 credits |
| Fourth Year |  |


| Fall Semester | Spring Semester |
| :--- | :--- |
| Adv. Legal Studies Seminar | Internship (4 credits) |
| Elective (4th) | Elective (7th) |
| Other Department (3rd) | Elective (8th) |
| Elective (5th) | Elective (9th) |
| Elective (6th) |  |
| 15 credits | 13 credits |

## Legal studies major credits: 52 credits

## Elms core credits: 41 credits

Elective credits: 27 credits
TOTAL: 120 credits

## Minor in Law

(Min. at Elms College: 12 Cr. / Min. G.P.A. 2.0)

This minor is designed for students who have a general interest in law or would like basic preparation for law school.

## Minor in Law 18 credits

Required Courses 6 credits
BUS260 Legal Environment of Business or CRJ260 American Legal Systems 3 (Prerequisite to all other courses except LEG295)
LEG334 Interviewing and Alternative Dispute Resolution 3

Electives - choose 4* 12 credits
LEG204 Legal Studies I** 3
LEG205 Legal Studies II (Prerequisite: LEG204) 3
LEG209 Criminal Law 3
LEG295 Gender and Diversity in the Law 3
LEG311 Health Law 3
LEG314 Business and Consumer*** 3
LEG315 Employment/Administrative Law*** 3
LEG317 Constitutional Law 3
LEG383 Sport Law 3
LEG451 Elder Law 3
LEG452 Juvenile Law 3
IDS301 International Study: London and Paris 3
*Other LEG courses with approval of the Director of Paralegal and Legal Studies
** Highly recommended for those considering law school. Legal Studies I provides an excellent preparation in case briefing, statutory analysis, and legal research. It gives students the foundation in law and the legal system that they need to succeed in law school. If this course is taken, students may also take LEG205 Legal Studies II as part of the minor.

```
***Of particular interest for Accounting/Business students.
```


## Back to top

## Paralegal Studies

NOTE: The Legal Studies program is no longer approved by the American Bar Association as of August 2018.
The Bachelor of Arts degree in paralegal studies combines professional studies with a four-year liberal arts foundation.

The major also incorporates additional paralegal courses to prepare students to work upon graduation within either the public or private sector in organizations such as private law firms, corporate law departments, government agencies, and legal aid organizations. Provided a supervising attorney maintains responsibility for the work product, paralegals perform any task normally performed by the attorney, except those prescribed by the unauthorized practice of law.

Paralegals assist supervising attorneys with the performance of substantive legal work, thereby contributing to the efficient and economic delivery of legal services in both the public and private sectors. Alternatively, students are also prepared to work in other law-related fields, or to pursue further education in graduate or law school.

B.A. Degree Major in<br>Paralegal Studies<br>(Min. at Elms College: 45 cr. / Min. GPA: 2.67)

## Major Requirements 52 credits

Paralegal Courses 31 credits
CRJ 260 American Legal Systems 3
LEG 204 Intro. To Legal Studies I credits 3
LEG 205 Intro. To Legal Studies II 3
LEG 206 Principles of Litigation 3
LEG 333 Computer Assisted Legal Research 3
LEG 334 Interviewing \& Alternative Dispute Resolution 3
LEG 363 Law Office Computer Applications 3
LEG 455 Advanced Legal Studies Seminar 3
LEG 465 Adv. Research and Writing 3
B. A. in Paralegal Studies
|Suggested Course Sequence

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| Rhetoric/English | American Legal Systems |
| College Math | Philosophy |
| Language | Language |
| First Year Seminar | Religious Studies |
| Science | Sociology, Psychology or Economics |
|  | Physical Well Being (1 credit) |
| 15 credits | 16 credits |
| Second Year |  |
| Fall Semester | Spring Semester |
| Intro. to Legal Studies I | Intro. to Legal Studies II |
| Principles of Litigation | Legal Specialty (1st) |
| Literature | Legal Specialty (2nd) |
| Elective (1st) | Elective (3rd) |
| Elective (2nd) | Sociology, Psychology or Economics |
| Physical Well Being (1 credit) |  |
| 16 credits | 15 credits |
| Third Year |  |
| Fall Semester | Spring Semester |
| Computer Assisted Legal Research | Fine/Performing Art |
| Legal Specialty (3rd) | Legal Specialty (4th) |
| Elective (4th) | Elective (5th) |
| American History | Law Office Computer Applications |
| Interviewing/ADR | Advanced Research/Writing |
| 15 credits | 15 credits |


| Fourth Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| Adv. Legal Studies Seminar | Paralegal Internship (4 credits) |
| Legal Specialty (5th) | Elective (8th) |
| Legal Specialty (6th) | Elective (9th) |
| Elective (6th) | Legal Specialty (7th) |
|  | Elective (7th) |
| 13 credits | 15 credits |

Paralegal major credits: 52 credits Elms core credits: $\mathbf{4 1}$ credits Elective credits:
27 credits TOTAL: 120 credits

## Associate's Degree in Paralegal Studies

The associate of arts degree consists of 30 credits of paralegal course work and 30 credits of general education liberal arts courses. Students who wish to continue their studies at Elms College can apply all 60 credits towards a Bachelor of Arts degree.
A.A. DegreeMajor in Paralegal Studies(Min. at Elms College: 27 cr. / Min. GPA: 2.67)Major Requirements 30 credits
Paralegal Courses 21 credits
CRJ 260 American Legal Systems ..... 3
LEG 204 Intro. to Legal Studies I ..... 3
LEG 205 Intro. to Legal Studies II ..... 3
LEG 206 Principles of Litigation ..... 3
LEG 333 Computer Assisted Legal Research ..... 3
LEG 363 Law Office Computer Applications ..... 3
LEG 465 Advanced Research and Writing ..... 3Legal Specialty Courses 9 creditsChoose four from (LEG 253-495)College Core Courses 21 credits
Rhetoric ..... 3
History ..... 3
Philosophy ..... 3
Soc. or Psy. ..... 3
Science ..... 3
Math ..... 3
Religion ..... 3ELECTIVES
9 credits

Associate of Arts in Paralegal Studies Suggested Course Sequence

| First Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| Rhetoric/English | Elective (2nd) |
| College Math | Religious Studies |


| Philosophy | American Legal Systems |
| :--- | :--- |
| American History | Introduction to Sociology or Psychology |
| Elective (1st) | Science |
| 15 credits | 15 credits |


| Second Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| Legal Studies I | Advanced Res./Writing |
| Computer Assist. Legal Res. | Intro. to Legal Studies II |
| Principles of Litigation | Law Office Computer Appl. |
| Legal Specialty (1st) | Legal Specialty (2nd) |
| Elective (3rd) | Legal Specialty (3rd) |
| 15 credits | 15 credits |

## Paralegal major credits: $\mathbf{3 0}$ credits

Elective credits: 9 credits
Elms core credits: 21 credits
TOTAL: 60 credits

## Certificate of Advanced Paralegal Studies

Those students who have an associate's or bachelor's degree are eligible to earn the 27 credit certificate. If students do not have a degree but wish to earn the certificate, they must complete a total of 60 credits, 27 of which must be selected paralegal courses, and 18 of which must be general education credits.

Graduates find work within either the public or private sector in organizations such as private law firms, corporate law departments, government agencies, and legal aid organizations. Certificates are awarded at a special ceremony held in the spring.

Certificate of Advanced Paralegal Studies (Min. at
Elms College: 27 cr. / Min. GPA: 2.67) Certificate

## Courses 27 credits

Paralegal Courses 18 credits
LEG 204 Intro. To Legal Studies I
LEG 205 Intro. To Legal Studies II

$$
\begin{array}{lc}
\text { LEG } 206 \text { Principles of Litigation } & 3 \\
\text { LEG } 333 \text { Computer Assisted Legal Research } & 3 \\
\text { LEG } 363 \text { Law Office Computer Applications } & 3 \\
\text { LEG } 465 \text { Advanced Research and Writing } & 3 \\
\text { Legal Specialty Courses } 9 \text { credits } \\
\text { Choose three: (LEG 253-495) } \\
\\
\text { Minor in Paralegal Studies } \\
\text { Students electing a Bachelor of Arts degree in another discipline with a minor in paralegal } \\
\text { studies earn the certificate of advanced paralegal studies. Students should satisfy their college } \\
\text { core requirements and basic major requirements during their first and second years and then } \\
\text { complete the requirements for the minor in paralegal studies during their junior and senior } \\
\text { years. In addition, LEG } 455 \text { Advanced Paralegal Seminar is strongly recommended as a } \\
\text { general elective, especially for those considering law school. }
\end{array}
$$

## Minor in Paralegal Studies 27 credits

## Paralegal Courses 18 credits

CRJ 260 American Legal Systems 3
LEG 204 Intro. To Legal Studies I 3
LEG 205 Intro. To Legal Studies II 3
LEG 206 Principles of Litigation 3
LEG 333 Computer Assisted Legal Research 3
LEG 363 Law Office Computer Applications 3
LEG 465 Advanced Research and Writing 3
Legal Specialty Courses 6 credits
Choose two: (LEG 253-495)

## Back to top

## Social Services Paralegal

Social services paralegal graduates specialize in areas of the law that combine social services skills with legal skills. Graduates can begin their careers by working in positions in the justice and correctional systems. Alternatively, social services paralegal graduates may choose to continue their studies by obtaining a master's of social work or law degree. Placement settings for social service paralegals include district attorneys' offices, social service agencies, victim-witness groups, community service settings, child advocacy or probation departments, and prisons. These
specialized paralegals are able to utilize their social service skills in communicating with clients and assisting in resolving issues or helping clients through the court system.
NOTE: In order to sit for the social work licensing exam or receive advanced standing in graduate school, students must take an additional 24 to 27 credits of social work courses.

## B. A. Degree

## Major in Social Services Paralegal

(Min. at Elms College: 27 cr. / Min. GPA: 2.67)
Major Requirements 58 credits
Paralegal and Social Services Courses 31 credits
CRJ 260 American Legal Systems
LEG 204 Intro. to Legal Studies I 3
LEG 205 Intro. to Legal Studies II 3
LEG 206 Principles of Litigation 3
LEG 295 Gender and Diversity in The Law* 3
LEG 333 Computer Assisted Legal Research 3
LEG 334 Interviewing \& Alternative Dispute Resolution 3
LEG 363 Law Office Computer Applications 3
LEG 465 Advanced Research and Writing 3
LEG 480 Internship 4
*Students may substitute LEG 451 Elder Law.
Legal Specialty Courses 6 credits
Choose Three (LEG 253-495)
Social Work Courses 18 credits
SWK 101 Introduction to Social Work 3
SWK 204 Human Behavior/Social Environment 3
SWK 301 Social Welfare Policies 3
SWK 302 Social Work Practice I 3
SWK 305 Social Research 3
SWK 307 Social Group Work 3
Capstone Course (Choose one) 3 credits LEG 455 Advanced Legal Studies Seminar SWK 404 Survey of Social Work Issues

## Bachelor of Arts in Social Services Paralegal <br> Suggested Course Sequence

| First Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| Rhetoric/English | American Legal Systems |
| College Math | Philosophy |
| Language | Language |


| First Year Seminar | First Year Seminar |
| :--- | :--- |
| Science | Sociology, Psychology or Economics |
|  | Physical Well Being (1 credit) |
| 15 credits | 16 credits |


| Second Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| Intro. to Legal Studies I | Intro. to Legal Studies II |
| Principles of Litigation | Sociology, Psychology or Economics |
| Literature | Elective (1st) |
| Social Welfare Policies | Human Behavior in Social Environment |
| Introduction to Social Work | Elective (2nd) |
|  | Physical Well Being (1 credit) |
| 15 credits | 16 credits |


| Third Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| History | Fine/Performing Arts |
| Social Research | Legal Specialty (1st) |
| Computer Assisted Legal Research | Law Office Comp. App. |
| Social Work Practice I | Gender and Diversity in the Law |
| Interviewing/ADR | Advanced Research/Writing |
| 15 credits | 15 credits |


| Fourth Year |  |
| :--- | :--- |
| Fall Semseter | Spring Semester |
| Capstone Course | Social Group Work |
| Elective (3rd) | Elective (6th) |
| Elective (4th) | Elective (7th ) |
| Legal Specialty (2nd) | Internship (4 credits) |
| Elective (5th) |  |
| 15 credits | 13 credits |

Social services paralegal major credits: 58 credits Elms core
credits: 41 credits
Elective credits: 21 credits
TOTAL: 120 credits

## Legal Nurse Consulting

A legal nurse consultant (L.N.C.) is a registered nurse who possesses both medical and legal knowledge. The L.N.C. assists members of the legal profession with cases involving medical issues, such as medical malpractice, personal injury, product liability, or workers' compensation. The L.N.C. functions in two main roles: as a consulting expert or as a testifying expert. Some L.N.C.s also are involved in the catastrophic injury area by giving advice about life care planning. Whether as an in-house employee or independent consultant, the L.N.C. offers a wide range of professional services. These include: interviewing clients; screening cases for merit; analyzing and summarizing medical records and other evidence; researching and evaluating medical literature; assisting in preparation for and evaluation of depositions; identifying, locating, screening, and consulting medical experts; and preparing exhibits for settlement hearings or trials.

For admission to the legal nurse consultant certificate program, an applicant must be currently licensed to practice as a registered nurse and must have completed 2,000 hours of clinical practice as a registered nurse. In addition, prior to receiving the legal nurse consultant certificate, all candidates who do not possess an academic associate's or bachelor's degree must have completed a total of 60 college credits, of which 18 must be in general education distributed across at least three disciplines, such as course work in the humanities, sciences, or social sciences.

## Certificate in Legal Nurse Consulting

(Min. at Elms College: 18 cr. / Min. GPA: 2.67)
Certificate Courses18 credits
LEG 204 Intro. To Legal Studies I ..... 3
LEG 206 Principles of Litigation ..... 3
LEG 253 Torts / Personal Injury Law ..... 3
LEG 311 Health Law ..... 3
LEG 333 Computer Assisted Legal Research ..... 3
LEG 465 Advanced Research and Writing ..... 3

## Back to top

## Double Major in Legal Studies and Spanish

According to the Department of Labor, the Latino population is the fastest growing ethnic group across the U.S. thereby forever changing the face of our communities. As a result, the justice system is in grave need of professionals who speak Spanish and are also familiar with Hispanic
cultural backgrounds. The double major in legal studies and Spanish at Elms College uniquely allows students to combine language and cultural proficiency with an understanding of the legal system: a logical combination given today's rapidly growing need for bilingual legal professionals.

Through the double major in legal studies and Spanish, students develop their Spanish language skills through listening, speaking, reading, and writing, and deepen their cultural understanding through language, cultural, and literature courses. Students also participate in an internship that allows them to apply their language proficiency and legal knowledge in a real-life context.

This double major is designed for those students who wish to pursue a career within the legal system in an area where they can work to effect change and further justice, and in which there are almost limitless job opportunities.

## B. A. Degree

## Double Major in Legal Studies and Spanish

(Min. at Elms College: 31 cr. / Min. GPA: 2.67)

## Major Requirements 60-66 credits*

Legal Studies Requirements 34 credits

## CRJ260 American Legal Systems <br> 3

LEG 204 Intro to Legal Studies I
3
LEG 205 Intro to Legal Studies II 3
LEG 206 Principles of Litigation 3
LEG 295 Gender and Diversity in the Law OR
LEG 451 Elder Law3

LEG 333 Computer Assisted Legal Research 3
LEG 334 Interviewing and Alternative Dispute Resolution 3
LEG 363 Law Office Computer Applications 3
LEG 455 Advanced Paralegal Seminar 3
LEG 465 Adv. Research and Writing 3
LEG 480 Paralegal Internship 4
Legal Specialty Courses 6 credits
Choose two (LEG 253-495)
Spanish Requirements 30-36 credits*
(Min. at Elms College: 15 cr. / Min. GPA: 2.0)
SPA 220 Spanish Conversation I 3
SPA 226 Reading and Composition 3
SPA 302 Literature and Civilization of Spain II 3
SPA 303 Literature and Civilization of Latin America I 3
SPA 304 Literature and Civilization of Latin America II 3

SPA 305 Translation
SPA 321 Spanish Conversation II 3
SPA 323 Advanced Grammar and Composition 3
SPA 412 Hispanic Cultures in the USA 3
SPA 4XX Literature 3
*To enter the Spanish major, students must prove that they have achieved an intermediate level of proficiency in the language. They can do so by scoring at that level in a language proficiency test or by taking the intermediate level courses SPA 201 and 202, which would also satisfy the language core requirement.

## Double Major in Legal Studies and Spanish Suggested Course Sequence

| First Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| ENG 101 Rhetoric | American Legal Systems |
| MAT 108 College Math | Philosophy |
| SPA 220 Spanish Conversation I | SPA 226 Reading \& Composition |
| IDS 101 First Year Seminar | Religious Studies |
| Science Core | Sociology, Psychology or Economics |
|  | Physical Education (1 credit) |
| 15 credits | 16 credits |


| Second Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| LEG 204 Intro to Legal Studies I | LEG 205 Intro to Legal Studies II |
| LEG 206 Principles of Litigation | American History |
| SPA 321 Spanish Conversation II | SPA 323 Adv Grammar \& Composition |
| Lit/Civ* I or Spanish Elective | Lit/Civ* II |
| Elective (1st) | LEG 295 Gender \& Diversity in the Law |
| Physical Education (1 credit) |  |
| 15 credits | 15 credits |

*Literature and Civilization of Spain and Latin America are offered on alternate years

| Third Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| Legal Specialty (1st) | Fine/Performing Arts |
| LEG 333 Computer Assisted Legal Research | LEG 363 Law Office Comp. Applications |
| LEG 334 Interviewing/ADR | Legal Specialty (2nd) |
| Literature \& Film | Elective (2nd) |
| SPA 412 Hispanic Cultures in the USA | Literature/Civ. of Spain II |
| 15 credits | 15 credits |


| Fourth Year |  |
| :--- | :--- |
| Fall Semester | Spring Semester |
| LEG 455 Advanced Legal Seminar | Internship (4 credits) |
| Elective (3rd) | LEG 465 Adv. Research/Writing |
| Elective (4th) | SPA 4XX Literature |
| Sociology, Psychology or Economics | Elective (5th) |
| SPA 211 Phonetics | SPA 305 Translation |
| 15 credits | 16 credits |

## TOTAL: 123 credits

## Back to top

## Psychology

Psychology is the scientific study of mental process and behavior. The foundation of this program lies with the knowledge of major concepts and perspectives in psychology and the use of scientific reasoning to examine theories about human behavior.

Students in our program learn basic research skills and key concepts and overarching themes in psychology. In addition, students will also gain skills practical to professional work (e.g. communication skills, ethical standards, problem solving, project/time management, teamwork and collaboration).

The psychology program has a required core of foundation courses in addition to elected concentrations in experimental, clinical/counseling, or developmental psychology. A variety of elective courses are offered in topics including (but not limited to) biological, gender, socialcultural, psychological bases of behavior, cognition, mental health, and human development. Students working with their advisors can individualize their programs.

The program prepares students to follow a wide range of postgraduate options such as graduate study, agency work, and work in related fields or businesses. All undergraduates will participate in active learning experiences that focus on development of personal and professional ethics, communication skills, and professional development.

## Department of Psychology Outcomes

Successful undergraduates in the psychology program should demonstrate adequate skills in five outcome goal areas (APA Guidelines for the Undergraduate Psychology Major; American Psychological Association, 2016).

## These goals include:

1. Knowledge: Describe major concepts, perspectives, and major findings in psychology.
2. Scientific Inquiry and Critical Thinking: Demonstrate psychology information literacy and
use scientific reasoning/problem solving skills:
a. Design and conduct a basic research study;
b. Incorporate sociocultural factors and how this may influence the scientific inquiry process.
3. Ethical and Social Responsibility: Develop ethical and socially responsible behaviors.
a. Apply ethical standards for research and for self;
b. Build interpersonal relationships; treat others with civility.
4. Communication: Develop effective skills in writing and presentations.
5. Professional Development: Develop skills in project management, teamwork collaboration, self-regulation, application of content to career goals.

## Bachelor of Arts Degree Major in Psychology

(Min. at Elms College: 18 cr.; Min. GPA: 2.5)

## Major Requirements 36 Credits

PSY 101 General Psychology 3
PSY 202 Statistics for the Behavioral Sciences 3
PSY 205 Writing for Psychology 3
PSY 210 Experimental Psychology 3
PSY 302 History and Systems 3
PSY 325.01 Personality Theory 3
PSY 401 Psychology Seminar 3

Core Electives-5 Courses 15 credits (At least one course in each area):
Experimental: PSY 307, 308, 309
Clinical: PSY 211, 304, 313, 403, SOC 209, SWK 303
Developmental: PSY 214, 306, 312, 335, SWK 204

## Bachelor of Arts in Psychology <br> Suggested Course Sequence

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| Foreign Language (or Liberal Arts Core) | Foreign Language (or Liberal Arts Core) |
| HUM 101 First Year Seminar | ENG 101 Rhetoric |
| PSY101-General Psychology | *Psychology Core Elective |
| **Liberal Arts Core | **Liberal Arts Core |
| **Liberal Arts Core | **Liberal Arts Core |
| 15 credits | 15 credits |
|  |  |
| Second Year |  |
| Fall Semester | Spring Semester |
| PSY202 Statistics for the Behavioral Sciences | PSY210 Experimental Psychology |


| *Psychology Core Elective | *Psychology Core Elective |
| :--- | :--- |
| PSY205 Writing for Psychology | *Psychology Core Elective |
| **Liberal Arts Core | ${ }^{* *}$ Liberal Arts Core |
| Elective | ${ }^{* *}$ Liberal Arts Core |
| 15 credits | 15 credits |
| Third Year |  |
| Fall Semester | Spring Semester |
| *Psychology Core Elective | PSY302 History \& Systems Year 3 or Year 4 |
| PSY325 Personality Theory | Elective |
| Elective | Elective |
| Elective | Elective |
| Elective | Elective |
| 15 credits | 15 credits |
|  | Fourth Year |
|  |  |
| PSY401 Psychology Seminar | Elective |
| PSY403 Supervised Field Experience <br> (optional) | Elective |
| Elective | Elective |
| Elective | Elective |
| Elective | Elective |
| 15 credits | 15 credits |

*Psychology Core Elective (Experimental, Clinical, or Developmental)
**Liberal Arts Core (See Liberal Arts Core requirements that apply to all students.)

## Minor in Psychology

(Min. at Elms College: 18 cr.; Min. GPA: 2.5)

## Minor Requirements 18 credits

PSY 101 General Psychology 3
PSY 202 Statistics for the Behavioral Sciences OR
PSY 210 Research Methods Psychology 3
PSY 302 History and Systems 3
Three CORE Electives 9
(One each from experimental, clinical, and developmental clusters)

## Back to top

## Social Work

Social work is a rapidly growing and challenging profession that offers you the opportunity to make a difference in people's lives. Based on knowledge, scientific inquiry, and professional ethics, social work aims to promote individual and community development in settings such as hospitals, courts, mental health agencies, child welfare and correctional settings, and international settings, such as the United Nations.

Social workers recognize and respect cultural diversity, human rights, and social justice. As a student in our department, you will learn to work within the social work profession for a more humane and responsive world opposed to bigotry, oppression, and injustice.

The Council on Social Work Education has accredited our social work program since 1982. It is the oldest accredited undergraduate social work program in western Massachusetts, and is widely known and respected for training excellent social workers.

The social work curriculum prepares you for generalist practice with individuals, families, groups, organizations, and communities. The curriculum reflects critical contemporary issues and challenges faced by local, national, and global communities. The faculty makes a special effort to emphasize and integrate issues related to underrepresented and diverse populations.

## Social Work Program Mission

The mission of the social work program at Elms College is to educate students for beginning level, generalist social work practice that enhances and restores human and community wellbeing. The program, as does the college, exists for the personal, spiritual, and intellectual development of students. Students will be prepared to work for a humane, just, multicultural society and world community through a curriculum of liberal arts and professional social work foundations.

The program has respect for human diversity and has a commitment to prepare students to work for human rights and social and economic justice at the local, national, and international levels. Students are supported in developing competence in all areas of their professional education with special emphasis on communication skills, application of social work values, and scientific inquiry.
Elms College Department of Social Work is located in the midst of multicultural, low-income communities, which provide opportunities for learning, practice and service. The program emphasizes preparation for practice with diverse populations and continues the mission of Elms College to educate first-generation college students.

## Social Work Program Competencies

The social work program prepares students for generalist practice through mastery of the following core competencies. Upon graduation, a student will be able to accomplish the following:

- Identify as a professional social worker and conduct him-or herself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgements.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.


## Bachelor of Science Degree Major in Social Work <br> (Min. at Elms College: 24 cr. / Min. GPA: 2.5)

## Major Requirements 69 credits

PSY 101 General Psychology 3
SOC 101 Introduction to Sociology 3
BIO 105 Biology: Human Applications 3
SWK 101 Introduction to Social Work 3
HIS 105 Early American History 3
PSY 202 Statistics for the Behavioral Sciences 3
SSD 202 American Government and Public Policy 3
ECN 211 Economics 3
SWK 204 Human Behavior/Social Environment 3
SWK 205 Human Behavior/Social Environment II 3
SWK 301 Social Welfare Policies and Services 3
SWK 302 Social Work Practice with Individuals and Families 3
SWK 303 Mental Health/Mental Illness 3
SWK 307 Social Group Work 3
SWK 310 Social Work Research 3
SWK 315 Social Work Practice with Communities 3
SWK 401 Field Work Practicum 12
SWK 402 Advanced Social Work Practice with Individuals,
Families, and Communities 3
SWK 404 Survey of Social Work Issues 3
SOC 316 Racial and Ethnic Groups 3

## Bachelor of Science in Social Work Suggested Course Sequence

| First Year |  |  |
| :--- | :--- | :---: |
| Fall Semester | Spring Semester |  |
| HUM 101 Freshman Seminar | ENG101 Rhetoric |  |
| SWK101 Introduction to Social Work | SOC 101 Introduction to Sociology |  |
| BIO 105 Biology: Human Applications | Math |  |
| PSY101 General Psychology | Philosophy |  |
| Language | Language |  |
| 15 credits | 15 credits |  |
| Second Year |  |  |
| Fall Semester | Spring Semester |  |


| HIS 105 Early American History | SWK204 Human Behavior in the Social <br> Environment I |
| :--- | :--- |
| ECN211 Economics I | SSD202 American Government \& Public <br> Policy |
| Literature | SOC 316 Racial and Ethnic Groups |
| Religion | Art or Fine Arts |
| Elective | Physical Education |


| Third Year |  |  |  |
| :--- | :--- | :---: | :---: |
| Fall Semester | Spring Semester |  |  |
| SWK310 Social Welfare Policy | PSY202 Statistics for the Behavioral <br> Sciences |  |  |
| SWK302 Social Practice with Individuals <br> \& Families | SWK310 Social Work Research |  |  |
| SWK303 Mental Health and Mental Illness | SWK315 Social Work Practice with <br> Communities |  |  |
| SWK307 Social Group Work | SWK205 Human Behavior in the Social <br> Environment II |  |  |
| Elective Fall Semester | Elective |  |  |
| 15 credits | 15 credits |  |  |
| Fourth Year |  |  |  |
|  |  |  |  |
| SWK 401 Field Practicum | SWK404 Survey of Social Work Issues |  |  |
| SWK402 Advanced Social Work Practice <br> with Individuals, Families, and <br> Communities | Elective |  |  |
|  |  |  |  |
|  | Elective |  |  |
|  | Elective |  |  |
| 15 credits | Elective |  |  |

## Back to top

## Double Major in Spanish and Social Work

This double major provides an opportunity for social work majors to be better prepared to serve Latino populations, an underserved group in our society. The students will develop their language skills, emphasizing linguistic skills, listening, speaking, reading and writing, and deepen their cultural understanding through language, cultural, and literature courses.

Students participate in an internship that allows them to apply their language proficiency while practicing their social work skills. The profession of social work gives high priority to social workers who speak Spanish and have an understanding of Hispanic culture. In addition to receiving preference in hiring, they are also given a substantial increased wage.

According to the Department of Labor, the Latino population is the fastest growing ethnic group across the United States. The National Association of Social Workers (NASW) encourages social
workers to develop Spanish-speaking skills in order to better serve this growing population. This double major will prepare students for social work practice in an area that is underserved and offers the student many opportunities for employment.

Students in this double major may choose to earn either the Bachelor of Arts or the Bachelor of Science degrees. Students choosing the Bachelor of Science may qualify for advanced standing in some MSW programs.

## Bachelor of Arts Degree or Bachelor of Science Degree Double Major in Spanish and Social Work

(Min. at Elms College: 39 cr. / Min. GPA: 2.5)

## Double major requirements: 99 credits Social work courses: 69 credits

SWK 101 Introduction to Social Work 3
SSD 202 American Government 3
SWK 204 Human Behavior I 3
SWK 205 Human Behavior II 3
SWK 301 Social Welfare Policy 3
SWK 302 Social Work Practice with Individuals and Families 3
SWK 303 Mental Health and Illness 3
SWK 307 Social Group Work 3
SWK 310 Social Work Research 3
SWK 315 Social Work with Communities 3
SWK 401 Field Practicum 12
SWK 402 Advanced Practicum 3
SWK 404 Survey of Social Work Issues 3
BIO 105 Biology: Human Applications* 3
ECN 211 Economics I* 3
HIS 105 American History* 3
PSY 201 General Psychology* 3
PSY 202 Statistics for Behavioral Sciences* 3
SOC 101 Introduction to Sociology* 3
SOC 316 Racial and Ethnic Groups* 3
*These classes may also be used toward satisfying core curriculum requirements in
biology, social sciences, and history.

Spanish Courses: 30 credits
For students starting at the conversation/composition level of Spanish proficiency
SPA 220 Spanish Conversation I SPA 226
Reading and Composition
SPA 302 Literature and Civilization of Spain II
SPA 303 Literature and Civilization of Latin America I SPA 304
Literature and Civilization of Latin America II SPA 305

Translation or Internship
SPA 321 Spanish Conversation II SPA 323
Adv. Grammar/comp.
SPA 412 or 415 or 425 (culture in English) SPA
4XX Literature
Spanish Courses: 30 credits

## Back to top

## Sociology

The Department of Sociology aims at providing students with knowledge of society, culture, and human groups. It develops an objective appreciation of social relationships, introduces methods of sociological research, and produces a deeper understanding of current social problems. Sociology is integrated with other fields in the liberal arts curriculum.

The sociology major orients students planning graduate work in sociology, and affords a broad and valuable background to those interested in careers in education, law, business, nursing, public service, government, or criminal justice.

Flexibility in course offerings makes it possible to combine sociology with other areas of study. As a second major, part of an interdisciplinary major, or a minor, sociology accommodates the student's academic interests and career aspirations.
All sociology courses are open to any student wishing to fulfill the social science requirement of the college core curriculum, and SOC 101 is a good choice to provide a general background in sociology. This introductory course is also required for all sociology majors, minors, and those students seeking an interdisciplinary major that includes sociology.

The undergraduate student who completes the sociology major:

- Demonstrates knowledge of society, culture, and human groups.
- Demonstrates the knowledge of methods and skills of sociological research.
- Produces a research project.
- Demonstrates an understanding of current social problems.
- Develops an awareness of a variety of social relationships.


## Bachelor of Arts Degree Major in Sociology

(Min. at Elms College: 15 credits / min. GPA: 2.0)
Major Requirements 33 credits SOC 101
Introduction to Sociology 3 SOC 305 Social
Research 3
Nine electives selected from sociology course offerings, balancing
courses at the 200 and 300 levels. 27

| First Year |  |
| :---: | :---: |
| Fall Semester | Spring Semester |
| Foreign Language (or Liberal Arts Core | Foreign Language (or Liberal Arts Core) |
| HUM 101 First Year Seminar | ENG 101 Rhetoric |
| SOC 101 Introduction to Sociology | Sociology Elective |
| Liberal Arts Core ** | Liberal Arts Core ** |
| Liberal Arts Core ** | Liberal Arts Core ** |
| 15 credits | 15 credits |
|  |  |
| Second Year |  |
| Fall Semester | Spring Semester |
| SOC 209 Social Deviance* | SOC 210 Sport/American Culture* |
| Liberal Arts Core ** | Liberal Arts Core ** |
| Liberal Arts Core ** | Liberal Arts Core ** |
| SWK 101* | SWK 204* |
| Elective | Elective |
| 15 credits | 15 credits |
| Third Year |  |
| Fall Semester | Spring Semester |
| SOC 305 Social Research | SOC 316 Racial and Ethnic Groups* |
| Sociology elective | Sociology Elective |
| Elective | Elective |
| Elective | Elective |
| Elective | Elective |
| 15 credits | 15 credits |
| Fourth Year |  |
| Fall Semester | Spring Semester |
| Sociology Elective | Sociology elective |
| Elective | Elective |
| Elective | Elective |
| Elective | Elective |
| IDS 410 Colloquium on Social Justice | Elective |
| 15 credits | 15 credits |

*Individual choices may vary
** Liberal Arts Core (Math, Literature, Philosophy, Science, Religion, Art or Fine Arts, or Physical Education)

## Minor in Sociology

(Min. at Elms College: 9 credits / min. GPA: 2.0)

## Minor Requirements 18 credits

SOC 101 Introduction to Sociology 3

## Electives

Five electives selected from sociology courses balancing courses at the 200 and 300 levels

## Communication Sciences and Disorders

Communication Sciences and Disorders offers four undergraduate programs: an online speech-language pathology assistant (SLPA) certificate, an associate of arts in speech language pathology assistant (SLPA), and a bachelor of arts in speech language pathology assistant (SLPA), and a bachelor of arts in communication sciences and disorders (CSD).

## Faculty Profiles

Brittany Carlson, assistant professor
B.A., University of Connecticut

Ph.D., University of Connecticut
Au.D., University of Connecticut

Laura Hanratty, assistant professor
B.A., Western New England University
M.A., University of South Florida

Ph.D., Western New England University
Laura A. Hanratty has received her doctorate in Behavior Analysis from Western New England University and received her master's degree at the University of South Florida. She is a Board Certified Behavior Analyst and a Licensed Applied Behavior Analyst in Massachusetts. Her research background is in teaching children safety skills, assessment and treatment of severe problem behavior, and reinforcement parameters. Laura has presented her research at local and international conferences, as well as published and served as a guest reviewer for peer reviewed journals. Laura has experience working with children and adults with and without developmental disabilities, in schools, group homes, and foster care system. Laura teaches courses in applied behavior analysis, assessment and treatment of behavior concerns, and research and experimental designs.

## Kathleen Murphy, assistant professor

B.A., Elms College
M.S., University of Washington

Ed.D, American International College
Dr. Kathleen Murphy is a speech language pathologist with over 15 years of experience working in urban and rural school districts. She has provided direct services, supervision, and management of clinical staff. She has collaborated with regular and special education staff, parents, and administration on multicultural awareness in education. She has developed workshops on childhood development, multicultural issues in speech language pathology, and special education law. Dr. Murphy has assisted in development of early childhood educational and play programs internationally and collaborated on the design and implementation of parent and coordinator resources within early childhood centers. In addition, Dr. Murphy has consulted with the State of Connecticut's Early Childhood Cabinet to review the Early Learning and Development Standards for the Birth to Age 5 population specific to dual language learners. She has taught courses on special education law, multicultural awareness, and
multicultural awareness in speech and language development. Dr. Murphy has published her most current research on Latino parents' perceptions of early intervention.

## Adjunct Faculty in CSD

David Bickford, adjunct
B.A., University of Massachusetts
M.A., University of Massachusetts

David Bickford has worked as a speech-language pathologist in skilled nursing facilities throughout western Massachusetts. He is employed as an SLP at the Park View Specialty Hospital in Springfield. He was an SLP and supervisor at Belchertown State School, the New Medico Head Injury Systems facility, and Valley Rehabilitation. David joined the Elms faculty in 2004.

Angela Mansolillo, adjunct
B.A., Rhode Island College
M.A., University of Connecticut

Angela Mansolillo has been a speech-language pathologist since 1985, and works at Cooley Dickinson Hospital in Northampton. She has practiced in hospital, home care, and school settings. She lectures on dysphagia assessment and intervention, and earned specialty certification in swallowing disorders from the American Speech-LanguageHearing Association. Angela joined the Elms faculty in 1998, and provides clinical supervision to student clinicians.

Steven Dykstra, adjunct
B. A., Suny Buffalo
M.A., University of Rhode Island

Steven Dykstra has worked with a variety of populations in Massachusetts since 1978.
He has been a Speech \& Language Pathologist, teacher, tutor, administrator, and consultant to Early Intervention programs, public elementary and secondary schools, a private residential school for students with learning differences, a state residential program for developmentally disabled adults, a county house of corrections, and other settings. Steve has also taught a number of professional and parent workshops on topics such as Learning Disabilities, Language Development, Nonverbal Learning Disability, Language-Based Programs, and Written Expression. His expertise in testing and assessment has been considered valuable to many families, schools, and lawyers. In 1998, Steve opened a private practice which includes services for Speech \& Language issues as well as hypnosis interventions. In the summer of 2006, his book on the development of writing skills and remediation of deficits, Word Forging, was published, and he has begun presentations at schools and parent groups in Massachusetts on this topic.

Inna Radkovets, adjunct
B.A. , Elms College, Chicopee, MA
M.B., University of Massachusetts, Amherst, MA

Inna Radkovets is a bilingual speech-language pathologist who works with both pediatric and adult clients. After earning her undergraduate degree, Inna worked as a speechlanguage pathology assistant in the Westfield Public School System. Currently, Inna works at Cooley-Dickinson hospital where she serves clients with swallowing and communicative disorders. She is also a consultant to local school systems where she conducts speech-language evaluations of Russian and Ukrainian speaking students.

## Back to top

## Communication Sciences and Disorders

The Communication Sciences and Disorders Division offers four undergraduate programs of study leading to a degree in one of two areas: speech-language pathology assistant (SLPA) or communication sciences and disorders (CSD). Each program is designed to contribute to the liberal arts education of Elms College students by offering a blend of humanistic and scientific approaches to the study, research, and application of human communication theory. The online speech-language pathology assistant (SLPA) certificate program is designed for individuals who live in states that do not require a degree for a SLPA to practice. The two-year SLPA assistant major leads to an associate of arts (AA) degree. The four-year SLPA major and the four-year CSD major lead to a bachelor of arts (BA) degree. Only the BA in CSD prepares the student for graduate study in speech-language pathology, audiology, or in education of the deaf and hearing impaired. The SLPA major prepares the student for employment upon graduation, rather than graduate school.

Students may also focus on CSD by choosing it as a minor, or by incorporating it into a professional studies major.

## Competencies

## Knowledge Outcomes:

Demonstration of basic skills is expected at the undergraduate level. The majority of the following skills will be developed and refined at the graduate level:
A. The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
C. The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences, and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
D. The applicant must possess knowledge of the principles and methods of prevention, assessment of, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
E. The applicant must demonstrate knowledge of standards of ethical conduct.
F. The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
G. The applicant must demonstrate knowledge of contemporary professional issues.

## Skills Outcomes:

Demonstration of basic skills is expected at the undergraduate level. The majority of the following skills will be developed and refined at the graduate level. $S$ majors are required to complete a minimum of 100 clock hours of supervised clinical experience in the treatment of speech and language disorders.
G. The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.
H. The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.
I. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and SpeechLanguage Pathology.
J. Supervision must be provided by individuals who hold the certificate of clinical competence in the appropriate area of practice. The amount of supervision must
be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.
K. Supervised practicum must include experience with client/patient populations across the lifespan and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.
L. Clinical Practica 8 credits The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve a number of skills outcomes. Specific information regarding these outcomes may be obtained from the director of CSD programs.

## SLPA Online Certificate

Requirements for employment as a speech language pathology assistant (SLPA) vary by state and are not determined by the American Speech Language Hearing Association. Please be sure to check the requirements for employment as an SLPA in the state, which you plan to work.

Students electing to complete the certification program will enroll in a course of study that will typically span four to six semesters. The 36 -credit program consists of a sequential course of study in the normal process of speech, language, and hearing, the disorders of communication, and the remediation of these disorders. Students must earn a GPA of 3.0 or better overall and in CSD courses, and a grade no lower than C in all CSD courses. Upon completion of this sequence of courses, the student will be prepared for entry into the field of speech language pathology as an SLPA, although the student must determine the requirements of the state in which she/he plans to work to ensure that the Elms College Online SLPA Certification Program meets those requirements.

Students must complete a 36 -credit program and demonstrate the following knowledge and skills outcomes.

## Knowledge Outcomes

5. Must demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and cultural bases.
6. Must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders, delays, and differences, including their etiologies and characteristics, as well as their anatomical, physiological, acoustic, psychological, developmental, and cultural correlates.
7. Must demonstrate knowledge of principles and methods of intervention for
people with communication disorders, including consideration of anatomical, physiological, acoustic, psychological, developmental, and cultural correlates of the disorders.
8. Must demonstrate knowledge of standards of ethical conduct.

Knowledge outcomes will be assessed through evaluation of the applicant's performance on tests, assignments, projects, course participation, and written papers.

## Skills Outcomes

The applicant must complete a minimum of 100 clock hours of supervised clinical experience in the treatment of speech and language disorders.

Supervision must be provided by individuals who hold the certificate of clinical competence in the appropriate of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client.

Skills outcomes willbeassessed at the end of each session completed by the applicant's clinical supervisor.

## Course requirements and typical sequence:

CSD 201.DE Introduction to Communication Sciences and Disorders 3
CSD 202.DE Anatomy/Physiology of the Speech Mechanism I 3
CSD 203.DE Anatomy/Physiology of the Speech Mechanism II 3
CSD 204.DE Phonetics and Phonology 3
CSD 305.DE Normal Language Development 3
CSD 307.DE Observation Methods and Techniques 4
CSD 412.DE Rehabilitation of Articulation Disorders 3
CSD 413.DE Rehabilitation of Language Disorders 3
Clinical Practica 8 credits
Students may enroll in one or more clinical practica only with the permission of the program director.

| CSD 408A.DE | Clinical Practicum in Schools I |
| :--- | :--- |
| CSD 408L.DE | Clinical Practicm in Schools I Lab |
| CSD 408B.DE | 2 |
| Clinical Practicum in Schools II | 1 |
| CSD 408L.DE | Clinical Practicum in Schools II Lab |
| CSD 415L.DE | Clinical Practicum in Schools II |

## Back to top

## Associate of Arts: Speech-Language Pathology Assistant (SLPA)

The AA in SLPA is an intensive two-year course of study. Students will enroll in courses recommended by the American Speech-Language Hearing Association (ASHA) as well as in courses required by Elms College to earn this degree. Requirements for SLPA vary by state. Therefore, prior to enrolling in this program students must contact the state in which they plan to work to determine its SLPA requirements.

## Admission to the Major

Request for major status is through student application to the director of CSD programs at the completion of the first year. Admission is based on a minimum 3.0 grade point average (GPA) in CSD courses and overall, successful completion of the 200-level

CSD courses, and application review. Should a student earn a grade below C in a CSD course, that course cannot be applied toward major credit, and the course must be retaken. Students must maintain a 3.0 GPA in CSD courses and overall in order to retain major status and in order to graduate with a AA in SLPA.

## Field-Based Experiences

The AA degree in speech-language pathology assistant at Elms College applies theory gained in coursework to a variety of experiences in clinical environments. Division affiliations with a broad range of schools afford students with opportunities to perform observations of therapy sessions. Students who qualify and who receive the permission of the program director will participate in a clinical internship(s) in the second year of the program.

Prior to enrolling in clinical practicum courses CSD 408 or CSD 415, the following requirements must be met:
6) Academic coursework with no grade lower than a C in CSD courses,
7) A minimum of 50 clock hours of pre-practicum/community service experiences,
8) A minimum of 50 clock hours of supervised clinical observations,
9) A minimum of 3.0 grade point average (GPA) in CSD courses, and overall
10) Permission of the program director.

## Associate of Arts Degree

Major in Speech-Language Pathology Assistant (S.L.P.A.)
(Min. at Elms College: 30 cr. / Min. GPA: 3.0)

Major Course Requirements 35 credits
CSD 201 Intro. to Communication Sciences \& Disorders 3

CSD 202 Anatomy/Physiology of the Speech Mechanism I 3
CSD 203 Anatomy/Physiology of the Speech Mechanism II 3
CSD 204 Phonetics and Phonology 3
CSD 305 Normal Language Development 3
CSD 307 Observational Methods and Techniques 4
CSD 403 Bases of Intervention 3
CSD 412 Rehabilitation of Articulation Disorders 3
CSD 413 Rehabilitation of Language Disorders 3

## Clinical Practica 8 credits

Students may enroll in one or more clinical practica only with permission of the program director.
CSD 408 Clinical Practicum in Schools I 3
CSD 408L Clinical Practicum in Schools I Lab 1
CSD 415 Clinical Practicum in Schools II 3
CSD 415L Clinical Practicum in Schools IL Lab 1
A minimum of 100 clock hours of supervised clinical experience in the treatment of speech and language disorders must be completed by students majoring in SLPA.

Additional Course Requirements 21 credits
HIS 105 or 106 American History 3
HUM 101 Rhetoric 3
MAT 108 College Math 3
or
MAT 109 Statistics
or
MAT 120 Elementary Functions
or
MAT 131 Differential Calculus
PHI 242 Everyday Ethics 3 or
PHI 100 or 200 level (PHI 248 Health Care Ethics recommended)
PSY 201 General Psychology 3
REL 214, 215 or 302 World Religions 3

Students must also complete all core course requirements of the college.

## Back to top

## Associate of Arts Degree <br> Speech-Language Pathology Assistant (SLPA)

The associate of arts degree in speech-language pathology assistant is an intensive twoyear course of study. Students will enroll in courses recommended by the American Speech-Language Hearing Association (ASHA) as well as in courses required by Elms College to earn this degree. Requirements for S.L.P.A. vary by state. Therefore, prior to enrolling in this program Students must contact the state in which they plan to work to determine its SLPA requirements.

## Typical Sequence

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| ENG 101 Rhetoric OR |  |
| ENG 105 English Composition | CSD 307 Obs Meth and Tech 4 |
| Elective | CSD 201 Intro to CSD |
| CSD 202 A and P of Speech I | CSD 203 A and P of Speech II |
| MAT 108, 109, 120, or 131 | American History |
| PSY 201 General Psychology | REL 214, 215 or 302 World Religions |
| 15 credits | 15 credits |

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
|  | CSD 413 Rehab. Lang. Disorders |
| CSD 305 Normal Language Devel. | Elective (EDU 319 recommended) |
| CSD 412 Rehab. Artic Disorders | PHI 248 OR PHI 242 |
| CSD 403 Bases of Intervention | CSD 415 Clin. Prac. in Schools II |
| CSD 408 Clin. Prac. in Schools I | CSD 415L Clin Prac. Schools II Lab (1 cr.) |
| CSD 408L Clin. Prac. Schools LLab 1 | Elective (1) |
| 16 credits | 14 credits |

## Back to top

## Bachelor of Arts: Speech-Language Pathology Assistant (SLPA)

Students electing this major will enroll in a four-year course of study culminating in the B.A. degree. The 45 -credit major consists of a sequential course of study in the normal processes of speech, language, and hearing, the disorders of communication, and the remediation of these disorders. Students must maintain a minimum 3.0 grade point average (GPA) in CSD. courses. Any grade below a C in a CSD course cannot be applied toward major credit and the course must be retaken.

Students will enroll in courses recommended by the American Speech-Language Hearing Association (ASHA) as well as in courses required by Elms College to earn this degree.

Upon graduation, students will be prepared for entry into the field of speech-language pathology as a SLPA Potential employment may be in a school setting as a speechlanguage pathology assistant. This major is appropriate for students who wish to earn a four-year degree and to seek employment as a SLPA, but who do not wish to attend graduate school.

## Admission to the Major

Request for major status is through student application to the director of CSD programs at the completion of the sophomore year. Admission is based on a minimum 3.0 grade point average (GPA) in CSD courses and overall, successful completion of the 200level
CSD courses, and application review. Should a student earn a grade below C in a CSD retaken. Students must maintain a 3.0 GPA in CSD courses and overall in order to retain major status and to graduate with a BA in SLPA.

## Field-Based Experiences

The BA degree in SLPA at Elms College applies theory gained in coursework to a variety of experiences in clinical environments. Division affiliations with a variety of settings afford students with opportunities to perform observations of therapy sessions. Students who qualify and receive the permission of the program director will participate in a internship in the fourth year of the program.

Prior to enrolling in clinical practicum courses CSD 408 or CSD 415, the following requirements must be met:
5) Academic coursework with no grade lower than a C in CSD courses,
6) A minimum of 50 clock hours of pre-practicum/community service experiences,
7) A minimum of 50 clock hours of supervised clinical observations,
8) A minimum of 3.0 grade point average (GPA) in CSD courses, and overall
9) Permission of the program director.

## Bachelor of Arts Degree

## Major in Speech-Language Pathology Assistant (S.L.P.A.)

(Min. at Elms College: 33 cr. / Min. GPA: 3.0)

## Major Course Requirements 42 credits

ASD 301 Introduction to ASD 3
CSD 201 Intro. to Communication Sciences and Disorders 3
CSD 202 Anatomy/Physiology of the Speech Mechanism I 3
CSD 203 Anatomy/Physiology of the Speech Mechanism II 3
CSD 204 Phonetics and Phonology 3
CSD 305 Normal Language Development 3
CSD 307 Observational Methods and Techniques 4
CSD 403 Bases of Intervention 3
CSD 410 Seminar in C.S.D. 3
CSD 412 Rehabilitation of Articulation Disorders 3
CSD 413 Rehabilitation of Language Disorders 3

Students may enroll in one or more clinical practicum only with permission of the program director.
CSD 408 Clinical Practicum in Schools I 3 CSD
408L Clinical Practicum in Schools I Lab 1 CSD
415 Clinical Practicum in Schools II 3
CSD 415L Clinical Practicum in Schools IL Lab 1

A minimum of 100 clock hours of supervised clinical experience in the treatment of speech and language disorders must be completed by students majoring in SLPA

Additional Course Requirements 18 credits
BIO 105, 121, 122, or 2153
MAT 108, 109, 120, or 1313
PHI 100, 200 or 248 Healthcare Ethics 3
PSY 201 General Psychology 3
SWK 204 Human Behavior in Social Environments 3
REL 302 World Religions 3

Students must also complete all core course requirements of the college.

## Bachelor of Arts Degree, S.L.P.A.

## Typical Sequence

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BIO 105,106,121,122, or 215 | Language |
| ENG 101 Rhetoric | Literature |
| First Year Seminar | MAT 108, 109, 120, or 131 |
| Historv 100 Level | PSY 101 General Psychology |
| Language | Elective |
| 15 credits | 15 credits |

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
|  | CSD 203 A and P of Speech II |
| CSD 201 Intro. To CSD | CSD 204 Phonetics and Phonology |
| CSD 202 A and P of Speech I | CSD 207 Intro to Linguistics |
|  | SWK 204 Hum Beh Soc Env, PHI 100 or <br> 200 level or PHI 248 (PHI 248 <br> recommended) |
| Fine or Performing Arts Elective | Electives |
| Electives | 15 credits |
| 15 credits |  |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| CSD 305 Normal Language Dev. | ASD 301 Intro to ASD |
| CSD 307 Observ. Methods \& Tech. | Elective (EDU 319 rec) |
| Electives (9 credits) | REL 214, 215 or 302 World Religions |


|  | Physical Wellness (2 credits) |
| :--- | :--- |
|  | Elective |
| 15 credits | 15 credits |

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| CSD 403 Bases of Intervention | CSD 410 Seminar in CSD |
|  | CSD 413 Rehab. of Lang. Disorders |
| CSD 408 Clin. Prac. in Schools I | CSD 415 Clin. Prac. in Schools II |
| CSD 408L Clin. Prac. Schools I Lab (1 cr) | CSD 415L Clin. Prac. Schools II Lab (1 cr.) |
| CSD 412 Rehab. of Artic. Disorders | Electives (4 credits) |
| Elective |  |
| 16 credits | 14 credits |

## Back to top

## Communication Sciences and Disorders (CSD)

The Bachelor of Arts in communication sciences and disorders (CSD) is a four-year preprofessional program that prepares the student academically and clinically for graduate studies in speech-language pathology and/or audiology. It also provides a background for students interested in pursuing career preparation in special education or in teaching the deaf and hard of hearing. Students wishing to fulfill the certification requirements of the Massachusetts Department of Education and the American Speech- Language-Hearing Association must plan to seek a master's degree in speech-language pathology or audiology.

This clinical major consists of a sequential course of study in the normal processes of speech, language, and hearing, the disorders of communication, and an introduction to assessment and management principles. Students seeking other options plan their course of study with the program director. Students will enroll in courses required by the American Speech-Language Hearing Association (ASHA) and in courses required by Elms College to earn this degree.

## Admission to the Major

Request for major status is through student application to the director of CSD programs at the completion of the sophomore year. Admission is based on a minimum 3.0 grade point average (GPA) in CSD courses and overall, successful completion of the 200 level CSD courses and application review. Should a student earn a grade below C in a CSD course, that course cannot be applied toward major credit, and the course must be retaken. Students must maintain a 3.0 GPA in CSD courses and overall in order to retain major status and in order to graduate with a CSD major.

## Field-Based Experiences

The CSD major at Elms College applies theory gained in coursework to a variety of experiences in the professional environment. CSD Division affiliations with a broad range of schools, hospitals, clinics, and private practitioners afford students with opportunities to investigate career options, to perform observations of diagnostic and therapy sessions, to participate in supervised speech, language, and hearing screenings, and to participate in a clinical internship(s) in the senior year.

Requirements in the following areas must be met prior to enrollment in CSD 408, CSD 411, or CSD 415:
6) academic course work with no grade lower than a C in CSD courses,
7) a minimum of 50 clock hours of pre-practicum/community service experiences,
8) a minimum of 50 clock hours of supervised clinical observations,
9) a minimum of 3.0 grade point average (GPA) in CSD courses and overall, and
10) permission of the program director.

## Bachelor of Arts Degree

## Major in Communication Sciences and Disorders (C.S.D.)

(Min. at Elms College: 36 cr. / Min. GPA: 3.0)

## Major Course Requirements 67 credits

ASD 301 Intro. to ASD 3
CSD 200 Professional Communication for CSD 3
CSD 201 Intro. to Communication Sciences and Disorders 3
CSD 202 Anatomy/Physiology of the Speech Mechanism I 3
CSD 203 Anatomy/Physiology of the Speech Mechanism II 3
CSD 204 Phonetics and Phonology 3
CSD 207 Introduction to Linguistics 3
CSD 301 Hearing Science 3
CSD 304 Speech Science 3
CSD 305 Normal Language Development 3
CSD 306 Audiology 3

CSD 307 Observational Methods and Procedures 4
CSD 308 Diagnostic Procedures 3
CSD 403 Bases of Intervention 3
CSD 405 Aural Rehabilitation 3
CSD 410 Seminar in Communication Sciences and Disorders 3
CSD 412 Rehab. of Artic Disorders 3
CSD 413 Rehab of Language Disorders 3
CSD 414 Counseling Methods in C.S.D. 3
CSD 420 Introduction to Neuroscience 3

## Clinical Practica 4-12 credits

Students may enroll in one or more clinical practicum only with permission of the program director.
CSD 408 Clinical Practicum in Schools I 3
CSD408L Clinical Practicum in Schools I Lab 1
CSD 409 Clinical Practicum in Audiology 3
CSD 409L Clinical Practicum in Audiology Lab 1
CSD 415 Clinical Practicum in Schools II 3 CSD
CSD415L Clinical Practicum in Schools IL Lab 1

## Additional Course Requirements 27 credits

BIO 105, 121, 122, or 2153
EDU 319 Students with Special Needs 3
MAT 108, 109, 120, or 1313
PHI 100, 200 or PHI 248 (PHI 248 Recommended)
One physical science course 3
PSY 201 General Psychology 3
PSY 202 Stats for Behavioral Sciences 3
PSY 204 Human Behavior Social Environment 3
REL 214, 215 or 302 World Religions 3

Students must also complete all core course requirements of the college.

Bachelor of Arts Degree: Communication Sciences and Disorders (C.S.D.) Typical Sequence

First Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| BIO $105,106,121,122$, or 215 | Any physical science |


| ENG 101 Rhetoric | Language |
| :--- | :--- |
| First Year Seminar | Literature 100 or 200 level |
| History 100 level | MAT 108, 109, 120, or 131 |
| Language | PSY 101 General Psychology |
|  |  |
| 15 credits | 15 credits |

Second Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| CSD 200 Professional Comm. in CSD | CSD 203 A and P Speech II |
| CSD 201 Intro. to C.S.D. | CSD 204 Phonetics and Phonology |
| CSD 202 A and P of Speech I | CSD 207 Intro to Linguistics |
| Fine or Performing Arts Elective | PHI 100, 200 or 248 (PHI 248 <br> recommended) |
| PSY 202 Stat.for the Behav. Sciences | REL 214, 215 or 302 World |
| SWK 204 Hum. Beh. Soc. Env. |  |
| 15 credits | 15 credits |

Third Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| CSD 301 Hearing Science | CSD 306 Audiology |
| CSD 304 Speech Science | CSD 307 Observ. Methods \& Tech. <br> (a_cr) |
| CSD 305 Normal Language Dev. | CSD 308 Diagnostic Procedures |
| Elective | Elective (EDU 319 recommended) |
|  | Physical Wellness (2 credits) |
|  |  |
| 15 credits | 15 credits |

I

Fourth Year

| Fall Semester | Spring Semester |
| :--- | :--- |
| CSD 403 Bases of Intervention | CSD 410 Seminar in CSD |
| CSD 405 Aural Rehabilitation | CSD 413 Rehab Lang Dis. |
| CSD 412 Rehab Artic Dis.(Elective) | CSD 414 Couns. Meth. in Comm. |
| CSD 408 Clin. Prac. SLP Schools I | CSD 415 Clin. Prac. in SLPSchools |
|  |  |
| CSD 408L Clin. Prac. SLP Lab I 1 OR CSD | CSD 420 Intro to Neuroscience |
| Elective 3-5 | Elective 2-5 |
| 15 credits | 15 credits |

TOTAL: 120 credits

Back to top

## Professional Studies Major/C.S.D.

Students will plan their course of study with the program director in accordance with the requirements set forth by the division of CSD and college.

## Back to top

## Off Campus and Online Programs

Elms College has formed partnerships with seven community colleges in Massachusetts and one in Connecticut to enable community college graduates to complete their bachelor's degrees by taking courses on their home campuses. The cohort programs offer Bachelor of Arts in psychology, management (with majors in management and marketing, accounting, and healthcare management) early care and education (non-licensure), and a Bachelor of Science in social work, and nursing.
Students are able to complete most degrees on community college campuses across Massachusetts and in Enfield, Connecticut in an accelerated time frame of ten eight-week sessions or 20 months. Classes for RN-BS Degree Completion programs are scheduled for seven eight-week sessions over a 15 month period.
Program sites include Asnuntuck Community College (ACC), Berkshire Community College (BCC), Greenfield Community College (GCC), Holyoke Community College (HCC), Mount Wachusett Community College (MWCC), Quinsigamond Community College (QCC), and Springfield Technical Community College STCC).

Under the degree completion program

- 120 credits are needed to complete the degree.
- A minimum of 42 credits must come from Elms College for psychology, management and marketing, accounting, and healthcare management early care and education (non-licensure), and social work majors, and 30 credits for the RN-BS major.
- Elms College core and program requirements must be met.
- Students must have at least 60 credits or an associate's degree to enter any program.
- Students can transfer in a maximum of 78 credits for all programs except the RN-BS students who can transfer in 90 credits.
- Accounting classes can be taken online or on campus at Elms College on Fridays, 5:30-9:30 p.m.
- Nursing programs run at HCC on Tuesday's from 5:00 p.m. - 9:30 p.m., at QCC on Wednesday's from 4:30 p.m. - 9:00 p.m., at GCC on Thursday's from 4:30 p.m. - 9:00 p.m., and at MWCC on Friday's from 8:30 a.m. - 1:00 p.m.
- All other programs offered at BCC, HCC, STCC, and GCC run on Saturday's from 8:30 a.m.12:30 p.m. and 1:00-5:00 p.m. , at MWCC on Thursday's from 4:00-8:00 p.m. and at ACC 8:00 a.m.-12:00p.m. and 12:30 p.m. - 4:30 p.m.
- Classes are offered by major in a cohort model of 15-20 students.

Elms College also offers opportunities for students to complete certificates and degrees completely online in the areas of Speech Language Pathology Assistant, Accounting, Healthcare Management, and Management and Marketing.
Community college graduates who have earned an associate's degree from any accredited institution are eligible to apply to all degree and certificate programs. Elms College provides a program coordinator, an academic coordinator, and a professional tutor at each off campus site and in the School of Graduate and Professional Studies to facilitate academic advising, and course registration. Tutoring is also available online $24 / 7$ in various subjects through BrainFuse.

A single orientation for all Elms College on campus part-time and off campus students is held each August on the Elms College campus. Each online area conducts a virtual orientation that is specific to the specific major. The School of Nursing invites all new RN-BS students to campus each July for an orientation. All new undergraduate students accepted through the School of Graduate and Professional Studies are welcome to attend the on campus session in August.

Financial aid is available, and is administered through the Elms College Financial Aid Office
Additional information about all of the Off Campus and Online degree and certificate programs is available through the School of Graduate and Professional Studies. Contacts include:

- Assistant Director of Off-campus Programs at 413-265-2336 (Elms) or 413-313-4287(Mobile) or banksw@elms.edu.
- HCC \& Elms Program Coordinator at 413-552-2721 (HCC) or 413-265-2470 (Elms) or jesterwielandd@elms.edu.
- HCC \& Elms Academic Advisor for Accounting, Management and Marketing, and Healthcare Management at 413-552-2721 (HCC) or 413-575-0176 (Elms) or mccarthykim@elms.edu.
- HCC \& Elms Academic Advisor for RN-BS at 413-265-9521(Elms) or newellstokesv@elms.edu
- HCC \& Elms Program Coordinator for Psychology at marcusp@elms.edu.
- STCC \& Elms Program Coordinator at 413-265-1718 (Elms) or 413-265-2387 (Elms) or soufanew @elms.edu.
- STCC \& Elms Academic Advisor for Social Work at pitoniake@elms.edu
- GCC \& Elms Program Coordinator at 413-265-2235 (Elms) or 413-335-0961 (GCC) or spirot@elms.edu.
- GCC \& Elms Academic Advisor for Early Care and Education at mckennajohanna@elms.edu.
- GCC \& Elms Academic Advisor for RN-BS at 413-265-9521(Elms) or newellstokesv@elms.edu.
- QCC \& Program Coordinator at 413-313-3322 (QCC) or 413-265-2383 (Elms) or patotas@elms.edu.
- QCC \& Elms Academic Advisor for RN-BS (Elms) at 413-265-9521(Elms) or newellstokesv@elms.edu.
- MWCC \& Elms Program Coordinator at 413-265-2383 (Elms) or 413-3133322(MWCC) or patotas@elms.edu.
- MWCC \& Elms Academic Advisor for Psychology at marcusp@elms.edu.
- MWCC \& Elms Academic Advisor for RN-BS at 413-265-9521(Elms) or newellstokesv@elms.edu.
- ACC \& Elms Program Coordinator at 413-265-2336 (Elms) or 413-3134287(Mobile) or banksw@elms.edu.
- ACC \& Elms Academic Advisor at 413-265-2326(Elms) or mathiasa@elms.edu.
- BCC \& Elms Program Coordinator at 413-265-2336 (Elms) or 413-3134287(Mobile) or banksw@elms.edu.
- BCC \& Elms Academic Advisor at verdit@elms.edu.
- Elms Online Program Coordinator at online@elms.edu.
- Elms Online Academic Advisor for Healthcare Management at chustzm@elms.edu.
- Elms Online Academic Advisor for Accounting at cathroc@elms.edu.
- Elms Online Academic Advisor for Management and Marketing at 413-265-2241 or kimballd@elms.edu.
- Elms Online Academic Advisor for SLPA at online@elms.edu.


## Accounting (See Description of Programs in Division of Business.)

- 120 credits are needed to complete the degree.
- Minimum Major Credits at Elms: 27
- Minimum Residency Credits at Elms: 42
- Students may transfer in a maximum of 78 credits.
- Elms College core and program requirement must be met.
- Minimum GPA: 2.25
- An associate's degree from an accredited college
- Courses Required Prior to Entrance into Accounting Degree Completion Program, both off campus and online, and Equivalent Courses:

| Elms College | Holyoke Community College |
| :--- | :--- |
| ACC 201 Accounting I | ACC 111 Principles of Accounting I |
| ACC 202 Accounting II | ACC 112 Principles of Accounting II |
| BUS 221 Computer Applications | BUS 115 Computer Applications <br> or |
|  | CSI 111 Computer Concepts with Applications |$|$| BUS 242 Principles of Management | MGT 230 Principles of Management |
| :--- | :--- |
| BUS 252 Principles of Marketing | MKT 240 Principles of Marketing |
| BUS 260 Legal Environment of Business | LAW 211 Business Law |
| ECN 211 Economics I | ECN 101 Economics I |
| ECN 212 Economics II | ECN 102 Economics II |
| MAT 109 Statistics | MAT 142 (D) Statistics |

## Management/Marketing (See Description of Programs in Division of Business.)

- 120 credits are needed to complete the degree.
- Minimum Major Credits at Elms: 27
- Minimum Residency Credits at Elms: 42
- Minimum GPA: 2.25
- An associate's degree from an accredited college
- Courses Required Prior to Entrance into the Management/Marketing Degree Completion Program, both off campus and online, at Elms and Equivalent Courses:

| Elms College | Holyoke Community College |
| :--- | :---: |
| ACC 201 Accounting I | ACC 111 Principles of Accounting I |
| ACC 202 Accounting II | ACC 112 Principles of Accounting II |


| BUS 221 Computer Applications | BUS 115 Computer Applications <br> or <br> CSI 111 Computer Concepts with Applications |
| :--- | :--- |
| BUS 242 Principles of Management | MGT 230 Principles of Management |
| BUS 252 Principles of Marketing | MKT 240 Principles of Marketing |
| BUS 260 Legal Environment of Business | LAW 211 Business Law |
| ECN 211 Economics I | ECN 101 Economics I |
| ECN 212 Economics II | ECN 102 Economics II |
| MAT 109 Statistics | MAT 142 (D) Statistics |

## Healthcare Management (See Description of Programs in Division of Business.)

- Minimum Major Credits at Elms: 24
- Minimum Residency Credits at Elms: 42
- Minimum GPA: 2.25
- An associate's degree from an a ccredited college or university in a health related field is strongly recommended.
- Requirements apply to both off campus and online degree completion programs.
- Students with an associate's degree in Foundations of Health at Holyoke Community College complete the following courses or their equivalent: BUS 215 Computer Applications; PSY 110 Introduction to Psychology; SOC 110 Introduction to Sociology; PSY 216 Human Development; and, SOC 220 Race and Ethnicity.


## Psychology (See Description of Programs in Division of Social Sciences.)

- Minimum Major Credits at Elms: 33
- Minimum Residency Credits at Elms: 42
- Minimum GPA: 2.5
- An associate's degree from an accredited college or university
- Students must complete PSY110 Introduction to Psychology at HCC or its equivalent Prior to Entrance into the Psychology Degree Completion Program at HCC, or PSY105 Introduction to Psychology at MWCC or its equivalent Prior to Entrance into the Psychology Degree Completion Program at MWCC


## RN-BS (See Description of Programs in School of Nursing.)

- 120 credits are needed to complete the degree.
- Minimum Major Credits at Elms: 30
- Minimum Residency Credits at Elms: 30
- Students can transfer in a maximum of 90 credits.
- Elms College core and program requirements must be met.
- Minimum GPA: 2.5
- An associate's degree in nursing from an accredited college or university, or a diploma from a hospital based nursing program
- Courses Required Prior to Entrance into the RN-BS Degree Completion Program at Elms and Equivalent Courses at HCC, QCC, GCC, \& MWCC:

| Elms College | Holyoke Community College |
| :--- | :--- |
| ENG101 Rhetoric | ENG101 Composition I |
| SWK204 Human Behavior in the Social <br> Environment | PSY216 Human Development |
| PSY101 Introduction to Psychology | PSY110 Introduction to Psychology |
|  |  |
| BIO215 Anatomy and Physiology I | BIO217 Human Anatomy \& Physiology I |
| BIO216 Anatomy and Physiology II | BIO217 Human Anatomy \& Physiology II |
| BIO221 Microbiology | BIO229 Microbiology |
| Literature | ENG102 Composition II or Any Upper Level |
| Listory | Any History Course |
| Fine/Performing Arts | Any Fine/Performing Arts Course |


| Elms College | Quinsigamond Community College |
| :--- | :--- |
| ENG101 Rhetoric | ENG101 English Composition \& Literature I |
| SWK204 Human Behavior in the Social <br> Environment | PSY121 A Survey of Life Span Development: <br> Conception to Death |
| PSY101 Introduction to Psychology | PSY101 Introduction to Psychology |
| BIO215 Anatomy and Physiology I | BIO111 Human Anatomy \& Physiology I |
| BIO216 Anatomy and Physiology II | BIO112 Human Anatomy \& Physiology II |
| BIO221 Microbiology | BIO232 Medical Microbiology |
| Literature | ENG102 Composition \& Literature II or Any Upper <br> Level Literature Course |
| History | Any History Course |
| Fine/Performing Arts | Any Fine/Performing Arts Course |


| Elms College | Greenfield Community College |
| :--- | :--- |
| ENG101 Rhetoric | ENG101 English Composition I: Expository Writing |
| SWK204 Human Behavior in the Social <br> Environment | PSY217 Human Growth and Development |
| PSY101 Introduction to Psychology | PSY101 Principles of Psychology |
| BIO215 Anatomy and Physiology I | BIO215 Human Anatomy \& Physiology I |
| BIO216 Anatomy and Physiology II | BIO216 Human Anatomy \& Physiology II |
| BIO221 Microbiology | BIO205 Microbiology |


| Literature | ENG112 English Composition II: Exploring <br> Literature or Any Upper Level Literature Course |
| :--- | :--- |
| History | Any History Course |
| Fine/Performing Arts | Any Fine/Performing Arts Course |


| Elms College | Mount Wachusett Community College |
| :--- | :--- |
| ENG101 Rhetoric | ENG101 English Composition I |
| SWK204 Human Behavior in the Social <br> Environment | PSY110 Human Growth and Development |
| PSY101 Introduction to Psychology | PSY105 Introduction to Psychology |
| BIO215 Anatomy and Physiology I | BIO199 Anatomy \& Physiology I (formerly <br> BIO2033 |
| BIO216 Anatomy and Physiology II | BIO204 Anatomy \& Physiology II |
| BIO221 Microbiology | BIO205 Microbiology |
| Literature | ENG102 English Composition II Any Upper Level <br> Literature Course |
| History | Any History Course |
| Fine/Performing Arts | Any Fine/Performing Arts Course |

## Social Work (See Description of Programs in Division of Social Sciences.)

- 120 credits are needed to complete the degree.
- Minimum Major Credits at Elms: 24
- Minimum Residency Credits at Elms: 42
- Students can transfer in a maximum of 78 credits.
- Elms College core and program requirements must be met.
- Minimum GPA: 2.5
- An associate's degree from an accredited college or university.
- Prior to Entrance into the Social Work Degree Completion Program, students must complete PSY201Life Span Development at ACC, or PSY204 Human Growth and Development at BCC, or PSY217 Human Growth and Development at GCC, or PSY210 Human Growth and Development at STCC, or the equivalent.
- Additional courses required to complete degree and their equivalencies:

| Elms College | Asnuntuck Community College |
| :--- | :--- |
| ENG101 Rhetoric | ENG101 Composition 1 |
| PSY101 Introduction to Psychology | PSY111 General Psychology 1 |
| SOC101 Introduction to Sociology | SOC101 Principles of Sociology |
| HIS105 Early American History | HIS201/202 U.S. History |


| Literature | ENG102 English Composition II Any Upper Level |
| :--- | :--- |
| Philosophy | PHL101 Introduction to Philosophy OR PHL111 |
| Ethics |  |
| ECN211 Economics 1 | ECN101 Principles of Macroeconomics |
| Fine/Performing Arts | Any Fine/Performing Arts Course |


| Elms College | Berkshire Community College |
| :--- | :--- |
| ENG101 Rhetoric | ENG101 Composition 1 |
| PSY101 Introduction to Psychology | PSY107 Introduction to Psychology |
| Social Group Work | HSV Group and Professional Development |
| SWK303 Mental Health and Mental Illness | PSY226 Abnormal Psychology |
| SOC101 Introduction to Sociology | SOC105 Introductory Sociology |
| HIS105 Early American History | HIS117/118 U.S. History |
| Literature | ENG102 English Composition II Any Upper Level <br> Literature Course |
| Philosophy | Any Philosophy Course |
| Fine/Performing Arts | Any Fine/Performing Arts Course |


| Elms College | Greenfield Community College |
| :--- | :--- |
| ENG101 Rhetoric | ENG101 English Composition I: Expository Writing |
| PSY101 Introduction to Psychology | PSY101 Principles of Psychology |
| SOC101 Introduction to Sociology | SOC101 Principles of Sociology |
| HIS105 Early American History | HIS105/106 History of the American People |
| Literature | ENG112 English Composition II: Exploring |
|  | Literature Any Upper Level Literature Course |
| Philosophy | Any Philosophy Course |
| ECN211 Economics 1 | ECN10/102/133 Macroeconomics |
| Fine/Performing Arts | Any Fine/Performing Arts Course |


| Elms College | Springfield Technical Community College |
| :--- | :--- |
| ENG101 Rhetoric | ENGL101 English Composition I |
| PSY101 Introduction to Psychology | PSY101 General Psychology |
| SOC101 Introduction to Sociology | SOC101 Introduction to Sociology |
| HIS105 Early American History | HIS110 Early US History |


| Literature | ENG102 English Composition II: Introduction to <br> Literature or Any Upper Level Literature Course |
| :--- | :--- |
| Philosophy | Any Philosophy Course |
| Fine/Performing Arts | Any Fine/Performing Arts Course |

## Early Care and Education (See Description of Programs in Division of Education.)

The Early Care and Education bachelor's degree completion program is designed for working people who already have an associate's degree. The program is offered at two off-campus locations and is not available on the main campus. The degree is a non-licensure degree and does not result in licensure to teach in public schools. A Bachelor's degree can be completed in 20 months with classes held on Saturdays, in 10, eight-week sessions. Students join a cohort and remain in that group throughout the program.

- 120 credits are needed to complete the degree.
- Minimum Major Credits at Elms: 18
- Minimum Residency Credits at Elms: 42
- Students can transfer in a maximum of 78 credits.
- Elms College core and program requirements must be met.
- Minimum GPA: 2.0
- An associate degree from an accredited college or university
- Prior to Entrance into the Early Care and Education Degree Completion
- Program, students must complete PSY233 Child Behavior and

Development and EDU112 Early Childhood Special Education at GCC, or ECE101 Early Childhood Growth and Development and ECE122 Special Needs in Early Childhood Education, or their equivalents.

Students complete the following Education coursework:

- Writing in the Professions for Early Childhood
- Technology for Early Childhood Educators
- Assessment of Young Children
- Multicultural Children’s Literature
- Addressing Challenging Behaviors in Early Childhood Education
- Introduction to Autism Spectrum Disorders in Early Childhood Education
- Early Literacy and Bilingualism
- First and Second Language Acquisition
- Advanced Case Studies in Child Psychology
- Inquiry Based Strategies for Teaching Math to Young Children
- Health, Safety and Nutrition for Early Care and Education
- Nature and Environmental Curriculum: An Inquiry Based Approach
- Public Policy and Advocacy in Early Childhood Education
- Capstone Portfolio Seminar
- Additional courses required to complete degree and the equivalencies:

Elms College
Berkshire Community College

| ENG101 Rhetoric | ENG101 Composition 1 |
| :--- | :--- |
| PSY101 Introduction to Psychology | PSY107 Introduction to Psychology |
| SOC101 Introduction to Sociology | SOC105 Introductory Sociology |
| History | Any History Course |
| Literature | ENG102 English Composition II Any Upper Level <br> Literature Course |
| Fine/Performing Arts | Any Fine/Performing Arts Course |
| Math | Any College Level Math Course |
| Science | Any Science Course |


| Elms College | Greenfield Community College |
| :--- | :--- |
| ENG101 Rhetoric | ENG101 English Composition I: Expository Writing |
| PSY101 Introduction to Psychology | PSY101 Principles of Psychology |
| SOC101 Introduction to Sociology | SOC101 Principles of Sociology |
| History | Any History Course |
| Literature | ENG112 English Composition II: Exploring <br> Literature Any Upper Level Literature Course |
| Fine/Performing Arts | Any Fine/Performing Arts Course |
| Math | Any College Level Math Course |
| Science | Any Science Course |

## Speech Language Pathology Assistant Online (See Description of Programs in Division of Social Sciences.)

- 60 credits are required to complete an associate's degree and 120 credits are required to complete a bachelor's degree.
- Minimum Major Credits at Elms: Associate of Arts (AA)30; Bachelor of Arts(BA) 33; Second Bachelor of Arts 33; Stand Alone Certificate 27; and Certificate in Clinical Practicum 16.
- Minimum Residency Credits at Elms: Associate of Arts 30; Bachelor of Arts 42; Second Bachelor of Arts 42; Stand Alone Certificate 27; and Certificate in Clinical Practicum 16.
- Students can transfer in a maximum of 78 credits.
- Elms College core and program requirements must be met.
- Minimum GPA: 3.0
- Students must have earned a high school diploma or equivalent to be admitted to the SLPA Online Certificate and SLPA Online AA programs, an associate degree from an accredited college or university to be admitted into the SLPA Online BA Degree Completion Program, a bachelor's degree from an accredited college or university to be admitted to the SLPA Second BA Online, and a bachelor's degree to be admitted to the SLPA Online Certificate in Clinical Practicum.
- Additional courses are required in the following areas to complete the SLPA Online BA degree: History, Biological Sciences, Social/Behavioral Sciences, Fine/Performing Arts, Writing, Literature


## Description of Certificate in Clinical Practicum

The 19- credit online Certificate for Clinical Practicum provides supervised clinical practice experiences in school settings for baccalaureate-prepared CSD graduates with little or no clinical coursework who seek Speech Language Pathology Assistant (SLPA) positions in school settings. Students adhere to the policies and procedures outlined in the Elms College Communication Sciences and Disorders Program Handbook. Students replace credits waived to satisfy the minimum 16 credit certificate requirement.

## Interdisciplinary Programs

Note: Students who wish to include foreign language courses as part of the liberal arts or professional studies major may count only courses above the intermediate level of proficiency (courses above 202/205.)

## Professional Studies

The bachelor of arts in professional studies major provides the opportunity for students to develop a broader range of courses than allowed by a single or double major program. It serves those students who wish to incorporate courses in professional programs such as accounting, business management, communication sciences and disorders, education, marketing, nursing, and social work with the wider college curriculum. The primary area of concentration must come from one of Elms College's professional programs. With the help of academic advisors, students in this major may design the interdisciplinary curriculum that best fits their individual plans.

This program also offers the flexibility sometimes needed by transfer students seeking to complete a degree.

## B.A. Degree

## Major in Professional Studies

(Min. at Elms 18 cr. / Min. GPA 2.0)

1. All core curriculum and general degree requirements of Elms College must be met.
2. At least 36 semester hours distributed as follows:
a. At least 18 to 24 upper division (200-400 level) credits (plus all department prerequisites) in a primary discipline of concentration from courses from one of the professional departments listed above.
b. At least 12 to 18 credits in a secondary discipline or related disciplines of concentration.
The registrar will assign the student an academic advisor, typically in the primary discipline concentration.

## Back to top

## Liberal Arts

The Bachelor of Arts in liberal arts major provides the opportunity for students to develop a broader range of courses in the liberal arts and sciences than allowed by a single or double major program. The primary area of concentration must come from one of Elms College's disciplines within the traditional liberal arts and sciences (arts, biology, chemistry, computer information technology, English, history, humanities,
mathematics, philosophy, psychology, religious studies, and sociology). With the help of academic advisors, students in this major may design the interdisciplinary curriculum that best fits their individual plans. This program also offers the flexibility sometimes needed by transfer students seeking to complete a degree.

## B.A. Degree

## Major in Liberal Arts

(Min. at Elms 18 cr. / Min. GPA 2.0)

1. All core curriculum and general degree requirements of Elms College must be met.
2. At least 36 semester hours distributed as follows:
a. At least 18 to 24 upper division (200-400 level) credits (plus all department prerequisites) in a primary discipline of concentration from courses from one of the liberal arts departments listed above.
b. At least 12 to 18 credits in a secondary discipline or related disciplines of concentration. The registrar will assign the student an academic advisor, typically in the primary discipline concentration. When this major is used as a second major for teacher certification, more specific guidelines must be followed. See the chair of the Division of Education.

## Physical Education

A healthy mind and spirit must be housed in a sound body. According to the President's Council on Physical Fitness and Sports' Healthy People 2010 report, the two leading health indicators are physical activity and maintaining proper weight. In fact, the surgeon general's report found that moderate physical activity reduces the risks of many life-threatening diseases, such as heart disease, high blood pressure, colon cancer, and diabetes. It is crucial to become physically active at a young age because researchers have found that activity levels decrease as age increases.

Elms College believes in educating the whole person in all domains of learning: cognitive, affective, and psychomotor, so each student is educated for life and for living. To be educated for life and living, a person must learn to live healthily and well; therefore, physical education is an integral part of educational excellence at Elms College.

Developmentally appropriate physical education courses contribute to the development of the whole person in spirit, mind, and body. The physical well-being component of the core curriculum is the primary way that the psychomotor domain of learning is addressed in our formal curriculum.

The most important aspects of lifetime fitness and wellness are that a program must be enjoyable and it must allow for a person to maintain movement, fitness, and wellness for life. Therefore, lifetime activity courses are the cornerstone of the physical well- being core requirement. The goal of the physical well-being component of the core curriculum is to ensure that each Elms College graduate understands and appreciates how regular exercise and proper nutrition contribute to lifetime fitness and wellness, so they graduate with the knowledge of, appreciation for, and capacity to live healthily and well.

Upon completion of the physical well-being component of the core curriculum, students will:

- Become more physically fit (psychomotor domain).
- Develop an appreciation for fitness and wellness (affective domain).
- Demonstrate an understanding of the basic fitness and wellness concepts and strategies that can be applied across the lifespan (cognitive domain).


## Requirements

Every Elms College student (except those who are admitted under the transfer compact) must satisfy this component of the core curriculum by following one of two options:

Option 1: Successful completion of two credits of P.E.D. skill course(s).

Option 2: Participation on a varsity sport for one full season at Elms College.

## Back to top

## Air Force ROTC

The Department of Aerospace Studies-also known on campus as Air Force ROTC—is unique in that it is the only agent through which a student can, upon graduation, receive a commission as an officer in the United States Air Force.

To earn this commission, a cadet (a student pursuing a commission) must: meet the Reserve Officer Training Corps eligibility requirements; enroll in Aerospace Studies courses; attend a two-hour, no-credit leadership lab each week; pass an Air Force Officer Qualifying Test; be physically qualified; attend an officer field training program; and receive a baccalaureate or postgraduate degree. Upon graduation and commissioning, the officer will normally serve a period of active duty in the Air Force.

Qualified students in good academic standing, in any recognized major, are eligible for a commission. The department places no demands upon the student's curriculum. Aerospace Studies academic courses are open to all students.

## Air Force ROTC Advantages

The Air Force ROTC program combines valuable hands-on leadership and management training which greatly enhances a student's overall college education and future job opportunities either in the United States Air Force or the civilian sector. The goal is to produce future leaders for the Air Force and the nation.

Qualified students may explore these opportunities during the first two years of the program with no military obligation. This experience also includes visiting Air Force installations, receiving Air Force aircraft flight orientations, flying light aircraft, and participating in a variety of challenging and unique training programs.

## Basic Program

The four-year Air Force ROTC program is comprised of the General Military Course (GMC) and the Professional Officer Course (POC), and is tailored for cadets with three or more years of undergraduate study remaining.

In the GMC, a cadet learns the mission and structure of the Air Force, examines military life, and studies the strategies, doctrines, and missions of aerospace power from balloons to today's use of space vehicles. The leadership lab, which is required for all cadets, is cadet-led. This leadership experience prepares them for increased levels of responsibility and their future role as military officers. Activities include a variety of professional and
social functions.

Course textbooks are available to all students at no cost, and uniforms and other essential materials are also provided to cadets at no cost.

When cadets complete the GMC, they compete to attend field training. This rigorous program of leadership training, physical conditioning, and small arms familiarization increases a cadet's potential to be an Air Force officer. Travel to and from the field training base is paid for by the Air Force. After successful completion, cadets may enroll in the Professional Officer Course (POC). The POC offers advanced training in leadership, management, and communication skills, and focuses on Air Force situations. It also takes an in-depth look at the theories of management and their application.
Students analyze the role of the armed forces in contemporary American society, examine a broad range of American domestic and international military relationships, and study the environment in which American national security policy is developed and implemented.

Cadets competing for a commission are required to attend the leadership lab, at which leadership and management theories are applied. Cadets also participate in planning, organizing, directing, and controlling the cadet corps. During this program, cadets also have the opportunity to pursue professional development and inter-service programs. The Air Force pays the cadet to work and learn, providing housing, meals, and transportation.

## Air Force ROTC Scholarships

Air Force ROTC one-to four-year college scholarships are available on a competitive basis to qualifying high school and college students. Scholarship recipients are selected using the whole-person concept. This includes objective factors (grade point average) and subjective factors (interview evaluation). In selected academic areas, scholarships may be extended to meet a five-year degree program recognized by the college. Most scholarships cover full college tuition and most laboratory and mandatory fees; an annual $\$ 900$ textbook stipend; plus a tax-free allowance during the school year ranging from $\$ 300$ to $\$ 500$ per month.

## Veterans

Eligible veterans may enroll in Air Force ROTC while in college, complete degree requirements, and earn an Air Force commission. Veterans can use their GI Bill or veteran's benefits, receive the tax-free allowance, and compete for other scholarship and financial aid programs.

Contact: Aerospace Studies Office:
202 Dickinson Hall Phone: (413)
545-2437/2451

Email: afrotc@acad.umass.edu Website:
www.umass.edu/afrotc

Back to top

## Course Descriptions

## Applied Behavior Analysis

## ABA 302: Intro to Applied Behavior Analysis

Students will learn the science behind human behavior, and how it can be applied to a variety of different settings. Students will learn the basic principles of ABA, and the focus of the class will be on practical applications for adults and children with and without disabilities. Topics include understanding why behavior occurs, communication skills, and changing behavior through different reinforcement and punishment procedures.

## Accounting

## ACC 201-202 Principles of Accounting I and II (6)

In this two-semester course, students come to understand fundamental accounting principles and the framework of the accounting system. This course provides a foundation of knowledge concerning the preparation and use of financial statements; the accounting process of analyzing, recording, classifying, and interpreting business transactions; and the role of accounting in proprietorships and corporations.
Conceptual problems analyzed include accounting for cash, inventories, depreciation, longterm debt, investments, and periodic income of the business enterprise. Emphasis is placed on the value of reliable financial information, financial statements, and cash flow by management, stockholders, investors, and others in the decision-making process.

## ACC 301 Intermediate Accounting I (3)

This is the first professional-level accounting course. Students will gain a thorough foundation in the theory, principles, and practices of the accounting profession. It is designed to sharpen the students' ability to critically analyze accounting information, accounting theory development, and apply the theory in problem-solving situations. The course examines the following balance sheet accounts: cash, short-term investments, receivables, inventories, plant and equipment, and current liabilities. Conceptual problems included are inventory valuation, allocation of depreciation, and the time value of money. Requires use of Excel. Prerequisite: ACC 202.

## ACC 302 Intermediate Accounting II (3)

This course is a continuation of ACC 301 and explores additional topics involving the use and interpretation of financial information. Emphasis is on examining the following balance sheet accounts: intangible assets, long-term investments, long-term liabilities, and the owner's equity section of the balance sheet. Accounting problems are addressed such as income tax allocation, accounting changes, and errors and corrections. Further examination is made of the useful analysis and interpretation of financial statements.
Use of Excel is strongly recommended. Prerequisite: ACC 301.

## ACC 306 Cost and Managerial Accounting (3)

This course presents a comprehensive view to the principles and classification systems involved in cost accounting as an informational decision-making tool of management. It studies the process used in determining the conditions of manufacture, the cost of a manufactured article, the costing of multiple products, indirect manufacturing costs, and recording indirect costs. It applies standard cost accounting techniques to the job order cost system and the process cost system. The course examines the recording of indirect costs and of flexible budgeting. It analyzes and interprets standard costs and variance analysis and material and labor control as used by management for cost control, policy-making, and record keeping. This course includes an experiential learning component, and is taught in the computer lab using Excel. Prerequisite: ACC 202.

## ACC 350 Accounting Information Systems (3)

By studying accounting information systems, students master a variety of computer software packages commonly used in business. Using general ledger packages and spreadsheet programs, students acquire skills required in contemporary accounting environments. Projects completed by students throughout the semester replicate accounting systems currently used in business. Completing the course enables students to compete effectively in career choices. Prerequisites: ACC 302.

## ACC 401 Auditing (3)

The course is designed to provide students with an understanding of the fundamental concepts of auditing. The course focuses on the auditor's decision-making process and the objectives of specific audit areas. The course is designed for those students who wish to embark on a career in the public accounting profession. Prerequisite: ACC 302 or the consent of the department.

## ACC 410 Personal Taxes (3)

This course examines the fundamentals of the federal income tax structure as it affects individuals. Special attention is focused upon issue recognition, the individual's tax problems, tax planning, and tax controversies. Prerequisite: ACC 202.

## ACC 420 Advanced Accounting (3)

This course is designed to provide the opportunity for the study of advanced accounting theory and practice in specialized areas. Areas of topic coverage are business combinations, consolidations, accounting for international operations, and the basics of not-for-profit accounting. Prerequisite: ACC 302.

## ACC 481 Career Development (3)

The Career Development course is designed to assist students with career exploration and to prepare them to be competitive candidates during the internship and job search process. This course covers the following topics: career planning, resume building, interview skills, professional etiquette and the power of networking. Students learn the importance of self-efficacy to achieve personal and
professional success.

## ACC 475 Capstone in Accounting (3)

The accounting capstone course is designed to synthesize knowledge gained through the entire accounting program and students will demonstrate mastery of various course competencies. Students will apply analytical and critical thinking skills to real-world cases analysis and arrive at recommendations or judgments that would be required in professional accounting positions.

## ACC 482 Internship (4)

Students majoring in accounting participate in project-centered internships in keeping with their career interests and skills. Examples include, but are not limited to: "Big Four" public accounting firms, local and regional public accounting, corporate, private, and non-profit accounting and finance, banking, and insurance industries. Each student is required to work 120 hours and maintain weekly internship journals directly related to learning goals developed in the internship preparation course. Through this experience, students are given the opportunity to convert classroom theory into practice. Prerequisites: minimum 2.5 cumulative average in the student's major field of study and completion of ACC 481. Nontraditional students or students who are not eligible for the internship may substitute a business elective, with approval of the department.

## Back to top

## Art

## ART 101 Introduction to the Arts (3)

This course acquaints the student with the fine and performing arts. The study of works from various cultures and periods reflecting the unique point of view of the artist broadens the student's own vision of the world. The focus of the course is the exploration of the arts to provide insights into creativity and the aesthetic experience. Students participate in discussion, studio work, performance, and museum visits as they improve critical skills in looking and listening. There is a lab fee for this course.

## ART 102 Basic Drawing and Design I (3)

This course will give students practice in organizing two-dimensional space through the application of the elements and principles of art. Students will be introduced to color and its expressive use. They will learn the definition and function of the elements of art as applied to representational, abstract, and nonobjective drawing. Students will explore the blending of basic techniques and creative thought leading to growth of personal style. There is a lab fee for this course.

## ART 104 Drawing II (3)

Students will explore further the development of stylistic skills through heightened
perception of still life, human figure, and studies from the imagination. Method and materials are more widely explored, encouraging the fullest use of individual capacities. There is a lab fee for this course.

## ART 201 Painting I (3)

Students will investigate the application and effects of painting media on a variety of grounds. They will practice image making through pictorial composition, with stress on inventive experimentation. Students will study works of art from various cultural art heritages. There is a lab fee for this course.

## ART 202 Painting II (3)

Students will refine personal imagery through pictorial interpretations of figure and setting, still life composition, and imaginary theme. There is a lab fee for this course.

## ART 203 Color Theory with Mixed Media (3)

This course explores the topic of color with approaches based on both theory and experience, while also introducing fundamentals of water-based paint and digital media. Classroom lectures will introduce painting materials and methods as well as the scientific, historical and contemporary context of color. Much of the class will be dedicated to experimentation with materials, in-class studio time, group collaboration, and critique. There is a lab fee for this course.

## ART 205 Word and Image (3)

This course explores the affinity between language and visual art. A series of studio workshops using word to inspire image frees the creative response in everyone.

Students will develop projects connecting visual art in various media to text. Studios may include illustration, photography, video, painting, graphics, mixed media, and artist's books. Various thematic areas are investigated: e.g. social and political issues, the environment, myths and legends, poetry, and literature. While studio courses are often more technique-oriented, this interdisciplinary course aims at creative expression and active student involvement. There is a lab fee for this course.

## ART 208 Design II (3)

Three-dimensional forms are the focus of this advanced design course. The students will solve problems in spatial composition using a wide range of media. Assignments may include furniture design, sculpture, and architectural models. Students are expected to read and investigate the history of design with an emphasis on contemporary works.

Fulfillment of a design contract for a final project is required. There is a lab fee for this course.

## ART 212 Special Topics in Art (3)

In any time and place, ancient Greece to the contemporary Western world, early China to modern Africa, art takes its form from the technologies available and the philosophies and history that influence a culture. Not a survey course, it will explore the art from selected cultures, ancient to modern, through books, slides, and by working with various media to
understand better the artistic processes that have been used throughout the centuries. There may be a lab fee for this course depending on the specific curriculum.

## ART 213 Art History I (3)

Students will study the art and architecture of ancient civilizations from the near East through Greco-Roman period, Byzantine, and Islamic world. The course includes important work of the medieval period and culminates with the late Gothic period in Western Europe. Comparative studies with arts of non-western civilization such as India, China, pre-Columbian Central America, and Africa, provide the student with cross- cultural considerations. This course satisfies the culture and critical thinking/communication outcomes.

## ART 215 Art History II (3)

This survey course focuses on the art of Western Europe from the early Renaissance through the rise of modernism, and includes contemporary trends in Europe and the United States. A special emphasis is placed on painting and sculpture and the relationship of art to social and political currents. Students will compare these works with examples of arts from non-Western cultures. This course satisfies the culture and critical thinking/communication outcomes.

## ART 301 Women in Art (3)

This course will investigate the productive creativity of women in the visual arts from ancient to modern times. Students will become acquainted with the history of women through a study of their art and crafts. Traditional and feminist approaches to art history will be explored. Studios will allow the student to work in the styles and media of the women artists studied. There may be a lab fee for this course depending on the specific curriculum.

## ART 302 Painting III (3)

Students who have completed Painting I and II, or by permission of the instructor, may select this advanced painting course. In this class the advanced student will continue solving problems in the formal elements of pictorial space including both representational and nonrepresentational considerations. Preliminary studies and thematic series will be emphasized. There is a lab fee for this course.

## ART 314 American Art (3)

The focus of this course is an overview of the painting, sculpture, and architecture of the United States from colonial beginnings to the expression of today, with attention to the 20th century struggle for stylistic independence from European influence.

## ART 318 Printmaking I (3)

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 322 Watercolor Painting (3)

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

## ART 340 Pottery (3)

Students will be introduced to hand-building as well as glaze and non-glaze decoration. They will study pottery from various cultural art heritages. Advanced work may be undertaken through ART 400 Independent Study. There is a lab fee for this course.

## ART 345 Sculpture (3)

Students will explore additive and subtractive approaches to three-dimensional form. Skills are challenged by a variety of materials and sculpting tools. Students will study works of art from various cultural art heritages. Open to all majors. There is a lab fee for this course.

## ART 346 Advanced Sculpture (3)

In this course, students will develop further a sense of design and structure of threedimensional objects as a continuation of the student's exploration in Sculpture I. Students will further successfully explore composition and problem solving with regard to unique materials used in the creative process. Prerequisite: ART 345. There is a lab fee for this course.

## ART 400 Independent Study (3)

The independent study option is open to art students who wish to develop an individual direction and expression on a more advanced level. Approval of course instructor and division chairperson is required. There may be a lab fee for this course depending on the specific curriculum.

## ART 408 Internships/Field Experience (3-6)

This field experience is a guided practical one for qualified seniors. Placement is chosen to enhance individual student interest in a particular area. A contract will be developed with the company and the college regarding the work and specific projects to be completed. A job experience portfolio and written submission of a final report are required.

## ART 420 Art Senior Thesis (3)

Required of all graduating fine arts majors. Students will prepare and present a final portfolio of their work. Additionally, they will acquire the skills necessary to create and exhibit their work in a senior exhibit at the Borgia Gallery.

## Back to top

Biology

## BIO 105 Biology: Human Applications (3)

An introductory one-semester course for non-science majors that introduces the student to biology through current issues and areas of study that are important today, especially as they relate to human health and decision-making in the future. This course fulfills a Global Awareness requirement. (This course can be taken to fulfill the natural sciences core requirement.) This course is offered every semester.

## BIO 110 Environmental Biology (4)

The course presents fundamental principles of ecology and the relationship of organisms to the environment. Topics to be studied include adaptation, nutritional needs of organisms, food chains, cycles and recycling in the natural environment, interrelationships among organisms, and human population dynamics. Topics on current ecological problems, such as global warming, acid rain, ozone depletion, and endangered species will evaluate the human impact on the environment. (This course can be taken to fulfill the natural sciences core requirement.) This course is offered the fall of even years.

## BIO 113 Forensic Science (4)

Forensic science by definition is the application of science to the law; the science aids law enforcement in solving crimes. Students will use documented crimes as case studies to examine the link between science and the law. Evidence will be tracked from the crime scene through the laboratory and into the courtroom. Lecture topics include the collection, preservation and analysis of biological, chemical, and trace evidence. Current issues as well as various forensic science disciplines will be explored.

## BIO 123 General Biology I (4)

Introduction to the study of biology at the molecular level in lecture and lab. From the chemistry of life and the machinery of the cell to genes and heredity, this course covers the basic building blocks of life. Although it is the fundamental course for biology and related majors, this course is open to non-science majors who wish to take a laboratory science, and it will fulfill the natural sciences core requirement. There are no prerequisites. BIO 123 may be taken without BIO 124. This course is offered every fall.

## BIO 124 General Biology II (4)

Introduction to organismal, evolutionary, and ecological biology. Lectures and laboratory explore the diversity of animal and plant life, including the relationships of the major groups of living things. Although it is the fundamental course for biology and related majors, this course is open to non-science majors who wish to take a laboratory science, and it will fulfill the natural sciences core requirement. There are no prerequisites. BIO 124 may be taken without BIO 123. This course is offered every spring.

BIO 215 Anatomy and Physiology (4) This course is offered every fall.

BIO 216 Anatomy and Physiology (4) This course is offered every spring.
A study of the correlation between structure and function in the organ systems of the human body with emphasis on homeostasis. Laboratory involves a study of structure and function in vertebrate specimens.

## BIO 221 Microbiology (4)

This is an introductory survey course in the field of microbiology, with an emphasis on clinical microbiology. Topics include the diagnosis and treatment of infectious disease caused by microbes and biological agents. Many different diseases are used to study the diagnosis, treatment, and prevention of infectious disease. Through the study of pathogens, an understanding of microbial structure and function is attained. The laboratory is reflective of the lecture. This course fulfills a Global Awareness requirement. (This course can be taken to fulfill the natural sciences core requirement.) This course is offered every spring.

## BIO 224 Potions, Poisons and Perfumes (4)

The secret life of plants—plants produce an astonishing array of toxic, enticing, useful products. This course will introduce the biology of plants and explore the discovery and human use of plant products for treating diseases (such as cancer and malaria) while covering a range of topics from chemistry to biosynthesis, to interactions with other organisms. This course fulfills the Global Awareness and Communication Intensive requirements and can be taken as a chemistry elective. Biology majors are strongly encouraged to take the course with the lab. There are no prerequisites for this course. This course is offered the spring of even years.

## BIO 226 Cell Biology (4)

This course is a detailed study of the structure and function of the eukaryotic cell, with an emphasis on the cell membrane and the cytoplasmic organelles. Current concepts in cell communication, molecular targeting within cells and between cells are included in the topics of study. The laboratory will cover several techniques vital to the study of cells including histology and cell culture techniques. This course fulfills a Communication Intensive requirement. This course is offered the fall of odd years.

## BIO 301 Developmental Biology (4)

A presentation of embryonic development and differentiation in higher animals, including the human, with emphasis on underlying mechanisms, experimental and molecular aspects, and current concerns such as fetal research, cloning, genetic engineering, and stem cells. Laboratory work includes the study of normal development in live embryos, and an introduction to techniques of experimental embryology and tissue culture. Prerequisites: BIO 122 and at least one year of chemistry strongly recommended. This course is offered the fall of odd years.

## BIO 302 Biology of Human Development (3)

A study of later development in vertebrates in general, but particularly in the human fetus, with emphasis on how complex organs are formed, how their specific patterns come into
existence, and the defects in the process that result in developmental abnormalities.
Prerequisites: BIO 122 and 301 or permission of the instructor. This course is offered the spring of even years.

## BIO 310 Endocrinology (4)

A general study of the vertebrate endocrine system, including the structure of the glands, the nature and properties of hormones, the control of hormonal secretion, and the mechanisms of hormone action. Prerequisites: CHE 211 and CHE 212 highly recommended; BIO 122 or permission of the instructor. This course is offered the spring of odd years.

## BIO 313 Anatomy \& Physiology (4)

Anatomy and Physiology I is a study of the correlation and function in the organ systems of the human body with an emphasis on homeostasis. The organ systems covered in this course include the skeletal, muscular, nervous, and integumentary systems. Developmental aspects of each system along with various pathological conditions and current clinical applications will be explored through the use of journal articles and case studies.

## BIO 314 Anatomy \& Physiology II (4)

Anatomy and Physiology II is a study of the correlation between structure and function in the organ systems of the human body with an emphasis on homeostasis. The organ systems covered in this course include the anatomic nervous system, the special senses, and the endocrine, circulatory, respiratory, lymphatic, immune, digestive, urinary, and reproductive systems. Developmental aspects of each system along with various pathological conditions and current clinical applications will be explored through the use of journal article and case studies.

## BIO 321 Genetics (4)

This is an introductory course in genetics. All aspects of genetics will be introduced including the areas of classical, population, biochemical, and molecular genetics. The laboratory will carry the concepts developed in the course to the bench. Students will develop and run their own research experiment, from experimental design to data collection, and culmination of their research in a formal presentation as a research paper and PowerPoint presentation. This course fulfills Communication Intensive and Global Awareness requirements. This course is offered the fall of even years.

## BIO 326 Molecular Biology (4)

Molecular biology is an introductory course in the function of prokaryotic and eukaryotic cells at the molecular level, with a strong emphasis on chromosome and gene structure. This course will focus on the regulation and control of cellular activity at the molecular level. The laboratory teaches the essential techniques used in molecular biology. Students will design and execute their own experiment using techniques learned in the lab. Prerequisites: CHE 211 and BIO 321; CHE 212 recommended. This course is offered the fall of even years.

## BIO 336 Biochemistry (4)

This course will focus on the study of chemical reactions that occur in living organisms with
special emphasis on intermediary metabolism, acid-base balance, and hormone regulation. Laboratory techniques utilize basic biochemical techniques for the study of enzymes and other biologically important molecules. Prerequisites: CHE 211-212 and one course in biology, or permission of the instructor. This course is offered the fall of even years.

## BIO 404 Biology Seminar (3)

This communication-intensive course is a capstone experience for biology majors. Through student research, writing, presentations, and discussions, the course will explore in depth an important contemporary biological topic that has interdisciplinary aspects. Open only to third and fourth year students. This course fulfills a Communication Intensive requirement. This course is offered the spring of odd years.

## BIO 409 Research and Independent Study (2-6)

This course allows participation in directed laboratory research, grant-funded research, or independent study in some area of biology under the guidance, and with the permission, of one of the faculty. It is open to second, third, and fourth year biology majors and minors. It may be taken for one or two credits per semester until a maximum of six credits is attained. The minimum requirement is two credits, which may be earned in one or two semesters. This course is offered every semester.

## Back to top

## Business

## BUS 221 Computer Applications for Business (3)

To meet the challenges created by the increasingly important role that technology plays in our society, in this course students will gain hands-on experience with the most recent and widely used software programs. Students will complete introductory and advanced projects in Excel. Students will learn to write an academic research report using Word. Learning to design and create a database using ACCESS will be the final course project.

## BUS 242 Principles of Management (3)

Students learn the major concepts and principles of business organization and explore the management processes of planning, organizing, leading, and controlling. The emphasis of the course will be on the skills and knowledge needed to successfully manage an organization.

## BUS 248 Global Business Environment (3)

This is a study of the economic, political, and operational impact of conducting business in an international environment. Emphasis is placed on the historical development of trade theory, the cultural and social impact of globalization, and an evaluation of the role that cultural differences have on doing business internationally. The course evaluates the global economic environment. In addition, linkages in communication, education, financial systems, and standards of living are examined in terms of how they limit and/or encourage trade. The
impact of trade on business operations is also evaluated.

## BUS 252 Principles of Marketing (3)

The role of consumers in society and their choices at the retail level are increasing dramatically. Consequently, the role of marketing in our society is discussed using a product, price, place, and promotional focus. This course is projected from the viewpoint of marketing management in a firm. The course focuses on providing students with an understanding of the latest marketing strategies such as internet marketing techniques.

## BUS 260 Legal Environment of Business (3)

This course is an examination of the legal environment of business including traditional business law topics such as contracts, agency, and property. In addition, regulatory topics are included such as labor law, securities law, and antitrust. This course provides the student with the skills necessary to understand the relationships among business, government, and the law within the contemporary business environment. Prerequisite:

## BUS 311 Principles of Financial Management (3)

The principles underlying the nature, operation, and control of the corporation are studied through an analysis of its financial structure, practices, and policies. Emphasis is placed on financial markets, interest rates, the time value of money, financial analysis, and the analysis of short-term and long-term corporate financial decisions, including working capital management, capital budgeting, cost of capital, leverage, and debt and equity financing. This course is taught in the computer lab with extensive use of Excel.
Prerequisites: MAT 109, ACC 202.

## BUS 317 Business and Society (3)

Within the context of the rapidly changing business environment, students explore the many non-market forces that affect the management and operations of the organization. They gain a deeper understanding of the meaning of social responsibility and the complex issues that managers confront in the 21st century. Students learn to identify, manage, and prioritize stakeholder relationships or issues, as well as develop strategic responses within the context of an ethical framework. Prerequisite: BUS 242 for business majors.

## BUS 319 Personal Finance (3)

What will life be after college? Where will you live and work? Should you buy or lease a car? Is it better to rent an apartment or buy a house? How much money do you spend every week on entertainment, gas, and other living expenses? Can you really afford those expenses? Answers to these questions are explored in this life skills course that introduces a variety of topics impacting students' everyday personal and financial lives. The Internet will be used extensively to explore the answers to life's hard questions.
Career planning, financial planning, insurance needs, major asset purchases such as a home, investments, retirement planning, and wills and estates are examined in a life- cycle context. A secondary objective of the course is to introduce students to the stock market through investment simulation. Prerequisite: none.

## BUS 332 Sales and Sales Management (3)

A sales training format is used to familiarize students with the issues of being involved in the field of sales. The planning, accomplishment, and management of the personal selling function and how it relates to the total marketing concept are components of the training format. It includes a discussion of and demonstration of direct selling skills.
Prerequisite: BUS 252.

## BUS 333 Advertising (3)

This course provides an in-depth examination of advertising strategy. The course looks at advertising in our society, the advertising within organizations, advertising's role in marketing, and the planning of copy, media, and research. Special kinds of advertising including online, transit, and billboard advertising are analyzed. Management of the social and legal aspects of advertising is also discussed. The latest online marketing, social marketing, and mobile application marketing techniques are explored.
Prerequisite: BUS 252

## BUS 340 Introduction to Entrepreneurship (3)

Are you wondering how to turn an idea for a product or service into reality? Have you ever thought you would like to take on the challenges of building your own company? Did you know that small business contributes significantly to the health of the U.S. economy? This course introduces essential ingredients of entrepreneurship through a series of hands-on projects supported by practical readings and case studies. Topics include: defining ideas that will meet the needs of future customers, planning for the business, marketing and selling, determining necessary financial resources, and leading the team. The course culminates in a business concept project that gives students experience in planning for a new product, service, or company. Prerequisite: None

## BUS 341 Gender and Diversity in Management (3)

Students develop an understanding of and appreciation for the challenges and opportunities that diversity brings to the work environment. Sociological barriers, cultural values, and stereotypical attitudes are examined as students acquire the skills, attitudes, and patterns of critical thinking needed for effective leadership. Prerequisite: BUS 242.

## BUS 342 Managerial Communications (3)

Students develop the skills in effective business communication, beginning with organizing the message to fit the audience, the purpose, and the situation. They learn how to express themselves clearly and articulately, both orally and in writing, to listen actively, and to use effective leadership skills. Prerequisites: BUS 242, 221.

## BUS 345 Human Resource Management (3)

Students gain knowledge of key aspects of an effective human resource management system that recognizes employees as the most important asset. Topics covered include employee selection, training and development, compensation and benefits, motivation, discipline, grievance handling,
labor unions, and the partnership between line managers and the human resource function. Prerequisite: BUS 242.

## BUS 350 Labor Relations (3)

A study of the labor-management relationship, the development and nature of the union organization, and the major laws affecting unions and their impact on the collective bargaining process. Current and prospective national labor problems are treated based on current legislative and antitrust instruments. Prerequisite: BUS 242.

## BUS 365 Marketing Research (3)

An investigation into the role of the marketing research and decision-making of the marketing manager. The course focuses on the research process, the presentation of research results, and data analysis. Case studies and exercises deal with consumer, industrial, and nonprofit organizations. Prerequisites: MAT 109, BUS 252.
in all types of sport organizations. Prerequisite: BUS 242.

## BUS 375 Organizational Behavior (3)

How to understand, motivate, and supervise people in work settings is the main emphasis in this course. Group dynamics and human reactions are studied via the case method and roleplaying. The organization as a social system will be covered in depth. Prerequisite: BUS 242.

## BUS 377 International Marketing (3)

An examination of the theory and practice of a national or multinational company trading in world markets, focusing on developing a strategic marketing plan for this environment from a cultural, political, and economic point of view. Prerequisites: BUS 252, BUS 248.

## BUS 480 Business Strategy (3)

This business course is the culminating capstone course for all students majoring in accounting or business, and is designed to reinforce and test what they have learned throughout their coursework. Students work in competitive teams to bring together key concepts and skills from accounting, economics, finance, management, law, and marketing. A business ethics component focuses on helping students develop a framework for making ethical decisions. The organizing element of the course is an online international business simulation. This is a sophisticated model of a competitive business environment that requires teams to analyze data, consider options, test decisions, and then put their business judgment on the line against other teams. The course will be taught in the computer lab, and students will make several formal business presentations to faculty and community business leaders. Students in this course will also complete the comprehensive business exam. Prerequisite: All 200 and 300 level business management required courses must be completed, and student must have senior standing.

## BUS 481 Career Development (3)

The Career Development course is designed to assist students with career exploration and to prepare them to be competitive candidates during the internship and job search process. This course covers the following topics: career planning, resume building, interview skills, professional etiquette and the
power of networking. Students learn the importance of self-efficacy to achieve personal and professional success.

## BUS 482 Internship (4)

Students majoring in management, accounting, marketing, and sport management participate in project-centered internships in keeping with their career interests and skills. Through daily internship journals, completion of an internship project, and reports on the learning accomplished through the internship experience, students are given the opportunity to convert classroom theory into practice. Prerequisites: minimum 2.5 cumulative average in the student's major field of study, completion of all 200 and 300 level business courses, and completion of BUS 481. Non-traditional students or students who are not eligible for the internship may substitute a business elective, with approval of the department.

## BUS 490 Independent Research Project

Open to selected students, this project reflects the culmination of the four-year study of business management at the college. Students with strong academic achievement, motivational skills, and independent learning ability may submit study proposals at the time of course registration, to be approved by the end of the first week of classes.
Students must obtain the advance written permission of the supervising faculty member and the division chair before registering for this course.

## Back to top

## Chemistry

## CHE 103 The World of Molecules (3)

The purpose of this course is to introduce the basic principles of chemistry to the non-science major in a non-intimidating way. Through lectures, discussions and hands-on experiences, students will investigate the fundamental ideas of chemistry, learn in what ways chemistry is relevant to their daily lives, and gain an understanding of how science works.

## CHE 121 General Chemistry (4) CHE 122

## General Chemistry (4)

A study of the fundamental facts and theories of chemistry. Topics in CHE 121: chemical formulas, mass-mole relationships, gases, atomic structure, bonding, thermochemistry, liquids, and solids. Topics in CHE 122: solutions, gas equilibria, kinetics, acids and bases, solution and precipitation equilibria, complex ions, thermodynamics, and electrochemistry.

## CHE 195 BIO/Organic Chemistry for the Health Sciences (4)

A study of the principles of organic and biochemistry relevant to the health sciences. Basic concepts in general chemistry (atomic structure, bonding, etc.) will be covered in the first
two weeks of the course. Prerequisite: high school chemistry.

## CHE 198 Biological Chemistry (3) CHE

211 Organic Chemistry (4) CHE 212

## Organic Chemistry (4)

A theoretical and practical study of the chemistry of carbon compounds with particular stress on molecular structure, synthesis, and reaction mechanism. Prerequisites: CHE 121-122.

## CHE 307-308 Physical Chemistry (8)

A study of the principles of thermodynamics, atomic and molecular structure, kinetics, and electrochemistry. Prerequisites: PHY 105-106, MAT 131-132, CHE 211-212; CIT 213
(Programming), or permission of the instructor.

## CHE 325 Advanced Inorganic Chemistry (4)

An investigation into the chemistry of the compounds of the main group and transition elements. Prerequisite: CHE 121-122.

## CHE 336 Biochemistry (4)

A study of the chemical reactions that occur in living organisms with special emphasis on intermediary metabolism, acid--base balance, and hormone regulation. Laboratory techniques utilize basic biochemical techniques for the study of enzymes and other biologically important molecules. Prerequisites: CHE 211--212 and one course in biology, or permission of the instructor.

## CHE 337 Analytical Chemistry (4)

An introduction to the principles and practice of inorganic quantitative analysis. Prerequisites: CHE 121-122.

## CHE 338 Instrumental Analysis (4)

An introduction to the theory and practice of modern instrumental methods of chemical analysis. Laboratory exercises include use of spectrophotometers, chromatograms, electroanalytical equipment, and radiometric instruments. Prerequisite: CHE 337.

## CHE 419-420 Directed Study and Research (1-2)

Study directed by members of the department. Work may include an original laboratory investigation, use of the literature, and interpretation of data. Prerequisite: CHE 121-122.

## Chinese

## CHI 101-102 Novice Irish (6)

A basic course designed to facilitate the development of communicative competence during the first year of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

## Back to top

## Computer Information Technology

## CIT 101 Introduction to Computers (3)

Students will gain in-depth knowledge of how a computer works, from its operating system to its different hardware components. Students will also be shown procedural steps to thwart different computer system problems. Hardware and software installation and removal along with system requirements will be covered.

## CIT105 Cyber Culture (3)

Students will debate, discuss, and research the evolving nature of global human cultures as they exist in an ever-more digital world. Students will examine and critique several legal, ethical, commercial, and technological aspects of concepts such as digital entertainment, virtual identity, the Internet as a social landscape, and the portrayal of technology in popular culture.

## CIT 122 Concept Design (3)

Students will look at the analytical designs of computer programs and other systematic computer work. Taking into consideration functionality and the delivery system for the programs, the students will delve into the final layout stages of their own computer programming or system architectures.

## CIT 201 Technology Through Film (3)

In this technology survey course, students will explore a variety of different scientific discoveries through the medium of film. Online discussions of the material and the creation of digital presentations about the films form the core of the student's workload. An understanding of presentation software and Elms College's online course system is expected.

## CIT 210 Artificial Intelligence (3)

This course is an introduction and a survey of the field of Artificial Intelligence (AI). The covered topics will include: robotics, searching algorithms, logic and knowledge representation, planning, machine learning, neural networks, natural language processing, speech and handwriting recognition, and vision. Some introductory programming is required.

## CIT 213 Introduction to Programming (3)

This course provides an introduction to computer programming using several current programming languages.

## CIT 214 Networks and Security (3)

This course provides an introduction to the fields of computer networking and computer security. Students will learn basic networking terminology and how to network two or more computers together, an understanding of computer security threats and attacks, and how to
assess, secure, and safeguard the security of computer systems.

## CIT 215 Database Design (3)

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 256 Web Design (3)

An introductory course to the fundamentals in website construction. GUI website generators and HTML code will be explored by the students. File syntax and folder hierarchy will also be covered.

## CIT 312 Advanced Programming (3)

This course is an advanced programming course including object-oriented programming, basic data structures and algorithms. (Prerequisites: CIT 213)

## CIT 315 Computer Game Design (3)

This course introduces students to designing and programming computer games. The focus of the course will be hands-on development of computer games. (Prerequisite: CIT 213 or 366, or permission of the instructor.)

## CIT 320 System Administration (3)

This course is an introduction to tasks undertaken by system administrators in the Unix and Windows operating systems.

## CIT 330 Mobile App and Website Development (3)

This course is an introduction to developing apps and web sites for cell phones, tablets, and other handheld computer devices. (Prerequisites: CIT 213 and CIT 256)

## CIT 345 Digital Forensics (3)

This course focuses on recovering and analyzing data from computer devices through digital forensics. Topic covered will include forensic tools, digital evidence detection and analysis, intrusion detection, and the investigation of other computer crimes.

## CIT 366 Website Programming (3)

Students will learn a high level programming language slated for the web. The use of these languages for making dynamic sites and pages, as well as providing interactivity for the users, will be covered. (Prerequisite: CIT 213 \& CIT 256).

## CIT 405 Internship (3)

Students work 140 hours in an internship in the IT field.

## CIT 423 Professional Programming Project (3)

Students create a large -scale programming project as their capstone project (CIT capstone course, communication intensive)

## CIT 456 Professional Web Design Project (3)

Students create a portfolio website showcasing their work in CIT courses. (CIT capstone course, communication intensive).

## Back to top

## Communication Sciences and Disorders

## CSD 103 Sign Language I (3)

This course introduces the third most widely used language in the United States. Emphasis will be on learning grammatical structure, as well as on developing receptive and expressive skills. Cultural aspects of the Deaf community are introduced through readings and class discussions. This course satisfies the language requirement.

## CSD 104 Sign Language II (3)

This course furthers the development of receptive and expressive skills. Introduces the student to more complex lexical and grammatical structures, including signing space, body posture, and facial expression. Prerequisite: CSD 103 and/or permission of the instructor. This course satisfies the language requirement.

## CSD 200 Professional Writing for Communication Sciences and Disorders (3)

This course focuses on writing and other communication skills that are essential for professional practitioners in the field of Communication Sciences and Disorders. Students will complete a number of writing and oral activities, some of which will be specific to CSD competencies while others target more global communication which will be required at a professional level. A specific goal of the course is to help students become more effective writers to facilitate their academic and professional development for the demands of CSD.

## CSD 201 Introduction to Communication Sciences and Disorders (3)

This course provides an introduction to the field of communication sciences including language, speech, and hearing. In the first part of the course we will discuss normal development and basic anatomy in each of these areas. The second section will focus on disorders in these areas, and in the final section we will discuss the professions of speech pathology and audiology.

CSD 202 Anatomy and Physiology of the Speech Mechanism I (3)
This course will detail the anatomy and physiology of the human body as it applies to the field of speech-language pathology. Included will be an explanation of the skeletal, muscular, and
nervous systems. The course will focus on respiration and on the central nervous system as they apply to the production of speech and language.

## CSD 203 Anatomy and Physiology of the Speech Mechanism II (3)

This course will detail the anatomy and physiology of the human body as it applies to the field of speech-language pathology. The course will focus on phonation, articulation, and resonance. Prerequisites: CSD 201, CSD 202.

## CSD 204 Phonetics and Phonology (3)

This course teaches students the International Phonetic Alphabet (IPA) in order to learn the principles of clinical transcription of verbal speech production. In addition, students learn other important aspects of phonetics, including diacritics, acoustic properties of speech sounds, and phonological process (i.e., articulatory trends). The emphasis of the course is practical, whereby students apply the content of lectures to actual applications. Prerequisites: CSD 201, CSD 202.

## CSD 205 Sign Language III (3)

Sign III is an intermediate-level course designed to encourage development of receptive and expressive skills through exposure to more sophisticated dialogue and narratives. Included are the use of classifiers, body posture, and more creative use of signing space. Prerequisite: CSD 104 and/or with permission of the instructor.

## CSD 206 Sign Language IV (3)

In this advanced course, everyday communication is the centerpiece of every lesson. Topics include sharing information about our environment and us. Grammar is introduced in context, with emphasis on developing question and answer skills.
Students learn conversational strategies and participate in interactive activities to allow them to rehearse what they have learned.

## CSD 207 Introduction to Linguistics (3)

This course investigates the four basic linguistic modalities of human communication (i.e., auditory comprehension, verbal expression, reading comprehension, and written expression) from a variety of perspectives. More specifically, linguistic performance (use) and competence (understanding) is viewed through developmental, theoretical, cognitive, and practical applications. Students engage in language labs every three weeks to facilitate understanding. Prerequisites: CSD 201, 202.

## CSD 301 Hearing Science (3)

This course will provide the student with an introduction to acoustics and psychoacoustics. It will also provide rather detailed information of the anatomy and physiology of the auditory mechanism both at the peripheral and central levels, as well as of pathologies that may occur at these anatomical sites. In addition to lecture, the method of teaching will include active participation on the part of the student, in order to ensure a working knowledge of the subject matter.

## CSD 304 Speech Science (3)

This course will provide an introduction to the physiology, perception, and acoustics of speech. The history of speech science will also be discussed. This course will consist of lectures and labs. Prerequisites: CSD 201, 202, 203, 204.

## CSD 305 Normal Language Development (3)

This course covers a variety of areas including theories of speech and language acquisition, the emergence and development of phonology, morphology, syntax, semantics, and pragmatics in children and throughout the lifespan. Prerequisites: CSD 201, 204, 207.

## CSD 306 Audiology (3)

This course will introduce the student to the field of clinical audiology. Theoretical information, which is necessary to develop an understanding of various audiological assessments, will be provided. Basic audiological procedures, behavioral and electrophysiological site of lesion tests will be discussed. Practical experience with some audiological procedures will also be provided. The format of this course will include both lectures and hands-on experience. Also observations of audiological assessment procedures will be required. Prerequisite: CSD 301.

## CSD 307 Observational Methods and Techniques (3)

This course will prepare students to participate in observation of evaluation and treatment of a variety of speech, language, and hearing disorders across client populations and clinical settings. Topic areas will include clinical methods, data collection and documentation, models of service delivery, professional standards and competencies, multicultural issues, and ethical considerations. Prerequisites: CSD 201, 202, 203, 204, $207,301,304,305$. This course satisfies the civics outcome.

## CSD 307L Observational Methods and Techniques Lab (1)

This lab provides an opportunity for additional clinical observations. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 304, 305.

## CSD 308 Diagnostic Procedures (3)

This course will provide participants with a working knowledge of speech-language diagnostic tools, procedures, and techniques specific to a variety of diagnoses and client populations. A number of communicative disorders will be discussed including adult neurological disorders, voice, fluency, phonology, child language, and articulation.
Strategies for choosing, administering, interpreting, and reporting results of a variety of formal and informal diagnostic procedures for each diagnosis will be reviewed.
Prerequisites: CSD 201, 202, 203, 204, 207, 301, 304, 305.

## CSD 399 Independent Study (1-3) CSD

403 Bases of Intervention (3)

This course provides students with an introduction to the principles and procedures in the habilitation and rehabilitation of individuals with speech and language disorders. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 304, 305, 306, 307, 308.

## CSD 405 Aural Rehabilitation (3)

This course is intended to introduce to the student the process of rehabilitating a hard of hearing/deaf child or adult. The role of communication strategies, hearing aids, speech reading, auditory training, cued speech, sign language, and total communication in this process will be discussed. The effects of hearing loss on the linguistic as well as cognitive, behavioral, psychological, and social development of the hearing-impaired child will be reviewed. In addition, the reactions and the needs of the family of the hard of hearing or deaf child/adult will be explored. Prerequisites: CSD 201, 202, 203, 204, 301, 304, 305, 306, 307, 308.

## CSD 408 Clinical Practicum in Schools I (3)

This practicum is an introduction to clinical practice in speech language pathology; supervised experience arranged in area schools. This experience provides students with a graduated sequential program to develop basic clinical skills. Prerequisite: permission of program director.

## CSD 408L Clinical Practicum in Schools I Lab (1)

This course is an adjunct to CSD 408, Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be student-driven and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. Co-requisite: CSD 408.

## CSD 409 Clinical Practicum in Audiology (3)

This practicum experience is an introduction to clinical practice in audiology; supervised experience arranged in area schools, clinics, or hospitals; and a graduated sequential program to develop basic clinical skills. Prerequisite: permission of program director.

## CSD 409L Clinical Practicum in Audiology Lab (1)

A forum for the discussion of the clinical experience gained in CSD 409. Co-requisite: CSD 409.

## CSD 410 Seminar in Communication Sciences and Disorders (3)

This seminar is intended to provide advanced undergraduate students with an opportunity to investigate the field of C.S.D. in terms of its practical applications, rather than solely on a theoretical basis. The students will examine issues, will research topics, and will prepare and give a presentation to the class. Following the presentation the student will lead a class discussion. Among the areas to be examined are: 1) ethical issues, 2) professional issues, 3) intervention tools, 4) C.S.D. topics of particular interest to students, and 5) the application of theoretical and clinical information previously learned. Prerequisites: CSD 201, 202, 203, 204,

## CSD 411 Clinical Practicum in Hospitals (3)

This practicum is an introduction to clinical practice in speech language pathology; supervised experience arranged in area clinics or hospitals. This experience provides students with a graduated sequential program to develop basic clinical skills.
Prerequisite: permission of program director.

## CSD 411L Clinical Practicum in Hospitals Lab (1)

This course is an adjunct to CSD 411 Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be studentdriven and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. Co-requisite: CSD 411.

## CSD 412 Rehabilitation of Articulation Disorders in Children and Adults (3)

This course will provide participants with knowledge and training in the area of rehabilitation of articulation and phonological disorders in children and adults. A variety of intervention theories, strategies, and techniques will be discussed. Specific applications across populations will be reviewed. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 306, 307.

CSD 413 Rehabilitation of Language Disorders in Children and Adults (3) Topics covered in this course range from the abnormal development of syntactic, semantic, and pragmatic skills in children to the acquired disorders of aphasia, apraxia, and dementia in adults. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 306, 307.

## CSD 414 Counseling Methods in Communication Disorders (3)

In this course, students will become familiar with the medical model of service delivery as well as with other models of counseling. Students will develop basic skills required to work effectively with patients and their families in one-on-one and group settings. The format of this course will be both lecture and in-class exercises. These in-class exercises will be designed to develop basic counseling skills needed to work with patients with communication disorders and their families. Student participation will be essential to this course. Prerequisites: CSD 201, 202, 203, 204, 207, 301, 304, 305, 306, 307, 308, 403, 405.

## CSD 415 Clinical Practicum in Schools II (3)

This practicum is a continuation of clinical practice in speech language pathology; supervised experience arranged in area schools. This experience provides students with a graduated sequential program to develop basic clinical skills. Prerequisite: permission of program director and CSD 408.

## CSD 415L Clinical Practicum in Schools II Lab (1)

This course is an adjunct to CSD 415 Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be studentdriven and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. Co-requisite: CSD 415.

## CSD 416 Clinical Practicum in Hospitals II (3)

This practicum is a continuation of clinical practice in speech language pathology: supervised experience arranged in area clinics or hospitals. This experience provides students with a graduated sequential program to develop basic clinical skills.
Prerequisite: permission of program director.
CSD 416L Clinical Practicum in Hospitals II Lab (1)
This course is an adjunct to CSD 416 Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be studentdriven, and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. Co-requisite: CSD 416.

## CSD 420 Introduction to Neuroscience (3)

This course will focus on human neuroanatomy and neurophysiology as they relates to the field of communication sciences and disorders. Normal CNS development, structure and function, as well as the pathogenesis and progression of neurologically based communication disorders will be covered.

## Back to top

## Criminal Justice

## CRJ 101 Introduction to Criminal Justice

In this course you will examine the three entities that make up the criminal justice systemcourts, corrections, and law enforcement. This examination will include an international, federal, state, and local overview. At the end of the course, you will understand how these entities work separately and in conjunction with one another. Topics of interest to be discussed will include the impact of technology and the media on criminal justice system and how our constitutional rights are impacted with the war on terrorism and the debate over the death penalty. This course will help you decide which area of the criminal justice system appeals to your professional goals as a criminal justice practitioner. (Note: This course is the prerequisite for all other CRJ courses other than CRJ260 American Legal Systems.)

## CRJ 260 American Legal Systems

Understanding the American legal system is vital for anyone, and especially for those of you
wishing to become professionals within either the legal or criminal justice fields.
Criminal justice professionals must understand and use the law on a daily basis. Focusing on the role of law enforcement, judges, prosecutors, and defense attorneys within the criminal justice system, you will come to understand how the federal and state legislative, executive, and court systems impact both the civil and criminal justice systems. Prerequisite: None

## CRJ 280 Principles of Criminal Investigations

This course will cover, among other roles, the role of the first responder at a crime scene. The course will cover the protocol that must be followed in an investigation, evidence collection and documentation, and search methods. Various crimes, and the evidence to be collected within the dictates of the law, will be examined; examples will include sexual assault, drug, and alcohol cases and homicide scene analysis.

## CRJ 310 Policing in America

The police profession will be examined from the federal, state, and local level. The history of policing will be reviewed. You will develop an understanding of the mission, organization, and requirements of the modern law enforcement professional organization. Prerequisite: CRJ 101

## CRJ 312 Corrections and Rehabilitation

This course provides an examination of the treatment of criminal offenders in the United States. Beginning with the history of punishment and the penal system and its relationship to current correctional philosophies, topics to be discussed include probation, the prisons, industrial complex, and parole. Other topics will include the death penalty and Restorative Justice.
Prerequisite: CRJ 101

## CRJ 342 Effective Communications for the Criminal Justice Professional

The criminal justice professional, whether a local police officer, federal agent, probation officer, correction officer, or lawyer must be able to communicate through the written word in reports or the spoken word when on the witness stand or facing the glare of media cameras. The ability to communicate effectively is mandatory in this profession; this may be the most important course you take in preparation for your career. You will learn to write succinct reports, be comfortable speaking in public, and learn the verbal skills of an effective communicator whether dealing with a superior, a colleague, or member of the community. Prerequisite: CRJ101

## CRJ 350 Probation, Parole, and Restorative Community Justice

The rehabilitation of the criminal offender is one of the goals of the criminal justice system. In this course you will examine how our present day concepts of restorative justice and rehabilitation compare to their historical treatment within the criminal justice system; treatment alternatives will be reviewed. Prerequisites: CRJ101; CRJ312

## CRJ 360 Private Security

The growing field of career opportunities in private security will be examined. Risk assessment from a management perspective for industrial, commercial, corporate and international entities will be reviewed. The overlap between public and private law enforcement will be analyzed. Prerequisite: CRJ101

## CRJ370 Drugs, Guns, and Gangs (3)

The methods of operation of prominent gangs will be analyzed. The toll of gun and gang--- related violence will be examined from the offender and victim perspective. The macro--- examination will include the proliferation of the prison industrial complex in the United States. Prerequisite: CRJ101

## CRJ 380 Global Perspectives in Criminal Justice

The world has grown infinitely smaller with the Internet and instantaneous communication. Criminal justice professionals need to appreciate and understand foreign legal systems and foreign criminal justice systems; this course will provide that review as well as highlighting recent international criminal cases. Prerequisite: CRJ101

## CRJ385 Organized Crime and White Collar Crime (3)

Organized crime is now global in reach --- this course will examine the consolidation of traditional criminal organizations across the globe including the Italian Mafia, Russian crime organizations, and the criminal enterprise of human trafficking. White collar crime, and the financial havoc it wreaks on the international and national scale, will be analyzed. Prerequisite: CRJ101

## CRJ 390 Technology in Criminal Justice

This course will review the latest advances in technology utilized by criminal justice practitioners. This will include the use of computer---aided mapping of crime, use of technology to secure and present evidence, and an overview of cybercrime.
Prerequisite: CRJ101

## CRJ 395 Homeland Security and Terrorism

International law and the protection of the United States will be reviewed; the potential infringement on individual rights will be examined. A global perspective will be utilized when discussing foreign policy, nuclear weapons, terrorism, and the issues faced by law enforcement professionals in the international arena. Prerequisite: CRJ101

## CRJ 460 Internship in Criminal Justice (4)

This is a supervised field experience for qualified students with the criminal justice major. Students are aided in securing an internship position in an approved professional criminal justice setting. Prerequisites: minimum 3.0 cumulative GPA; senior standing; and department approval.

## CRJ 480 Capstone Course-Ethics, Integrity Training, and Leadership

## Development

Members of the criminal justice system are given tremendous power over others in society. In order to effectively and humanely exercise that power, criminal justice professionals must exhibit the highest levels of ethical behaviors and integrity.
Leadership is an ability that can be learned. This course reviews various leadership theories and uses practical application to illustrate those theories. Prerequisite: CRJ101; senior
standing.

## Back to top

## Dance

NOTE: Dance courses may be used to fulfill the fine and performing arts core requirement.

## DAN 100 Survey of Dance Technique (3)

A survey of the techniques of classical ballet, jazz, tap, and modern dance. This course introduces these forms through dancing, readings, and viewings.

## DAN 210 Jazz Technique (3)

Students will be introduced to dance as seen on television, in musical theater, and in films. This class will stress isolation of body parts, coordination, and rhythmic awareness. Each class will conclude with a dance combination performed to the popular music of today.

## DAN 220 Modern Dance Technique (3)

This class draws upon the techniques of modern dance pioneers: Martha Graham, Doris Humphrey, and Merce Cunningham. The class will stress body placement, contrasts in movement qualities, and dance as a means of personal expression.

## DAN 230 Classical Ballet Technique (3)

Students will study classical ballet technique stressing proper body alignment. Each class includes barre work, center and adagio, pirouettes, jumps, and across-the-floor work.

## Back to top

## Economics

## ECN 211 Economics I (3)

This course involves the macro-study of the American economic system. Topics include concepts of national income and employment theory, determinants of unemployment rates, inflation rates, GNP, and public policy tools that can be used to promote macroeconomic goals.

## ECN 212 Economics II (3)

This course involves the micro-study of the American economic system. Topics include the characteristics of the American private enterprise economy including the basic concepts of demand, supply, production, prices, allocation of resources, and distribution of income. Prerequisite: ECN 211.

## Back to top

## Education

## EDU 100 Introduction to Schooling and Education (3)

This is an introductory course on the economic, historical, sociological, and pedagogical background of American education. It provides an understanding of present patterns of school organization, instructional designs, related services, and an insight into future developments. Ten hours of fieldwork required. Satisfies three credits of the global awareness and cultural understanding core requirement. Ten hours of fieldwork required.

## EDU 108 Writing for Educators (3)

Educators of the twenty-first century must have a command of written communication. EDU 108 introduces prospective teachers to the demands of the profession in terms of written communication. Extensive skill practice and mastery are the hallmarks of this course. The course aims to teach students to become more conscious and aware of themselves as writers; to write clear and interesting prose and to defend and support their positions or beliefs in writing and in speech. Preparation for the Communication/Literacy MTEL is a major focus.

## EDU 204 Introduction to Multicultural Children's Literature (3)

Sharing multicultural stories with children is the focus of this course. Cultivating children's love of, and response to, quality literature will be a major theme. Educators will explore ways to use stories to create a respectful and responsive environment that embraces diversity and the cultural heritage, experiences, and languages of children. Critical examination of representations of race, ethnicity, class, gender and/or sexuality in texts for children will be conducted. Evaluation of children's books for stereotyping and bias will be an important focus.

## PSY 214 Children's Learning and Development (3)

This course examines the characteristics of children and adolescents who follow typical and atypical patterns of development. It introduces students to theories of development and learning and looks at ways to observe learning experiences for students with a range of ability levels and learning styles. Ten hours of fieldwork required. Prerequisite for students in the pre-education sequence: EDU 100.

## EDU 240 Intro to ASD in ECE (3)

This course will prepare early childhood educators to design curriculum and use appropriate instructional strategies to address the needs of children with ASD (Autism Spectrum Disorder). This course will provide foundational knowledge in applied behavior analysis (ABA) including the principles of behavioral intervention and assessment. Special emphasis will be given to ethical practice and evidence-based practice (e.g. discrete trial training, analysis of verbal behavior and direct instruction).

## EDU 304 Methods of Teaching Mathematics (3)

This course examines elementary and middle school math curricula ( $\mathrm{N}-9$ ) and includes opportunities for students to practice teaching math skills and concepts. Application of cognitive psychology, implementation of Common Core State Standards and the Massachusetts Mathematics Curriculum Framework, use of visual representations and concrete materials, and the importance of sense-making and problem solving are emphasized. Ten hours
of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 307 Current Approaches to Reading and Language Arts (3)

This survey course begins with early literacy approaches in the kindergarten and ends with content area reading strategies in the middle school. The course integrates reading with writing, speaking, dramatics, literature, and other media as students design lessons and thematic units that support literacy development. The course emphasizes a balanced approach to reading instruction that includes word study, phonics, reading for meaning strategies, and literature-based approaches. Classroom and formal assessment strategies are emphasized. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 308 Beginning Reading and Writing (3)

The course emphasis is on approaches to early reading and writing in a literature-rich curriculum. Topics of study include reading aloud, shared reading, the language experience approach, and interactive writing. Throughout the course, language development, print-rich environments, phonological awareness, and assessment are underlying themes. The writings of Clay, Fountas and Pinnell, McCarrier, Taberski, and other notable authors in the field are used to develop the topics that help teachers to master the ELA framework as it pertains to early literacy. Prerequisite: EDU 307.

## EDU 311 Writing Workshop (3)

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 100, PSY 214.

## EDU 318 Technology for Early Childhood Educators (3)

Technology, as integrated into three aspects of an early care and education teacher's life, will be explored. The first aspect is the use of technology for the teacher's own learning. The second theme will explore the appropriate use of technology in instruction with young children. The third theme addresses current developments in assistive technology for very young children with special needs.

## EDU 319 Students with Special Needs (3)

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. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214.

## EDU 321 Curriculum for Early Childhood Inclusion Settings (3)

This course focuses on developmentally-appropriate practices, environments, activities, and materials for students with and without special needs in preschool and primary grades. It also 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. Twenty hours of fieldwork required in a public school inclusion classroom accredited by the National Academy of Early Childhood Programs. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 327 Addressing Challenging Behaviors (3)

This course is an overview of developmentally-appropriate, effective guidance and classroom management techniques for the teacher of young children exhibiting challenging or acting-out behavior that may be disruptive, unsafe and explosive. A positive, proactive approach is stressed that incorporates research findings into the development of effective classroom management methods that work for all students and are critically important for students who lack executive function skills and other risk factors for healthy social/emotional development. The impact of teachers' emotional regulation and the maintenance of safe, warm and supportive relationships are stressed.

## EDU 330 Secondary Curriculum (3)

This course examines Frameworks-based curricula for secondary grades, as well as the culture of secondary schools as shaped by basic educational purposes, school governance structure, the presence of adolescents, successive reform movements, and divergent parental expectations. Comprehensive analyses are emphasized: How did secondary schools come to be the way they are, and should they remain that way?
What forces have carved the present curriculum? Ten hours of fieldwork required. P rerequisites: EDU 100, PSY 214, EDU 319.

## EDU 337 Early Literacy and Bilingualism (3)

After a thorough review of engaging methods to develop early literacy, students will learn methods for fostering bi-literacy in a variety of languages.

## EDU 338 Assessment of Young Children (3)

This course will familiarize participants with the Massachusetts Core Competencies in the area of observation, assessment, and documentation. Targeted skills will be: observing and recording; using appropriate assessment methods; communication with families, staff, and outside service providers based on the observation and assessment process; planning for individualized learning based on observations and assessments; and facilitating referrals based on observations and assessments. Current theory and practice recommendations related to standardized and alternative assessment methods will be discussed. A variety of assessment domains and assessment approaches will be explored. Strategies for supporting collaboration with diverse families will be discussed. Practical concerns such as: organizing and managing assessment information; classroom systems for gathering and storing data; tracking progress over time; flexible recording forms, systems, and processes; and assessing across the curriculum and throughout the day will be covered.

## EDU 339 Writing in the Profession (3)

Early childhood educators in this course will refine their writing skills to produce accurate written records and clear, effective, and grammatically-correct written communication for a variety of audiences: staff, parents, the press, and agency officials.

## EDU 340 Health and Nutrition for Early Care \& Education (3)

Three major themes will be explored in this course: (1) issues and information in the fields of health care and nutrition, (2) the application of this information to practices in early care and education settings, and (3) instructional techniques and ideas for incorporating sound health and nutrition practices into the early care and education curriculum.

## EDU 341 Inclusionary ECE Classrooms (3)

Teachers in early care and education plan and execute instructional experiences for children at various developmental stages. These classrooms typically include many children with various special needs. This course will develop the following competencies:

Students will:

- modify classroom environments to accommodate children with special needs, in terms of physical access,
- select and create materials that can be used with children with a variety of special needs,
- design instructional experiences that can include children with special needs,
- implement the Massachusetts Early Learning Guidelines for Infants and Toddlers, with all children

The focus of the class will be on practical strategies, materials, and lessons with which to ensure that all students can be included in the early care and education curriculum.

## EDU 342 Assessment of Students (3)

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. Students learn to develop I.E.P.s or a 504 Plan from assessment data. Five hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 343 Models of Inclusion (3)

This course will explore various models of organizing services and for providing programming for students with moderate disabilities within the regular education classroom. Instructional strategies and techniques of inclusion, along with practical suggestions for 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. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 352 Issues in E.S.L./Bilingualism (3)

This course analyzes issues relating to bilingualism and the field 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 are studied, including those that integrate special needs and typical students. The crucial role of culture in the process of educating language minority students is a major focus. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 355 Methods in Teaching English as a Second Language (3)

E.S.L. methodologies are explored and demonstrated. Students learn to assess E.S.L. skills, to plan appropriate oral and written instructions, and to evaluate E.S.L. materials. Observation of E.S.L. methodology as implemented in classrooms is a central theme. Application of E.S.L. across the curricular areas of social studies, math, and science, plus the integration of special needs and typical E.S.L. learners, are explored. Ten hours of fieldwork required. Prerequisites: EDU 100, PSY 214, EDU 319, PSY 335, EDU 447.

## EDU 360 Seminar in Professional Education (3)

The intent of this seminar is to provide time for students to reflect on their student teaching experience. This course will provide opportunities for students to discuss with their colleagues their current classroom experiences. The seminar's focus is twofold: to assist the student with the development of his/her individual portfolio, and to discuss various current and important topics that impact teachers. Prerequisites: All pre-practicum coursework and fieldwork for the license sought. This course must be taken only in conjunction with the initial practicum.

## EDU 361 Advanced Case Studies in Child Psychology (3)

Using case studies of children aged $0-8$ years, this course explores aspects of child psychology in depth. Different areas of child psychological development including intelligence, cognition, personality and the self, socio-emotional development, and specific neurological developmental delays and disorders will be studied. Students will gain an understanding of the use of the case study model as a method of holistically assessing and representing child growth. They will also apply child psychology research to classroom practice.

## EDU 362 Inquiry-Based Strategies for Teaching Math to Young Children (3)

This course will familiarize participants with the Massachusetts Preschool Content Standards for math. Target skills will be explored through hands-on experiences with developmentallyappropriate materials and multisensory learning modalities. Participants will learn to evaluate their professional setting in order to identify times and ways to introduce math exploration. Participants will explore the development of formative assessment tools to document skills development during ongoing math explorations. Current theories about early math development and teaching and learning early math will be explored. During each class we will model, practice, and discuss how to engage children in inquiry as they engage with materials, peers, and teachers.

## EDU 363 Public Policy and Advocacy (3)

Students will identify federal, state and local public policies that have an impact on the lives of children and families. Subsequently, they will acquire skills to promote policies that support the development of strong families who can support the growth and development of children.

## EDU 370 Secondary Instruction (3)

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 required. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 372 Nature \& Environmental Curriculum: An Inquiry Based Approach (3)

This course introduces students to the schoolyard environment through observations, investigations, and the identification of some common plants and animals. Contemporary environmental issues, their effects on the community, and the possibility of solutions will be included. Emphasis will be placed on the process of weaving natural history and environmental issues into the content areas of math, language arts, social studies, art, and music.

## EDU 373 Capstone Portfolio Seminar (3)

In this seminar, students will compile a portfolio that reflects their competencies as an educator in quality early care and education settings.

## EDU 385 Inquiry-Based Science Methods (3)

This course provides an introduction to the inquiry-based approach to the teaching and learning of science, and how to utilize national and state standards for curriculum development and instruction. The course emphasizes the use of open-ended questions and alternative assessments through carefully selected physical science and nature study activities. Students learn how to use their local schoolyard or park as an outdoor classroom and living laboratory; students are also taught basic environmental education techniques. Prerequisites: EDU 100, PSY 214 \& EDU 319.

## EDU 416 Introduction to Technology in Education (3)

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 432 Struggling Readers, Grades 7-12 (3)

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 grades 7-12 will be mastered. Evaluation of materials, creation of plans to assist students in small-group and whole-class settings, and cutting-edge research-driven strategies for literacy instruction will be applied.

## EDU 436 Social Studies Methods (3 credits)

This course prepares teacher candidates to develop standards-based curriculum experiences in history, economics, political science, and geography for students PreK- Grade 8. Prerequisites: EDU 100, PSY 214, and EDU 319.

## EDU 438 No-Fault Classroom Management (3)

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 problemsolving can turn even the most hard-to-control students into willing collaborators in learning.

## ECU 439 Literacy Across the Disciplines (3)

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 447 Bilingualism and Applied Linguistics (3)

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, E.S.L., foreign language, and reading classrooms is explored. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 491 Educating English Language Learners (3)

The education of English language learners is a topic of paramount importance to twenty-firstcentury 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). Prerequisites for licensure candidates- Undergraduate: PSY214, EDU100, 319 and all relevant methods courses for the license sought. Graduate: EDU600, 620, 519, and all relevant methods courses for the license sought.
Please note: Elms College can only endorse students who complete an initial licensure program for Sheltered English Instruction (SEI.) If, for any reason, you do not complete an initial licensure program at Elms College, there is nothing we can do to endorse you for SEI. This is a state rule, not an Elms Policy.

## EDU 498 Language and Literacy Development I (3)

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. Prerequisites: EDU 100, PSY 214, EDU 319.

## EDU 499 Language and Literacy II (3)

Part II of this course focuses on approaches to, and classroom assessment of, Fluency and Comprehension. Writings by Adams, Calkins, Clay, Fountas, and Pinnell, and Cooper develop the topics that help teachers master the English Language Arts Framework. Five hours of fieldwork are required. Prerequisite: EDU498.

## All Undergraduate Initial Practica (9)

The initial practicum is a full-time, twelve-week supervised experience, totaling a minimum of 360 hours of classroom teaching experience. During this time, students gradually assume the supervising practitioner's duties. They then spend almost four weeks assuming full responsibility for the classroom. Students demonstrate all competencies required of their particle license.

Students in the Early Childhood practicum spend 150 hours in a public preschool classroom accredited by the National Academy of the National Association for the Education of Young Children (NAEYC). This classroom must include children with and without special needs. Two hundred ten hours of the practicum are completed in a grade one or two classroom that adheres to the NAEYC's guidelines for developmentally-appropriate practices in the primary grades.

## Back to top

## English

## ENG 100 College Writing (3)

Intensive work on mastering the basics of written communication the college level, with special attention to organization, development, revision, and editing. Does not count towards the English major.

## ENG 101 Rhetoric (3)

Rhetoric is a course designed to enable students to effectively construct a persuasive argument basic to all fields of study. Does not count towards the English major. This course addresses the information literacy and critical thinking/communication outcomes.

## ENG 133 Critical Approaches to Literature (3)

An introduction to literary forms and genres and the critical methods used in their study. Analysis of representative texts, discussion of central themes, and exploration of theoretical methodologies. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

A concentration of impromptu and extemporaneous speaking; preparation and delivery of speeches for specific audience situations with the emphasis on responsibility to self and audience.

## ENG 201 World Literature I (3)

The study of selected masterpieces from Gilgamesh to Cervantes This course satisfies the culture outcome and may be taken to satisfy the core literature requirement. It is not recommended for non-English majors. Pre/Co-requisite: ENG 133.

## ENG 202 World Literature II (3)

The study of selected masterpieces from Moliere to Mahfouz. This course satisfies the culture outcome and may be taken to satisfy the core literature requirement. It is not recommended for non-English majors. Pre/Co-requisite: ENG 133.

## ENG 204 Speculative Fiction and Film (3)

A study of philosophical and theological questions provided by science fiction, fantasy, magic realism, or dream states. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## ENG 231 East/West: Contemporary Collisions and Collaborations (3)

This course will examine the relationship between Asian and American cultures with particular attention to the mutual influence each exerts on the other through contemporary media. Among the concerns the course will address will be notions of identity, pantheism, narratives of heroism, merging of tradition with contemporary culture, and merging of genres. This course satisfies the culture outcome and may be taken to satisfy the core literature requirement

## ENG 321 Shakespeare (3)

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 361 The Victorian Experience (3)

A study of major poets and prose writers of the English Victorian period (1837-1901). This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement

## ENG 363 Studies in Fiction (3)

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. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement

## ENG 366 Reading Like a Writer (3)

The goal of the class is learn to read like a writer. In order to do so, the class will focus heavily on the structural forms of poetry and fiction so we can use our knowledge of form to improve
our own writing skills. We will read writers who write directly about writing, stories and novels about writing, and poems about writing. Students will turn in weekly creative assignments, work in groups, and deliver a presentation to the class.
While there are no prerequisites for the course, completion of ENG 101 and ENG 133 is strongly recommended. This course satisfies the critical thinking/communication outcome. It cannot be taken to satisfy the core literature requirement.

## ENG 367 Dramatic Writing (3)

An introduction to the basic techniques of writing for the stage and screen. This course satisfies the communication intensive core requirement. It cannot be taken to satisfy the core literature requirement.

## ENG 371 Modern Poetry (3)

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. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## ENG 377 Women Writers (3)

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 378 Detective Fiction (3)

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. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## ENG 381 Survey of American Literature I (3)

The study of American literature from its beginnings to 1865, with emphasis on the major writers. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## ENG 382 Survey of American Literature II (3)

The study of American literature from 1865 to the present, with emphasis on the major writers. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## ENG 384 Writing for the Media (3)

The principles of writing news stories, features, interviews, editorials, and reviews. This course satisfies the critical thinking/communication outcome. It cannot be taken to satisfy the core literature requirement.

## ENG 385 Writing and Editing for Publication (3)

The preparation of articles and features with an eye toward publication and with attention to the principles of editing and proofreading, editing principles and practices. This course satisfies the critical thinking/communication outcome. It cannot be taken to satisfy the core literature requirement.

## ENG 386 American Literature and Culture in Context (3)

The study of literature, art, and film of a specific era. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## ENG 392 Advanced Writing (3)

Advanced writing is a course primarily for Junior and Senior English majors in which the student will take work completed in previous English courses and learn to revise and extend their analytical writing using concepts from literary theory and/or revise and polish creative writing in a workshop environment. This course satisfies the critical thinking/communication outcome.

## ENG 393 Creative Writing (3)

A writing workshop, with an emphasis upon fiction and poetry. This course satisfies the critical thinking/communication outcome. It cannot be taken to satisfy the core literature requirement.

## ENG 395 Created Visions: A Seminar in Literature and Culture (3)

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. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## ENG 398 Introduction to American Film (3)

Students will analyze film techniques, genres, and history in the American context. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## Back to top

## Entrepreneurship

## ENT- 101 Introduction to Entrepreneurship

Are you wondering how to turn an idea for a product or service into a reality? Have you ever thought you would like to take on the challenge of building your own company? Did you know that small business contributes significantly to the health of the U.S. economy? This course introduces essential ingredients of entrepreneurship through a series of hands-on projects supported by practical readings and case studies. Topics include: defining ideas that will meet the needs of future customers, market needs, selling, financial resources and other considerations for entrepreneurs.

## ENT- 200 Customer Discovery

How do you identify markets, customer segments and opportunities? This course teaches students how to validate a business model hypothesis. The goal in customer discovery is to identify the problem or need in the marketplace and then determine how your product or service will fill that need or solve that pain. Students will identify the market types, the customer segments and learn techniques to determine product/market fit.

## ENT- 320 Startup Finance

Finance is the language of business. This course discusses key financial concepts and terminology including basic profit and loss accounts, balance sheets and cash flow statements. Different pricing models will be discussed. Topics covered include ownership structures, bootstrapping, raising capital, the funding landscape and basic valuation methods. In addition to these topics the course will discuss non-financial measures of success such as customer acquisition costs, average selling price, time to close, sales force productivity and burn rate.

## ENT- 330 Building the Team- Startup Culture and HR

What is a startup culture? Why is it different from general business culture? This course will explore culture versus management style. Topics include the roles of: founders, early employees, mission, intent, and values. Learn how to manage the growing startup and the importance of building the right team.

## ENT- 340 Get, Keep \& Grow- Startup Sales and Marketing

Sales and marketing are very important to get, keep and grow customers. This course explores the difference between online and physical channels, but also discusses the need for all physical channels to have an online presence in today's technology driven world. Topics include customer acquisition, activation, retention, upsell, cross-sell, viral components, and other sales and marketing techniques.

## ENT- 350 From Founder to Executive

Most founders don't make the transition to operating executive. Yet the most successful large companies (especially technology) are still run by founders. What skills are needed? Why is the
transition so difficult? This course will discuss the topics, include a skills assessment for leadership and provide "real-life" examples.

## ENT- 360 Social Entrepreneurship

Social Entrepreneurship engages students in identifying significant global problems and innovative solutions that drive social change. The triple bottom line is a common phrase today, students will explore launching non-profits, for-profits with a tie to a social mission or philanthropic activities. Topics include strategies that social entrepreneurs employ to create high-impact ventures and to scale social impact. The primary objective is to provide students with practical knowledge and experience in developing proactive, accountable, and sustainable business strategies to meet the needs of social problems and make an impact on society.

## ENT- 480 Advanced Lean LaunchPad

(Prerequisite ENT 101, 200 or 102 and 320, 340)
Unlike traditional lectures and case studies Lean LaunchPad promotes experiential learning through the search and discovery process that cultivates entrepreneurial thinking. The Lean LaunchPad curriculum uses the scientific method of testing a hypothesis and applies this to a "startup" business. The goals can change depending on the audience, but overall the goal is to create an entrepreneurial experience with all of the pressures and demands of an actual early-stage startup. In the Lean LaunchPad Advanced course you will already have completed a draft business model canvas and customer interviews prior to starting this course. We will also discuss turning the canvas components into a working plan. (Teams required)

## ENT- 481 Entrepreneurship Capstone

(Prerequisite ENT 101, 210 or 102 and 320, 340, BUS 480)
Focuses on the total analysis of the industry, firm, organization, market, financial, technology, and global aspects of an on-going venture or organization, both profit and non-profit. Under faculty supervision, students are challenged in a field setting to analyze the functions, activities and actions associated with perceiving, clarifying, and refining problems and issues confronting ventures and organization and identifying opportunities, crafting a business plan, and making practical recommendations that are implementable. This course seeks to help students develop the knowledge and skills that will enable them to be effective as entrepreneurs, members of entrepreneurial teams, and productive contributing members of organizations.

## ENT- 482 Entrepreneurial Internship

Through the Entrepreneurial Internship program, students will participate in an internship with an entrepreneur or startup company or nonprofit. Depending on the internship, students might undertake market research, analyze new pricing models and potential channels, explore existing strategies and more. (Substitutes for BUS 482 or 485)

## ENT- 485 Entrepreneurship Co-0p

The entrepreneurial co-op is granted to students who have established an ongoing business. While in the co-op students will work with an entrepreneur mentor/advisor. The student and mentor will set performance goals and submit progress reports on the performance goals. Additional co-op credit
can be given to students who are selected into approved accelerator programs. (Is used for Internship requirement)

## English as a Second Language (E.S.L.)

## ESL 301-302 Advanced ESL I and II (6)

Designed for advanced-level E.S.L. students, this course will further refine and develop the students' English language skills with an emphasis on language use for academic purposes. These courses fulfill the foreign language core requirement.

## ESL 321-322 ESL for Academic Purposes I and II (6)

These courses will provide the language structure and cultural background necessary for students to succeed in their American academic pursuits. Reading analysis, speech, composition, research techniques, creative thought, cultural knowledge, and linguistic knowledge will be taught through a survey of English language literature. These courses fulfill the foreign language core requirement.

## Back to top

## Back to top

## Graphic Design

## GDS 179 Introduction to Computer Graphics (3)

The primary objective in this course is to familiarize learners with the different hardware devices that allow traditional images to be digitally replicated. This knowledge will be the foundation of all future digital arts courses. Along the way students will also be exposed to basic functions of different digital arts applications.

## GDS 279 Digital Imagery (3)

Students will be taught the methods behind altering digital images. They will explore these theories within a professional grade computer application. Output options will also be discussed as a way to share their work with the community. (Prerequisite: GDS 179).

## CIT 289 Digital Graphic Design (3)

Students will learn the methods of creating images in a vector--based computer arts program. They will be asked to apply this knowledge in the construction of several projects. These projects revolve around practical uses of vector applications in a business setting. (Prerequisite: GDS 179).

## GDS 341 2D Animation (3)

This course is an introduction to using computer software to create 2D Animation. (Prerequisites: GDS 179)

## GDS 346 Interface Design (3)

Students will be exposed to design principles for the web. With these principles students will be able to create aesthetic, yet functional, designs for their target audience. The students will also construct several websites over the semester in order to put these principles into practice. (Permission of the instructor).

## GDS 355 Digital Photography (3)

Students will learn and know how to change manual settings on a Digital Single Lens Reflex (DSLR) camera. Learn about and use accessories needed to capture still and action shots. Demonstrate newly formed knowledge of lighting through project-based learning. Will assess images for visual interest, focal point, rule of thirds, and message conveyed. Students will be given the tools and opportunity to produce clear and well-lit photographs that will limit the need for further electronic photo editing practices. In addition to learning and using manual photographic setting, students will be taught the process of cutting photo mat frames with hands-on instruction. (Prerequisites: GDS 179)

## GSD 378 Computer Imagery for Industry (3)

Students will sharpen their pixel based computer graphic skills in a variety of simulated computer industry projects. They will explore these methods within a professional grade computer application. State of the art input options (high resolution scans, drawing tablets, interactive monitors, etc.) will also be discussed as a way to enhance the project's end goals. (Prerequisites: GDS 279)

## GDS 389 Digital Illustration (3)

Students will hone their vector--based computer graphic skills in a variety of real world projects. They will explore these methods within a professional grade computer application. Output options will also be discussed as a way to share their work with the community. (Prerequisite: GDS 289).

## GDS 390 Digital Video (3)

In this course, students will learn rudimentary skills in the creation of digital video. This includes traditional skills such as scripting, storyboarding, blocking, equipment setup, and even some experience being a Foley artist. Students will also be exposed to digital recording, computer editing, and digital distribution of their projects. (Prerequisite: GDS 179).

## GDS 489 Digital Showcase Project (3)

Students will be given an opportunity to produce a semester--long project within the field of computer graphics. From animation and stills to modeling and print media, this course allows the students to explore what they have learned over the years. A formal proposal is expected before work may begin and a final class showing is required. (GDS capstone course, communication intensive).

## Healthcare Management

## HTH 200 Introduction to Healthcare (3)

This course is an introduction to the current healthcare industry. The course explores government and economic influences on health service systems. Topics include health policy, patient rights, reimbursement, risk management, delivery models and leadership styles in the healthcare management.

## HTH 250 Operations in Healthcare (3)

This course is designed to provide students with an in depth look at the opportunities and challenges facing healthcare providers today. The course is sharply focused on four core hospital departments; how they operate and how they are interdependent. These four areas are the emergency department, nursing units, operating rooms and diagnostic services.

## HTH 350 Critical Issues in Healthcare Administration (3)

This course examines critical issues which impact healthcare organizations, providers and patients. There is an in-depth examination of legal, cultural and ethical issues as they relate to organizational structure, quality of care, quality of life and values in the delivery of health services.

## HTH 410 Research and Leadership in Healthcare (3)

This course is the capstone course in the Health Care Management undergraduate program. It requires students to demonstrate the ability to synthesize all previous program learning experiences. The course focuses on two specific areas, leadership and research. The leadership aspect of the course flows from the materials found in the text for this course. The research aspect takes the form of a research paper and PowerPoint presentation that demonstrates the student's mastery of previous coursework and their ability to think critically.

## History

## HIS 100 World History to 1500 (3)

This is an introduction to world civilizations, from prehistory to the dawn of the European Renaissance. We will discuss the development of Western and non-Western civilizations and how they influenced one another. This course satisfies the culture outcome.

## HIS 105 Early American History (3)

This course examines the main developments (political, economic, social, and religious) in American history from the pre-Columbian Era to the Civil War. This course satisfies the culture outcome.

## HIS 106 Modern American History (3)

This course is a survey of the political, economic, and social developments in the United States from Reconstruction to the 1990s. This course satisfies the culture outcome.

## HIS 108 World History Since 1500 (3)

This course introduces the students to world civilizations, from 1500 CE to the present. We will discuss imperialism, globalization, the evolution of modern political philosophies, and decolonization. This course satisfies the culture outcome.

## HIS 212 Middle Ages (3)

Students will study a survey of medieval history that treats the making of Europe in the early Middle Ages, selected aspects of high medieval civilization, and the major crises of the late medieval period. This course satisfies the culture outcome.

## HIS 216 Renaissance and Reformation (3)

This course will examine the major cultural, political and religious developments in early modern Europe, from roughly 1300 to 1650 . This course satisfies the culture outcome.

## HIS 219 The World in the 20 ${ }^{\text {th }}$ Century (3)

This course will examine the effects of technological and economic development in European, colonial and post-colonial societies in the twentieth century. The readings and lectures will explore the dilemmas which industrial civilization created and various responses to these problems. This course satisfies the culture outcome.

## HIS 220 Asian History (3)

This course is an introductory survey of the histories, philosophies, and cultural characteristics of Asian societies. Attention is given to the impact of the West on East, South and Southeast Asia.

## HIS 231 American Foreign Policy (3)

This course examines the historical development of the economic, political, and ideological forces that influenced the formation of the foreign policy of the United States.

## HIS 232 Immigration \& Race in Modern American History (3)

This course will examine the evolution of racial and ethnic identities in the United States from the Revolutionary Era to the present. This course satisfies the culture outcome.

## HIS 236 The Age of Revolution and Nationalism (3)

This course will survey a period of revolutionary developments in western civilization, focusing upon the French Revolution and its aftermath. It will examine the revolution's economic, political and intellectual origins and consequences. Some of the topics we will examine include the emergence of democracy, liberalism, socialism and modern nationalism. This course satisfies the culture outcome.

HIS 255 Sugar and Spice and Not So Nice: A Negative History of the World (3)
This course examines the political, cultural, and economic impact across the globe of the trade in various commodities. This course satisfies the culture outcome.

## HIS 264 Freedom and Social Action in America (3)

This course explains both the origins of the United States political system and how social justice movements have broadened our democratic and civil rights. This course satisfies the civic engagement outcome.

## HIS 326 Modern Britain (3)

This course will examine the economic, political and cultural developments in modern Britain, from the Glorious Revolution to the 1980's. It emphasizes the impact of industry, empire and ethnicities upon the formation of a modern British national identity. This course satisfies the culture and critical thinking/communication outcomes.

## HIS 330 Discovering Ireland (3)

This course will broadly examine the Irish past (ancient, Medieval and modern), through lectures, readings and visits to some of Ireland's most important historical and cultural sites. The travel portion of this course will be completed in May.

## HIS 334 History of Modern Ireland (3)

This course will examine the economic, political, and cultural developments in Ireland, from the 1798 Rebellion to the "Troubles." In particular, we will look at the rise of revolutionary, constitutional, and cultural nationalism in Ireland and Irish-America using both historical and literary sources. This course satisfies the culture and critical thinking/communication outcomes.

## HIS 341 Warriors and Witches, Pirates and Patriots (3)

This course explores the history of Colonial and Revolutionary America through a close examination of four topics: the Native American response to European invasion; Witchcraft Trials in seventeenth-century New England; piracy in the Atlantic World; and the American Revolution.

## HIS 342 The Early Republic (3)

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 343 Civil War and Reconstruction (3)

Students will examine the forces leading to the Civil War and analyze the social, ideological, and economic consequences of the Civil War and Reconstruction period.

## HIS 410 History Senior Seminar

This is the capstone course for all graduating majors in the History program. This course offers history majors an opportunity to define and intensively study a topic of special interest through guided independent research and classroom discussions.
Students will give two oral presentations and write either a major research paper or (with instructor permission only) a collection of short essays based upon their study and research. It is also intended to guide majors through the process of compiling a history portfolio, which is required for graduation. This course satisfies the critical thinking/communication outcome.

## Back to top

## Humanities and Interdisciplinary Studies

## HUM 200 Introduction to the Japanese People and Culture (3)

This course provides an overview of Japanese culture with emphasis on its history, religion, art, geography, and value system. All of these will be examined in order to understand their influence on modern Japanese society. Learning will take place through the presentation of texts, journal articles, and slide and video presentations during predeparture sessions. The course includes a two-week research trip to Japan. This trip will include cultural study through living with host families, formal lectures given at Kochi University, interviews and discussions with Japanese, as well as a visit to key historic sites in Kyoto such as Nijo Castle, Kiyomizudera Temple, and Kinkakuji Temple. (SOC 200).

## HUM 215 International Film (3)

This course provides an introduction to the basic tools of film analysis and a review of the development of major international film styles and themes. We will also examine how film elements are put together in different types of films - narratives, documentaries, fiction, and experimental cinema - and how cinematic discourses influence the gaze of the 21st century global society. This course will be taught in English. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## IDS 101 First Year Seminar (3)

Each fall, first-year students select from a variety of topics designed to promote interdisciplinary exploration, experiential learning, and a sense of belonging at Elms College.

## IDS 215 Literature \& Medicine (3)

This course considers medical themes in literature, with a special focus on the social, moral, and ethical meanings of illness. Through the use of novels, poems, plays, short stories, and testimonial accounts of both patients and caregivers, we will examine how narratives help human beings to make sense of their lives in times of crisis. This course satisfies both the ethics and critical thinking/communication outcomes. It may be taken to satisfy either the literature or the philosophy core requirement.

## IDS 223 China and The Chinese People (3)

Students taking this course will become familiar with the concepts and terminology of the study of Chinese history, economy, religion, and culture. The historical and modern concerns of China will be presented through readings, video, PowerPoint presentations, lectures, and guest presenters. In addition to developing a culture of respect, each student will come to know the basic ideas about the history, geography, culture, religious diversity, and modern life of the people of China. This course satisfies the faith and culture outcomes and can fulfill the core religion requirement if a formal request is submitted to the Registrar's Office at the beginning of the course. This may not be accomplished retroactively.

## IDS 301 International Study - England and France (3)

This is an interdisciplinary course that features guest lecturers. In this course you will study the history, governmental institutions, and legal system of England in comparison to the history, governmental institutions, and legal system of France; learn about the European Union and the impact it has had on the business, economy, and legal systems of England and France; look at art that can be found in London's National Gallery and in Paris's Louvre; and learn a bit of restaurant French (so you'll know if you are ordering chicken or snails, and how to find the bathrooms). Prerequisite: Second year standing.

## IDS 302 International Travel - London and Paris (3)

This course takes place over 10 days in London and Paris. In London you will see such historic sites as the Houses of Parliament, Westminster Abbey, Buckingham Palace, and the Tower of London. Depending on your academic interests, you will also visit legal institutions, such as the Courts of Justice, the Old Bailey (where criminal defense attorneys still wear robes and wigs), and a local law firm; or you will visit business institutions, such as Lloyds of London and a local accounting firm; or you will increase your knowledge of English history by traveling to Oxford and Cambridge. In Paris there is, of course, the Eiffel Tower and the Arc de Triomphe. You will also travel to Versailles, the home to Louis XIV, the Sun King, and Marie Antoinette. In both cities you will view great masterpieces, in London at the National Gallery and in Paris at the Louvre.
Prerequisite: LEG301

## IDS 340 History, Narrative, and the Novel

This course examines how narrative is employed in prose fiction and in the discipline of history to make sense of social, cultural, and political contexts. But to what extent can any narrative, any story we tell ourselves about ourselves, be "true"? How have novelists and historians engaged with the problem of trying to interpret and understand the human experience? In addition to theoretical and critical texts, we will be reading novels that experiment, technically and thematically, with the question of how historical pressures manifest themselves in the lives of individuals. This course satisfies the critical thinking/communication outcome. It may be taken to satisfy either the literature or the history core requirement.

## IDS 402/502 Pathways to Cultural Competency (3)

This course will provide an introduction to developing cultural competence. Participants will develop self-awareness around their own social identity and culture and be able to identify how it impacts their understanding of others. The course will focus on increasing cultural sensitivity and developing a multicultural perspective in working with others. Participants will have opportunities to increase their knowledge of other cultures and will learn culturally appropriate skills in interacting with individuals from diverse cultures. The course will encourage the development of critical thinking skills around issues of diversity related to
social identity. Issues of societal oppression and institutional discrimination will be examined, and participants will be encouraged to explore their own power related to their social identity. At the end of the course, participants will have a personal plan for continuing to develop cultural competence.

## Back to top

## Irish

## IRI 101-102 Novice Irish (6)

A basic course designed to facilitate the development of communicative competence during the first year of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

## Back to top

## Japanese

JPN 101-102 Novice Japanese (6)
A basic course designed to facilitate the development of communicative competence during the first year of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

## Back to top

## Legal and Paralegal Studies

## LEG 204 Introduction to Legal Studies I: Legal Reasoning, Research, and Writing (3)

This course is required of all paralegal students and recommended for any student considering law school or who is simply interested in learning how our legal system works. Students learn about the American court system; visit the courthouse; and are introduced to the steps in litigation from the time the client walks in the door until the last appeal is over. Emphasis is placed upon improving the students' writing skills through use of case briefing and legal analysis. Students also learn about the different types of law: criminal, tort, contract, family, and constitutional. Finally, students are taught how to use the law library so that they can research basic questions relating to Massachusetts statutes, regulations, and court opinions. (NOTE: This course is the prerequisite or co-requisite for all other LEG courses.) Prerequisite: HUM 101, ENG 105 , or equivalent.

LEG 205 Introduction to Legal Studies II: Fundamentals of Law and Legal Ethics (3)
With an emphasis on critical reasoning and researching skills, this is a continuation of Legal Studies I. Students will further develop their skills of legal analysis, research, and writing in the context of learning the basics of various substantive areas of law, including business organizations, torts, contracts, and property law. In addition to being the focus of an independent unit, specific topics in legal ethics will be discussed throughout the course. Students subscribe to

Lexis and are introduced to the basics of performing online research. Prerequisite: LEG 204.

## LEG 206 Principles of Litigation (3)

This course complements the LEG 204 Introduction to Legal Studies I: Legal Reasoning, Research, and Writing course. Students are introduced to the procedural aspects of the American judicial system. Students study the various stages of litigation starting with the client interview and moving through pleadings and motions practice to discovery. Drafting legal documents such as complaints, answers, motions, or sample interrogatory questions is required. Prerequisite: LEG 204.

## LEG 253 Torts / Personal Injury Law (3)

Students in this course explore the use of discovery and investigation in seeking compensation for injuries sustained due to the negligence or professional malpractice of another. At the beginning of the course students are assigned to plaintiff and defendant's "law firms." They then oversee a typical personal injury case from the initial pleadings through trial. Prerequisites: LEG 204, 205, and 206.

## LEG 255 Real Estate Fundamentals (3)

This course presents a thorough treatment of real estate theory, including the social impact and economic importance of real estate. Property planning, property management, and real estate management are included. A practical study of the documents and procedures involved in real estate law, all aspects of real estate transactions are covered, including leases, mortgages, deeds, agreements to buy and sell, title searches, closings, and landlord/tenant law. Prerequisite: LEG 204 or permission of instructor.

## LEG 257 Wills, Trusts, and Estates (3)

The majority of all adults need a will, but many do not have one. In this course students study the law of descent and distribution and the statute of wills, as well as selected cases. Each student will have the opportunity to draft wills for first responders during The Wills For Local Heroes event. The course also covers property and estate concepts and discusses the procedures involved in administering an estate, including the gathering and valuing of assets, drafting and filing of probate documents, and the preparation of estate tax and fiduciary income tax returns. Prerequisite: LEG 204 or permission of instructor.

## LEG 259 Family Law (3)

This course explores the history of families as well as current trends and the legal and personal implications of divorce, separation, pre---marital agreements, and child custody. The focus of the course is on what happens when the family contract is broken and a divorce ensues, including issues of property settlement, support, and child custody. The course also examines the roles of paralegals, police officers and local domestic abuse agencies. Prerequisite: CRJ 260 or LEG 204 or permission of instructor.

## LEG 290 Criminal Law and Procedure (3)

Should America get tougher on criminals? What does it really mean to say someone "got off on a technicality?" These and other questions will be addressed in this class dealing with the basics of criminal law. Students will examine issues of criminal responsibility and the elements necessary to constitute a crime. The course also covers search and seizure law, confessions, interrogations, identifications, arraignments, and pretrial and trial procedures. Prerequisite: LEG 204.

## LEG 295 Gender and Diversity in the Law (3)

This course examines gender and diversity issues in the law with a special emphasis on the legal system's special impact on women and minorities as it relates to employment, family life, health, and the criminal justice system. (Note: This course does not qualify as a paralegal specialty course.)

## LEG 311 Health Law (3)

In this course, students examine a broad range of legal issues affecting health care delivery, including the structure of the health care system, reimbursement methods (Medicare, Medicaid, third party insurance, and prepaid health plans such as H.M.O.s), medical malpractice, and the complex issues involved in making decisions about medical treatment (informed consent and physician---assisted suicide). Prerequisites: LEG 204, BUS 413, or permission of instructor.

## LEG 314 Business and Consumer Law (3)

Have you ever bought a "lemon" or seen an ad on television that you thought was deceptive, and wondered what you as a consumer could do? This course examines how the law affects business and studies ways to protect business and the consumer. The course also surveys the various forms of business organizations, such as partnerships, corporations, and limited liability companies and discusses the techniques used to form and operate each type of business organization. Additional topics include sales, warranties, products liability, deceptive acts such as false advertising, and the debtor--- creditor relationship including bankruptcy. Prerequisites: LEG 204.

## LEG 315 Employment/Administrative Law (3)

Whether you are an employer or an employee, federal and state regulations affect every aspect of your working environment. This course covers the legal rights and duties of employers and employees from hiring through firing: hiring practices, employment discrimination, sexual harassment, unions, contract and collective bargaining, occupational safety and health regulations, firing practices, and worker's compensation. The course opens with a historical overview of labor regulation, followed by an emphasis on pressing current issues such as drug testing, AIDS, discrimination, child care, parental leave, and employment ethics. Students will learn the how's, when's, and whys of client representation before administrative agencies. Prerequisite: LEG 204.

## LEG 317 Constitutional Law and the Criminal Justice System (3)

Constitutional law involves the study of people engaged in controversies over the very nature of our freedoms as Americans. Students investigate the workings of the Supreme Court and analyze the
decisions that configure our rights, including freedom of speech and freedom of religion. In this course students will build their knowledge of the Constitution and how it directs law enforcement procedures and practices. The ongoing conflicts between the federal and various state governments and among the three branches of the federal government are also studied. Prerequisite: CRJ 260 or LEG 204.

## LEG 333 Computer Assisted Legal Research (3)

Increasingly attorneys and other legal professionals are turning to computer assisted legal research. While it may never completely replace traditional book research, computerized research enables the researcher to find materials otherwise unavailable, as well as to perform searches on specified criteria that are impossible with traditional researching methods. This hands---on course will cover the intricacies of full text searching including Boolean logic, proximity searches, and natural language queries. The course will include hands-on training in Lexis, Westlaw, and the Internet. Prerequisite: LEG 204.

## LEG 334 Interviewing, Interrogation and Alternative Dispute Resolution (3)

In this course, students develop the interpersonal skills of interviewing, interrogation, negotiation, and mediation. Although the course deals with problems that arise in legal and criminal justice settings, the skills learned are readily transferable to other areas such as business and personal relationships. Students will receive training in effective communication through a combination of teaching methods including lecture, role-playing, simulation exercises, and observation of experienced mediators in actual cases. Required of all paralegal and legal studies majors; suggested for all law and paralegal minors considering law school. Prerequisite: LEG 204 or permission of instructor.

## LEG 340 Advanced Criminal Law (3)

In the criminal law field, there is no substitute for finely honed research and writing skills. This course will focus on advanced issues and trends in this area and help students become effective members of a defense or prosecutorial team. Students will have an opportunity to exercise and polish their oral advocacy skills as well as their writing technique. Prerequisites: LEG 204, LEG 205, and LEG 290.

## LEG 363 Law Office Computer Applications (3)

This course is designed for the student already conversant with the basic functions of word processing, database management, spreadsheet design, and presentation software. This course builds on that knowledge and also focuses on applications for computer technology within the law firm. Areas of coverage include hard disk management, database systems for litigation support, timekeeping, docket control, and conflicts checks, spreadsheets for real estate analysis and economic case analysis, and trial presentation software. Throughout the course, there is an emphasis on the ethical obligations of the attorney and paralegal regarding the use of technology in the practice of law. Prerequisites: LEG 204 and LEG 206.

## LEG 383 Sport Law (3)

From broken bats to broken promises, this course explores the legal concepts and issues that impact the sports industry and provides essential knowledge for any student interested in the
law, sports, or sports management. You will read sport---related articles, negotiate a pro football player's contract, arbitrate a professional baseball player's salary, and participate in a trial. Through readings, exercises, discussion, and lecture, you will gain an understanding of the legal system, sports organizations, and those areas of the law that affect sports, including personal injury, contracts, criminal law, facility risk management, Title IX, and intellectual property. Prerequisite: BUS 260, CRJ 260, or LEG 204.

## LEG 451 Elder Law (3)

Americans are living longer than ever before. But the elders in our society seem to be an almost invisible population. How has American culture and the American justice system reacted to an aging population? Students in this course will examine the American justice system's response to these and other questions that affect the elderly and therefore, affect us all. Topics include an overview of elder abuse, living wills and health care proxies, nursing home regulations, housing issued, Medicare and Medicaid concerns, elder suicide, elders in American media and culture, estate issues, and more. Prerequisite: LEG 204 or permission of instructor.

## LEG 452 Juvenile Law (3)

Children enter the judicial system in many ways. They may be the victims of the perpetrators of crime, the subjects of custody battles, or children in need of care and protection. They may have experienced the terror of abuse or anticipated the joy of adoption. Students in this course explore the nature of the rights of juveniles and examine the courts' attempts to identify and act in their best interests. Prerequisite: LEG204.

## LEG 455 Advanced Legal Studies Seminar (3)

What is law and what role does it play in societal change? This question will be examined from the viewpoint of philosophy, great literature, and the modern media. This capstone course is designed to give paralegal and legal studies majors and minors a time for reflection and introspection about what it will mean to them to pursue a career in law. The focus of the course is on how non--lawyers think of law and its role in society. This course is required of all legal studies and paralegal majors; it is a suggested elective for all paralegal minors considering law school. (Note: This course does not qualify as a paralegal specialty course.) Prerequisite: LEG 204.

## LEG 465 Advanced Legal Research and Writing (3)

In this course students build upon the legal researching and writing skills learned in Legal Studies I and II. In addition to reviewing the techniques of researching Massachusetts law, students learn how to research problems involving federal and other states' statutes, regulations, and court opinions. Students conduct independent legal research culminating in law office memoranda and court briefs. Prerequisites: LEG 204 and LEG 205.

## LEG 480 Paralegal Internship (4)

This is a guided, practical, unpaid work experience for qualified paralegal students. Students are aided in seeking an internship position. On---the---job activities include the keeping of a daily experience log and the written submission of a final project. Only students with a minimum 3.0 cumulative grade point average (GPA) are eligible for the internship program. Students who are not eligible or who cannot meet the time requirements of an internship may, with department
approval, substitute two legal specialty courses. Prerequisite: LEG 204; LEG 465 is highly recommended.

## LEG 490 Independent Research (1-3)

Students with strong academic records, motivation, and independent learning ability may submit study proposals to the division chair at the time of course registration, to be approved by the end of the first week of classes. Prerequisite: LEG 204.

## Back to top

## Mathematics

## MAT 108 College Mathematics with Applications (3)

A course designed to give students a firm foundation in non-calculus mathematics. It is particularly suited to students in management and in health, life, and social science programs, as well as to students seeking a broad foundation in contemporary mathematics. Topics considered: fundamentals of algebra, linear, polynomial, rational, exponential, and logarithmic models, mathematics of finance, matrix theory, and use of calculators in problem solving.

## MAT 109 Statistics (3)

General statistical techniques (e.g. descriptive statistics, probability theory, frequency distributions, hypothesis testing, and correlation theory). An introduction to the use of the computer, but not computer programming, will also be given.

## MAT 120 PreCalculus (3)

A course designed to provide the student with the mathematical background needed for calculus. Three main areas of mathematics will be thoroughly studied: the real numbers; the coordinate plane; an introduction to analytic geometry; and functions, polynomials, rational functions, trigonometric functions, exponential and logarithmic functions.
Throughout the course, a particular emphasis will be placed on graphing, word
problems, basic equations and formulas, and applications.

## MAT 131 Differential Calculus (3)

A study of theory of limits, continuity of a function; derivative of a function; applications of derivatives. Prerequisite: four years of high school mathematics or the consent of the instructor.

## MAT 132 Integral Calculus (3)

A study of antiderivative and definite integrals of a function, applications. Prerequisite: MAT 131 or the consent of the instructor.

## MAT 203 Vector Calculus (3)

Parametric equations, polar/spherical coordinate systems. Calculus of several variables; $\mathrm{min} /$ max., applications, multiple integrals. Prerequisite: MAT 132 or the consent of the instructor.

## MAT 205 Linear Algebra (3)

A study of vector spaces, linear transformations, and matrices.

## MAT 303 Advanced Calculus (3)

A proof-oriented course with emphasis on sound understanding of basic principles of analysis. Topics discussed will include the real number system, functions of one and several variables, vectors and vector fields, linear transformations. Prerequisite: MAT 203 or the consent of the instructor.

## MAT 308 Geometry (3)

A study of fundamental theory of projective spaces and of their groups of linear transformations: projective, affine, similarity, Euclidean, and non-Euclidean geometry. Prerequisites: MAT 205 or consent of the instructor.

## MAT 309 Differential Equations (3)

A study of existence theory, linear differential equations, systems of differential equations, and boundary value problems. Numerical and series solution methods. Applications. Prerequisites: MAT 203-205.

## MAT 310 Numerical Analysis (3)

A study of round-off error, interpolation, solution of linear systems of equations, matrix inversion, numerical integration, numerical solution of differential equations. Emphasis
on the theoretical basis of these methods and solution of problems on a computer. Prerequisite: MAT 309 or the consent of the instructor.

## MAT 315 Mathematical Probability and Statistics (3)

An introduction to theoretical probability and mathematical statistics. Topics considered will be sample spaces, conditional probability, probability distributions, sampling theory, estimation, and hypothesis testing. Prerequisite: MAT 132.

## MAT 340 Abstract Algebra (3)

A study of number theory, groups, rings, integral domains, and fields.

## MAT 370 Foundations of Mathematics (3)

An introduction to mathematical logic and set theory.

## MAT 410 Number Theory (3)

A study of the integers and their properties. Topics include: divisors of an integer, Diophantine equations, linear/quadratic congruences, Fermat's and Wilson's theorems, perfect numbers, and distribution of prime numbers. Problem solving techniques and skills will be emphasized throughout the course.

## MAT 420 Complex Variables (3)

A study of the mathematics of complex valued functions. Emphasis will be placed on the similarities/differences of real valued functions compared to complex valued functions. Topics include: complex numbers, functions, limits, differentiation, integration, Cauchy- Riemann equations, Taylor Series, and residue theory.

## MAT 430 Actuarial Mathematics (3)

The course is designed to give the students an overview of the mathematics of actuarial work. The course is composed of three major themes: 1.) A study of interest theory, simple annuities. 2.) A study of life tables and survival models. 3.) A study of insurances.

## MAT 440, 450 - Independent Study (1 to 6 credits)

## Back to top

## Music

NOTE: Music courses may be used to fulfill the fine and performing arts core requirement.

## MUS 107 Music Appreciation: The Art of Listening (3)

This course will teach the student to listen perceptively, appreciating and identifying voices, instruments, forms, types of compositions, and styles.

## MUS 150 Beginners Group Piano I (3)

This course is intended only for beginners. It will teach the basic elements of music theory and piano technique, and will enable students to read music. There is a lab fee.

## MUS 151 Beginners Group Piano II (3)

This course is designed to lead the student step by step through basic keyboard fundamentals using a wide repertoire of music. The course will also investigate theory, technique, and sight reading materials. Students will encounter the basic elements of music, including chords, playing tunes in different keys as well as in various rhythmic values. There is a lab fee. Prerequisite: MUS 150 or permission of the Instructor.

## MUS 201 Musicianship and the Fundamentals of Music I (3)

This course will explore the ways in which sound is organized into musical structures. Topics will include rhythm, form, harmony, melody, and color. Skill will also be developed in sightreading, rhythm exercises, ear training, basic keyboard, and improvisation.

## MUS 202 Musicianship and the Fundamentals of Music II (3)

This course approaches the fundamentals of music theory as well as ear training and composition. Basic keyboard skills are also introduced. Prerequisite: MUS 201 or permission of the Instructor.

## MUS 215 Great Composers (3)

This course approaches the life and works of significant composers past and present from a variety of cultures and musical styles. Special topics include sections on film, computer, and live theater composers.

## MUS 222 Instrumental Ensemble (1 or 2)

Open to students who already play an instrument or sing, and want to experience ensemble playing. The course may be repeated for credit for up to four semesters. After that, this course may be audited or taken for no credit.

## MUS 230 World Music (3)

Explores selected music and rhythms from throughout the world. Students will explore various folk, popular, indigenous, and hybrid music from every continent and survey the development of musical traditions through the development of contemporary world music. A special extended section on several American musical traditions will also be featured in this course, including country, folk, and musical transmissions from Europe, expressive cultural traditions from indigenous peoples of America, as well as various black musical traditions in the New World. This course satisfies the culture outcome.

## MUS 250 Applied Piano (2)

Private instruction in piano, adapted to the aptitude and previous training of the student. The student will participate in a recital at the end of the semester. Fee for lessons is $\$ 200$.

## Back to top

## Nursing

## NUR 110 Introduction to Contemporary Nursing Practice (3)

This course introduces the student to the major concepts and ideas forming the context of contemporary professional nursing practice including professional standards of practice, development of professional behaviors, evidence-based practice, nursing informatics and micro/macrosystems in healthcare. Students are introduced to the Nurse of the Future (2010) framework and the core competencies that comprise the framework used in the Elms College nursing curriculum. The evolution of nursing, nursing practice, and nursing theory is explored. This course is intended to help students develop a beginning personal philosophy of nursing as well as a foundation for quality and safety in professional nursing practice.

## NUR 213 Medication Dosage Calculations (1)

This course will build upon the student's basic math skills to calculate safe medications dosages, convert measurement systems, select appropriate dosage calculations tools for medication administrations, and determine the parameters for safe medication administration. The student will interpret information in a drug handbook and apply the knowledge to a medication order with consideration of the patient's age, weight, and medical condition. Basic mathematical
concepts, decimals, fractions, ratio and proportion, and measurement conversions are included. This course is intended to prepare the student nurse for safe, patient centered administration of medications, and accurate documentation in both traditional and electronic records.

## NUR 217 Health and Physical Assessment for the Adult (4)

This course explores the concept of health and patient-centered assessment, integrating the essentials of communication, professionalism, safety, quality care, and evidence- based practice. The student will develop the knowledge, skills, and attitudes necessary to perform a health assessment within the context of the nursing process. The laboratory focus is on the development of assessment skills through data collection, analysis, and interpretation, utilizing Gordon's Functional Health Patterns.NUR 219 Pathophysiology (3)
The study of how normal physiologic processes in the adult are altered by disease will be examined from a nursing perspective. Selected physiologic alterations will be discussed with an emphasis on cellular function and body defenses, genetics, tissue oxygenation and perfusion, fluid balance and metabolism. Changes in endocrine, hematological, cardiovascular, pulmonary, renal, digestive, musculoskeletal, integumentary, and neurological function are discussed. Active learning strategies are used to engage students with diverse learning styles.

## NUR 221 Fundamentals of Nursing (5)

This course focuses on the acquisition of the basic knowledge, attitudes and skills necessary for providing safe, patient centered care. Emphasis is on the nursing process (assessment, diagnosing, planning, implementation, and evaluation), functional health patterns, communication strategies, clinical reasoning and decision making, and professional role development. The clinical focus is on beginning application of nursing knowledge and evidence based practice interventions in the laboratory setting and with selected patients in clinical settings. PRE-REQUISITES: NUR 110, 217, 219; BIO 217, 217; CHE 195. CO-REQUISITES: NUR 225

## NUR 225 Pharmacology (3)

This course is the study of clinical pharmacology and pharmacotherapeutics for nursing practice. Emphasis is placed on application of nursing process in drug therapy to promote safe, evidencebased patient care and teaching for quality health outcomes. Mechanisms of action, therapeutic effects, adverse effects and therapeutic applications are noted for major classes of drugs with a focus on prototype and commonly used drugs within each class. Variation in response to specific drugs related to genetic influence is addressed, including known effects of specific ethnicities as a factor in drug effectiveness. Active learning strategies are used to engage students with diverse learning styles. PREREQUISITES: BIO 215 and 216, CHE 195, NUR 110, 217, 219, and 213 or permission of the instructor. Co-Requisites: BIO 221 and NUR 221.

## NUR 260 Professional Communication in Nursing (3) (RN-BS only)

This course focuses on communication skills that are essential for professional nurses: clear exposition, persuasive argument, effective synthesis, mastery of mechanics and confident delivery. Students will write most weeks in class or in take-home assignments. Peer editing and group work is considered part of the course. There will be oral presentations as well. This is a "communication intensive" course for the core curriculum. This course addresses relevant criteria of the American Association of Colleges of Nursing - The Essentials of Baccalaureate Education for Professional Nursing

Practice. Please see http://www.aacnnursing.org/Education-Resources/AACN-Essentials to review this document.

## NUR 305AC Medical-Surgical Nursing I (4)- Accelerated Nursing Students only

This is the first of three sequential courses that concentrate an increasingly complex focus on utilization of the nursing process, health assessment, communication, and professional role development in the care of adults. The clinical emphasis is on achieving and maintaining optimal wellness through health promotion, protection, restoration, and rehabilitation. Prerequisites: NUR 110, 213,217, 219, 221, 225.Corequisite: NUR 305L, 344.

## NUR 311 Nursing as a Profession (3) (RN-BS only)

This course is designed as a bridge course for the registered nurse student who is advancing towards the baccalaureate or masters level. Acknowledging on prior nursing preparation, the course will introduce the RN student to the philosophy and core concepts of the Elms baccalaureate and MSN nursing curricula. Selected topics (concepts, theories, models, processes) for nurses advancing in their educational preparation and career are explored within the scope of current professional nursing process. The focus is on core concepts of baccalaureate prepared nurses that will bridge the RN to baccalaureate and master's education. Specifically, this course is guided by selected content described by the AACN in its Essentials of Baccalaureate Education for Professional Nursing Practice (please see http://www.aacnnursing.org/Education-Resources/AACN-Essentials), Quality and Safety Education in Nursing (QSEN), and the Massachusetts Department of Higher Education's Nurse of the Future Core (NOF) Competencies. An expectation of knowledge, attitude, and skills (KIAS) growth as a professional is implicit.

## NUR 312 Adult Health Assessment for the Registered Nurse (3) (RN-BS only)

This course, designed for the registered nurse student who is advancing towards the baccalaureate level, acknowledges and enhances prior nursing preparation. This course builds upon assessment skills and decision making competencies in the practical application of health assessment as the basis for nursing intervention and practice. It integrates the essentials for communication, professionalism, safety, quality care, and evidence -based care. The student will refine knowledge, skills, and attitudes necessary to perform a health assessment within the context of the nursing process. The focus is on core competencies that will bridge the RN to baccalaureate education. This course addresses relevant criteria of the American Association of Colleges of Nursing - The Essentials of Baccalaureate Education for Professional Nursing Practice (http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and the Elms College School of Nursing curriculum competencies.

## NUR 316 Nursing Care of the Adult I (5)

This course focuses on nursing care of the adult and builds on prior knowledge and skills gained in fundamentals of nursing, pathophysiology, and pharmacology and health assessment. This course stresses the beginning clinical reasoning for common health problems of adults with an emphasis on the leading causes of morbidity and mortality in the United States. Evidence- based practice and standards of care are integrated in course content, laboratory exercises and clinical experiences with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, quality, legal, and ethical issues will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. PREREQUSISTES: Successful
completion of all required nursing courses according to the curriculum plan. CO-REQUISITES: NUR 316L, NUR 316C. Failure of NUR 316 course will require students to retake NUR 316 skills lab, and NUR 316 clinical.

## NUR 316L Clinical Nursing Skills Laboratory (1)

This laboratory focuses on the application of nursing care of the adult and builds on prior knowledge and skills gained in fundamentals of nursing, pathophysiology, and pharmacology and health assessment. This laboratory stressed the beginning of clinical reasoning and skill building for common health problems of adults with an emphasis on the leading causes of
Morbidity and mortality in the United States. Evidence -based practice and standards of care are integrated in the laboratory with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, quality, legal and ethical issues will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of nursing curriculum competencies.

## NUR 317 Genomics: Application to Nursing Practice (3) (RN-BS only)

This course provided the student with basic foundation to understanding the science of genomics and its implications for nursing practice. Professional responsibilities of recognizing one's own values and beliefs and advocating for client access to services and resources are examined. Incorporation of new genetic/genomic technologies and knowledge into professional nursing practice through assessment, identification, referral, and client education and support will be explored. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (http://www.aacnnursing.org/Education-Resources/AACN-Essentials), Essentials I, II, III, IV, V, VI, VII, \& IX.

## NUR 326AC Medical-Surgical Nursing II (4) Accelerated Nursing Students Only

This is the second nursing care of the adult in an acute care setting course offered for the Accelerated Second Degree student. The focus is on nursing care of the adult and continues to build on prior knowledge and skills. This course emphasizes the use of clinical reasoning, in class and clinical, for complex health problems of adults with a focus on the top ten causes of morbidity and mortality in the United States. The lab component will make use of multiple simulation exercises to
assist students in mastery of the materials. PRE/COREQUISITES: NUR 110, 213, 217, 219, 221, 225 and 305AC. CO-REQUISITES: NUR 326C and NUR 326L

## NUR 327 Family Nursing: Theory and Application - RN to BS only (3)

This course will introduce the student to the development of family health nursing. It will provide understanding of select theories, frameworks, and concepts that will assist in understanding family dynamics and the relationship to family health promotion.
Students will investigate concepts of health promotion and health protection that will assist in helping families promote, attain, and regain health. This course will provide guidelines for measuring, assessing, contracting, and collaborating with families to attain higher levels of health.

## NUR336 Nursing Care of the Adult II (5)

This course builds on nursing care of the adult and on prior knowledge and skills gained in Nursing Care of the Adult I, Fundamentals of Nursing, Pathophysiology, Pharmacology and Health Assessment of the Adult. This course expands the knowledge base to further build on clinical reasoning for common health problems of adults with an emphasis on the leading causes of morbidity and mortality in the United States. Evidence- based practice and standards of care are integrated in course content, laboratory exercises and clinical experiences with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, collaboration, discharge planning, and health education will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. PREREQUSISTES: Successful completion of all required nursing courses according to the curriculum plan. CO-REQUISITES: NUR 336L, NUR 336C Failure of NUR 336 course will require students to retake NUR 336L and NUR 336C

## NUR 340 Evidence -based Nursing (3) (RN-BS only)

Evidence -based practice is a process involving the examination and application of research findings or other reliable evidence that has been integrated with scientific theories. This course introduces the student to research-based findings for the purpose of informing decisions about care delivery. Students will be prepared to identify, appraise and utilize the best current evidence combined with clinical expertise and consideration of patient preferences, experience, and values. The essentials of the research process lay the foundation of how to conduct, interpret, critique, and apply research findings into clinical practice. This course addresses relevant criteria of the American Association of Colleges of Nursing - The Essentials of Baccalaureate Education for Professional Nursing Practice. Please see (http://www.aacnnursing.org/Education-Resources/AACN-Essentials) to review this document.

## NUR 345 Nursing Research (3)

Nursing Research introduces the student to the quantitative and qualitative research process in nursing and examines the relationship between nursing theory, research and practice. The essentials of the research process lay the foundation for how to conduct, interpret, critique and apply research findings into clinical practice. Selected examples of nursing research will be critiqued and evaluated for relevance in clinical settings. Furthermore, this course familiarizes the student with the concept of evidence-based practice and the use of research-based findings for the purpose of informing
decisions about care delivery. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

## NUR 346 Psychiatric Mental Health Nursing (4)

This course addresses the role of the psychiatric mental health nurse as both provider of safe, patient-centered care and member of the health care team. Evidence-based nursing practice, including psychopharmacology and multiple treatment modalities is applied from a culturally diverse perspective to clients and families with mental health needs. The role of the nurse as therapeutic communicator, caregiver, and advocate for clients' rights is emphasized. Care of the self and selfawareness are also important components of success in this course. Specific psychiatric diagnosis are examined including but not limited to the following: anxiety disorders, substance related disorders, mood disorders, personality disorders, schizophrenia, organic mental disorders, somatoform disorders, eating disorders, suicidal behavior, dissociative disorders, childhood and adolescent issues, and violence abuse. The student will develop an appreciation of the struggle mental health clients' face in achieving wellness. The professional role is expanded through the development of professional skills as a nurse counselor; listening, responding, planning, intervening, and evaluating care of selected clients. Clinical experiences are in structured mental health settings. Guided clinical experiences are provided so that the student will have opportunities to deliver holistic nursing care in both hospital and community based settings. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

## NUR 364 Children and Families (5)

In this course the student will develop the skills necessary to provide safe, quality driven patient centered care. Evidence-based research, family and developmental theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to communication, interview process and health history taking of the pediatric client, physical and pain assessments, growth and development, and social and cultural influences are explored. Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the patient and family needs. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACNEssentials) and Elms College School of Nursing Curriculum Competencies.

## NUR 368 Childbearing (5)

In this course, the student will develop the skills necessary to provide safe, quality driven patientcentered care for the childbearing family. A major focus of this course will be the healthy and at-risk mother and baby within the context of pregnancy, childbirth and the postpartum/neonatal periods. Evidence-based research, theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to perinatal physiology, genetics, psychological and developmental theories, nursing theories and cultural awareness are explored. Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the needs of the childbearing family. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

## NUR 391 Sr. Nora Honors Program (1)

This is the first seminar in the Nursing Honor's Curriculum. Students will cultivate the skills of critical thinking and presentation skills. They will explore topics related to professional nursing, and begin to identify nursing issues that are of individual interest. Potential honor's projects will be explored with the goal of presenting at Scholarship Day in senior year.

## NUR 429 N.C.L.E.X. Review (2)

This course assists in preparing the senior nursing student for success on the National Council Licensure Examination (NCLEX). It includes review of the current NCLEX-RN test plan, skills in reading and understanding standardized test item formats, and techniques to maximize self-confidence and improve test performance. Selected content is reviewed and students practice taking standardized multiple-choice questions in written and computerized formats.

## NUR 432 Leadership and Role Development for the Registered Nurse (3) (RN-BS only)

This course focuses on the development of the professional nurse as leader. Emphasis is placed on gaining self-awareness, using critical thinking skills, exploring political awareness, cognitive aspects of teaching and learning, and developing a philosophy of and personal practice of nursing. Field experiences will include work with a mentor whose practice offers a view of independent, expanded nursing activities. Prerequisites: all nursing courses as this is a capstone course.

## NUR 438 Quality and Safety in Healthcare - RN to BS Only (3)

This course provides opportunity for the student to examine and critique aspects of the healthcare system that serve as a foundation for the provision of safe and quality-based patient centered care. The focus is on the role of the nurse and how nursing can impact quality outcomes through interdisciplinary collaboration, increased emphasis on evidence-based practice, quality and safety improvement, and the use of the advancing technology of informatics.

## NUR 445 Population Health in Nursing (3) (RN-BS only)

This service learning course is designed to assist nursing students in integrating and applying nursing and public health theory to population health with a focus on community/population as a
partner. Students develop beginning level skills in community assessment, epidemiological investigation, pollution-focused care and primary prevention of populations. Students analyze socio-cultural, political, economic, and environmental factors that influence population and global health. The clinical/field experience provided students opportunities to deliver population-focused care identifying determinants of health, prioritizing primary health prevention, actively identifying and reaching out to those who might benefit from service, and using available resources to assure best overall improvement in the health of population (ANA, 2007). This course addresses relevant criteria of the American Association of Colleges of Nursing - The Essentials of Baccalaureate Education for Professional Nursing Practice. Please see (http://www.aacnnursing.org/Education-Resources/AACN-Essentials to review this document.
NUR465: Nursing Care of the Older Adult (5)
Caring for older adults is, and continues to be, the core business of health care institutions. No matter where nurses practice, at some time in their career they will care for older adults. The nursing care of older adults is both complex and challenging because of the array and number of chronic illnesses facing older adults, only expected to increase with longevity. The central focus of the course is on recognizing normal aging changes, geriatric syndromes, and best practices in gerontological nursing. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

## NUR470 Population Health Nursing (3)

Current efforts to promote health and decrease acute care utilization represent a major shift in $21^{\text {st }}$ century goals of the United States healthcare system. Nurses new to the profession must acquire the necessary knowledge and skills to assume emerging roles created to reach these goals. By partnering with individuals, families, and communities in activities to improve health and avoid illness, nurses will form the leadership needed for a healthier society.
This course assists students to apply the nursing process to population health through assessment and identification of a priority health need for a focused population, identification of health risks and appropriate health promotion activities, culminating in planning and implementation of a community-focused project. Beginning practice in epidemiological investigation, assessment of social and environmental influences on health, and identification of societal resources to support health helps students to incorporate various factors into their community project and increase their knowledge base in public health.
This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

## NUR 477 Nursing Leadership and Management of Care (5)

This senior level nursing course explores leadership and management theories and principles that facilitate entry-level nursing graduates to become leaders at the bedside, among inter-professional groups, and in the community. Classroom and clinical experiences are designed to build the knowledge, skills, and attitudes needed for visionary leadership, case management, teamwork and collaboration, delegation, conflict resolution, ethical frameworks for decision making, and evidencebased quality improvement. Emphasis is placed on the role of the professional nurse in promoting safe, cost-effective care in a rapidly and radically changing healthcare environment. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see
http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of

Nursing Curriculum Competencies.

## NUR 490 Sr. Nora Harrington Honors Program (1)

During this semester students will continue the development of their critical thinking, cogent argumentation, and effective writing skills, and participation in community service/service learning activities. The central part of this seminar is the development and start of the honors project. Students will work with their seminar faculty and preceptors in designing their honors project, finalizing their written proposal, and begin to actualize their project.

## NUR 491 Sr. Nora Harrington Honors Program (1)

This is the third and last seminar in the Nursing Honor's Curriculum. During this last seminar students will complete their honors project, and submit an abstract of their work to the Beta Zeta at Large Chapter of Sigma Theta Tau International to present their projects at the Chapter's Scholarship Day. In addition, a written report and poster will be completed. The poster will be presented to faculty, peers, and interested community members during a special celebratory meeting.

## NUR 492 Senior Seminar (2)

This capstone seminar promotes synthesis of the Massachusetts Department of Higher Education's Nurse of the Future (NOF) Nursing Core Competencies (2010) (see http://www.mass.edu/currentinit/documents/NursingCoreCompetencies.pdf ) into professional nursing practice. A primary focus of this seminar is to solidify knowledge, skills and attitudes essential for the role transition from student to professional nurse. Emphasis will be placed on how nurses impact quality patient outcomes through inter-professional collaboration, evidence-based practice, safety and the use of informatics.

## NUR532 Policy and Health Advocacy (3) (RN-BS only)

Course description in development. Replaces NUR 530 Policy, Law and Ethics in Healthcare.

## NUR 640 Leadership \& Management (3) (RN - BS only)

The purpose of this management course is to analyze the underlying premises, theories, research, and contemporary practices in leadership and management. The content will include an analysis of the role of the nurse manager in today's healthcare environment, along with methods of achieving quality patient care and an environment of professional practice that promotes staff satisfaction and achieves successful organizational outcomes. . PREREQUSISTES: Successful completion of all nursing courses in accordance with the curriculum plan. This is a capstone course.

## Back to top

## Physical Education

## PED 111 Walking for Wellness (1)

Designed for students who wish to learn how to construct a lifetime fitness program utilizing walking. Biomechanical analysis of the walking gait and principles of nutrition will also be
examined.

## PED 112 Fundamentals of Volleyball (1)

An introductory level volleyball offering designed to foster the development of a student's skills and commitment to participating in volleyball as a lifetime endeavor. Basic skills and strategies will be covered for both the traditional game and the two-on- two game.

## PED 114 Physical Fitness (2)

Designed to expose students to a variety of fitness activities and to allow students to become selfsufficient in designing a personal fitness program.

## PED 115 Frisbee for Wellness (2)

Students will engage in various physical activities to equip them with the knowledge and skills to use Frisbee games as a tool for lifelong physical fitness.

## PED 119 Lifeguard Training (2)

Designed to train students in lifesaving and water safety techniques. Successful completion leads to Red Cross certification.

## PED 124 Self-Defense (1)

Designed to teach self-defense life skills to enhance awareness and confidence in threatening situations.

## PED 125 Swimming for Wellness (1)

Designed for students who have the desire to learn about and participate in swimming as a means of maintaining physical fitness for life.

## PED 131 Total Body Conditioning (1)

This is a muscular endurance workout class structured to increase lean muscle tissue utilizing a variety of resistance training equipment.

## PED 135 Introduction to Tennis (1)

Introduces the basic skills and strategies of tennis in order to foster a commitment to lifelong fitness through participation in tennis.

## PED 136 Bowling (1)

Basic skills of bowling are used to foster a commitment to lifelong fitness and wellness through participation in bowling.

## PED 137 Beginner Yoga (1)

This is an introductory class in yoga designed for the general college population. In yoga, gentle stretching with awareness is combined with conscious breathing to strengthen the body, increase flexibility, relieve stress, and calm the mind. Detailed instructions are given for all physical postures, including modifications that enable participants to benefit
from yoga regardless of fitness level, weight, or flexibility.

## PED 200 Foundations of Coaching Sport (3)

Introducing students to the area of competitive athletics. This course examines the philosophy of athletic programs and the developmental needs of athletes, as well as the role of the coach in developing athletes and an athletic team.

## PED 201 Psychology of Sport (3)

Examines the psychological needs of athletes and the methods that research has uncovered to meet these needs. This course covers self-confidence, motivation, goal setting, arousal theory, relaxation, attention focus, peak-flow performance, mental imagery, and aggression, as well as how the principles of sport psychology can be applied to teaching and coaching settings.

## PED 202 Physiology Applied to Conditioning (3)

This course is designed to enable students to utilize the most effective nutritional methods, energy systems training, and muscular training. The effects of ergogenic aids and variables of the competitive environment will also be examined. Prerequisite: PED 200.

## PED 203 Prevention and Care of Athletic Injuries (3)

Introduces the basic principles of athletic conditioning, injury prevention, the mechanism of athletic injuries, and therapeutic modalities used in rehabilitation. The professional, legal, and ethical responsibilities of the athletic trainer will be examined, along with techniques to develop the skills of recognition, evaluation, and care of athletic injuries. Prerequisite: PED 200.

## PED 302 Coaching Methods (3)

Examines the teaching methods, planning, and evaluation tools necessary to implement a successful program in competitive sports. Peer coaching laboratory sessions are devoted to practical application and observational assessment of teaching concepts.
Prerequisites: PED 200, 201, 202.

## PED 303 Coaching Internship (3)

Uses a monitored internship in which the student acts as an assistant coach of an intercollegiate or interscholastic athletic team (or equivalent) for an entire sport season. Designed to give students the opportunity to experience all aspects of coaching, including, but not limited to: planning, implementing, and evaluating practices and games; player and team development; administrative tasks; conditioning; promotion and public relations; and the care of minor athletic injuries. The internship experience also provides students the opportunity to work directly with an experienced coach who will provide insight, guidance, and feedback to the student as he/she completes the components of the internship. Site assignments are made in consultation with the director of physical education; permission of the director is required. Appropriate settings for the internship include intercollegiate or interscholastic varsity or subvarsity teams or their equivalent.

## Back to top

## Philosophy

NOTE: All philosophy courses may be used to fulfill the ethics outcome.

## PHI 100 Introduction to Philosophy (3)

Do we see things as they really are or are they only illusions? Are there any good reasons for being moral? Does might make right? Can the existence of God be proven? This course will help students develop their own answers to these questions and others.

## PHI 101 Critical Thinking (3)

What makes one line of argument more convincing than another? What constitutes strong evidence in support of statements? This course emphasizes practice in the exercise of thinking as a skill to be developed and strengthened. Recognizing inconsistencies and contradictions, using deductive and inductive types of reasoning effectively, and avoiding ambiguities are among the topics covered.

## PHI 220 Human Nature (3)

This course explores a variety of philosophical perspectives on what it means to be human, beginning with Plato and Aristotle, and tracing the development of this important question into modern times.

## PHI 242 Ethics (3)

This is an introduction to ethics. It includes discussion of moral issues and questions, such as autonomy and moral growth, self-respect and integrity, respect for others, sexual morality, and caring relationships.

## PHI 244 Philosophy of Art (3)

Why do we consider some objects beautiful? Can something in nature be considered art? Is the performing of a composition a work of art in itself? Is the artist better able to interpret the work or is the observer? Questions such as these will be discussed by analyzing examples of art forms in light of various theories of beauty.

## PHI 246 Ethics in Economics and Business (3)

This course examines current controversies and ethical problems that arise in business and economics. Frameworks for making justified moral decisions are explored, and case studies are presented for practice in the application of moral theory. Topics will include social responsibility, technological changes, justice, and inequality. We will also look at very general debates about how to live well. This course satisfies both the ethics and civic engagement outcomes.

## PHI 248 Healthcare Ethics (3)

This course examines current controversies and ethical problems that arise in the healthcare setting. Frameworks for making justified moral decisions are explored, and case studies are presented for practice in the application of moral theory.

## Back to top

## Physics

## PHY 102 Physical Science (4)

A survey of physics, chemistry, astronomy, and earth science in which integration of lecture and laboratory experiences is emphasized.

## PHY 104 Astronomy (3)

A one-semester course in descriptive astronomy. The approach to the course will be an historical one, beginning with the earliest human astronomical observations and continuing through the most recent discoveries about the nature of the universe. Some outdoor observations will be made.

## PHY 105 General Physics (4)

PHY 106 General Physics (4)
A survey of mechanics, heat, wave motion, electricity, and modern physics. Required for all students majoring in biology, chemistry, or natural science.

## PHY 109 Earth and Space Science (3)

This course focuses on the basic principles of astronomy, geology, meteorology and oceanography. It includes study of the structure of the solar system, the life cycle of stars, the composition and structure of the earth's surface and interior, plate tectonics, weather patterns, and characteristics of the earth's oceans and seas. Emphasis will be placed on learning through discovery-oriented learning activities.

## Back to top

## Psychology

## PSY 101 General Psychology (3)

Students will develop a basic understanding of the major areas of contemporary psychology, including how psychologists ask and answer questions using the scientific method. Applications of psychology to real life situations will be emphasized. Topics include physical and mental development, learning, perception, sleep and dreaming, and memory.

## PSY 202 Statistics for the Behavioral Sciences (3)

This course is a critical component of the psychology major's research training. To this end, basic descriptive and univariate inferential procedures are covered, including measures of central tendency variability, relative standing, correlation, hypothesis testing, normal distribution, t--tests, ANOVA, and Chi---square. Additionally, basic issues in research design and methodology are
covered, and the link is continually made between research design and the relevant statistical procedures. Prerequisites: PSY 101.

## PSY 205 Writing in Psychology (3 credits)

Course Description: This course will focus on the basics of communicating scholarship in APA format. Assignments will evaluate students' ability to read primary research, analyze and evaluate research studies, and produce a literature review in APA format. Students will demonstrate their ability based on their evaluations and synthesis of scholarly work. Prerequisites: PSY101

## PSY 210 Research Methods (3)

Students will develop an understanding of the scientific method as it is applied to the study of human behavior. Students will learn to analyze, design, and conduct psychological research. Students will select, design, and conduct a class experiment on a behavior of current interest. This course satisfies the critical thinking/communications outcomes of the liberal arts core. Prerequisites: PSY 101, 202.

## PSY 211 Introduction to Counseling and Psychotherapy (3)

This course provides an introduction for the beginning counselor/therapist to become familiar with a variety of theoretical therapeutic models of treatment. It offers an opportunity for students to enhance their skills in the areas of relationship---building, active listening, and interview techniques. Prerequisite: PSY 101. Limited to juniors and seniors.

## PSY 214 Children's Learning and Development (3)

In this course, the student will study the characteristics of children and adolescents who follow typical and atypical patterns of development. Students will examine theories of development and learning and look at ways to observe learning experiences for students with a range of ability levels and learning styles. Twenty hours of fieldwork are required. This course satisfies the communication outcomes of the liberal arts core.

## PSY 240 Stress and Coping (3)

Students will learn about the nature of stress and its relationship to health and coping. Emphasis will be on assessment and prevention strategies aimed at reducing stress-related symptoms.

## PSY 302 History and Systems (3)

Students will study the development of psychology from its antecedents to its current "schools" or "systems," including topics such as the origins of behavioral, cognitive, and psychoanalytic perspectives. An emphasis is placed on connecting the historical aspects of psychology to current day practices and developments. Prerequisite: PSY 101. Juniors and seniors only.

## PSY 304 Forensic Psychology (3)

This course will promote an understanding of the relationship between psychology and the law by showing how psychological research and theory inform the legal system.

Topics include psychologists in the court, ethics in practice, criminal profiles, and assessment and rehabilitation approaches for criminal offenders. Prerequisite: PSY 101.

## PSY 306 Educational Psychology (3)

This course is a study of the application of psychology to educational problems. Students will examine factors affecting learning and provides a theoretical background to help students evaluate and use educational methods properly. Topics of study include social, emotional, and cognitive development, learner differences, cultural diversity, motivation, and standardized and classroom assessment. Prerequisite: PSY 101.

## PSY 307/507 Psychological Testing (3)

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. Prerequisite: PSY 101, 202.

## PSY 308/508 Cognitive Psychology (3)

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. Prerequisite: PSY 101.

## PSY 309/509 Social Psychology (3)

Social psychology is the science of how we think about, influence, and relate to each other. Although firmly based in scientific research, this field is uniquely applicable to everyday life. Students will actively apply topics to their everyday lives with brief application papers and activities. Some of the topics to be covered include the self, attitude and belief formation, interpersonal relations, persuasion, conformity, prejudice, and attraction and intimacy.

## PSY 310/510 Psychology of Gender (3)

Students will explore of a wide variety of psychological issues concerning how gender issues impact both women and men. The course will foster an understanding of how the study of women's issues and gender has evolved in psychology, focusing on the biological, cognitive, and socio---cultural influences that impact our experiences with emphasis on critical analysis and discussion of research. Specific topics will include a historical review of women's roles in our culture, gender differences and similarities, biological sex differences, gender role development, gender stereotypes, relationships, sexuality, gender in the workplace, health and fitness, and psychological disorders. Prerequisite: PSY 101. This course satisfies the communication and culture outcomes of the liberal arts core.

PSY 312/512 Children's Literature: Psychological and Social Issues (3) Students will examine important psychological and social issues as reflected in children's literature through the process of writing and oral presentation. Critical
reading and thinking skills will be stressed while evaluating themes in literature such as family, friendship, peer relations, independence, death, war, and play. Psychological research will provide a backdrop in the analysis of literature and provide knowledge in the identification, selection, evaluation, and effective use of books that address problems confronting young people, preschool to adolescence, in ways that identify the universal in human experience. In addition, students will participate in a variety of activities to explore their own attitudes, values, and biases. Prerequisite: PSY 101. This course satisfies the communication outcomes of the liberal arts core.

## PSY 313/513 Psychology of Behavioral Management (3)

This course provides the student with an introduction to the theories and principles of behavior modification. Students will learn the fundamentals of behavior analysis and treatment. Prerequisite: PSY 101.

## PSY 325/525.01 Personality Theory (3)

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, Buss, Maslow, and Rogers. Contemporary applications and Internet resources will be integrated with historical perspectives in this fully online course using streaming audio lectures with PowerPoint slides, online discussions both live and asynchronous, web research, and online testing. Prerequisite: PSY 101.

## PSY 335/535 Psychology of Adolescence (3)

Students will be introduced to the primary psychological issues involved in understanding the period of adolescence. Physical, emotional, social, and cognitive factors will be related to current social problems. PSY 101 strongly recommended.

## PSY 401 Psychology Seminar (3)

The primary objective of this capstone course is to explore current issues in psychology, especially those that are of interest to students. Students will read, analyze, and discuss original research. A final project of a research paper and formal presentation is required. This course satisfies the critical thinking/communication outcome. Seniors only.

## PSY 402 Special Topics (3)

Courses are devised and rotated to reflect a variety of exciting contemporary topics.

## PSY 403 Supervised Field Experience in Psychology (4)

The senior psychology major is given the opportunity to gain practical experience in a variety of fieldwork settings, examples of which include counseling centers, hospitals, nursing homes, prisons, businesses, and schools. This internship is available to seniors with good academic standing in the major and approval of the major advisor.

## Back to top

## Religious Studies

## REL 101 Contemporary Catholicism (3)

An examination of values capable of sustaining meaningful adult existence in the 21st century. The course includes an historical overview of Catholicism's contributions to the contemporary search for life's meaning and value with emphasis on the evolving role of women in the church.

## REL 202 Sacraments: Gifts of the Christian Life (3)

In this course, students will study the basic concept of sacraments in the life of the church with emphasis on the concrete application of this concept in each of the seven sacraments.

## REL 204 Contemporary Christian Ethics (3)

Students will investigate contemporary ethical thinking from the perspective of historical religion. Attention is given to the historical development and contemporary status of practical ethical issues: human sexuality, medical care, human rights, and ecological justice. This course satisfies the ethics outcome

## REL 208 Hebrew Scriptures (3)

In this course, students will study the literature of the Hebrew Scriptures and the history of ancient Israel with special emphasis on God's relationship with people.

## REL 210 Christian Scriptures (3)

In this course, students will study the literature of the Christian scriptures and the history of the early church with special emphasis on the life of Jesus and mission of Paul.

## REL 212 Images of Jesus (3)

Students will study an historical and systematic survey of the person and work of Jesus Christ. Emphasis is placed on contemporary approaches to Christology.

## REL 214 World Religions: Eastern Traditions (3)

Using both theological and sociological approaches, this course will attempt to enter into the thought and experience of the traditions commonly identified as Eastern. Hinduism, Buddhism, Sikhism, Jainism, Confucianism, and Taoism will be studied. Sacred texts will be read and analyzed as well as secondary sources and electronic media materials. This course satisfies the faith outcome.

## REL 215 World Religions: Western Traditions (3)

Using both theological and sociological approaches, this course will attempt to enter into the thought and experience of the traditions commonly identified as Western. Judaism, Christianity and Islam will be studied. Sacred texts will be read and analyzed as well as secondary sources and electronic media materials. This course satisfies the faith outcome

## REL 302 Spirituality of World Religions (3)

Students will study the major religions of the world with emphasis on their unique spirituality, contemporary expression, and role in forming human values.

## REL 305 Theology of Peace and Justice (3)

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 306 Church: Human Reality/Saving Mystery (3)

Students will be introduced to the church as sign and sacrament of Jesus Christ. Participants will be encouraged to reflect on the church in light of personal experience and theological tradition. This course satisfies the faith outcome.

## REL 315 Ecumenical and Interreligious Dialogue (3)

This course will give participants the opportunity to research the meaning, methodology, goals and potential problem areas of ecumenical and interreligious dialogue in the 21st century. This course satisfies the faith outcome.

## REL 319 Marriage: Psychological and Theological Perspectives (3)

An examination of some of the rewards, satisfactions, and difficulties of marriage in contemporary society. Attention will be given to some of the major developmental theories in psychology and their implications for a successful marriage. The sacredness of marriage and its potential for leading adults into a deeper relationship with God will be explored. This course is for juniors and seniors only.

## REL 321 Letters of Paul (3)

Students will survey the major writings of St. Paul, with emphasis on traditional Pauline themes.

## REL 326 A Reasoned Faith (3)

Students will explore the interplay between philosophy and theology in the Christian West. Emphasis is placed on exposition and discussion of primary texts by Plato, Aristotle, Augustine, Anselm, Aquinas, and Bonaventure.

## REL 340 Spirituality and Values in Health Care (3)

This course will explore spirituality and values capable of sustaining healthcare providers in an increasingly-complex workplace. This course satisfies the faith outcome.

## REL 342 Ethics and Spirituality of Compassion (3)

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. This course satisfies the ethics and faith outcomes.

## REL 346 Bioethics in the World Religions (3)

Empirical studies have shown that attitudes toward bioethical issues are often influenced by
religion. However, there are substantial differences between religions regarding the ways in which bioethical arguments are constructed. Insight into this religious diversity is important to understanding bioethical debates in non-Western contexts as well as the bioethical attitudes of people who belong to religious minorities (e.g., Hindus, Buddhists, Confucians, and Muslims) in Western countries. In the first part of the course, the deep structural differences between religions in their development of bioethics are explored. In the second part, the differences are further examined through the lens of religious answers to concrete bioethical issues. In the third part, the observations from the previous parts are applied to assess whether and how these answers differ from non-religious (secular) answers. This course satisfies the ethics and faith outcomes.

## REL 400 Independent Study (1-3)

Available to students who wish to explore a particular area in religious studies not described in this catalog. The course is arranged between the individual student and instructor at the discretion of the department.

## REL 417 Christian Spiritual Journey (3)

A course designed to assist you on your earthly pilgrimage! Go on a journey with Teresa of Avila, Ignatius of Loyola, Thomas Merton, Edith Stein, and others. In reading about their quest for God, come to know the mystic within yourself. This course satisfies the faith outcome.

## REL 440 Addiction \& Recovery: A Spiritual Journey (3)

This course explores the biological, psychological, social, and spiritual dynamics of addiction and recovery. This course satisfies the faith outcome.

## REL 484 International Human Rights and 21 ${ }^{\text {st }}$ Century Issues (3)

This course will explore some fundamental questions about international human rights policy and law. Students will be actively involved in designing the course and selecting some issues to explore in depth. The course will be conducted in a workshop format. This course satisfies the ethics outcome.

## Back to top

## Social Science Division

## SSD 202 American Government and Public Policy (3)

This course gives you the opportunity to study the history, structure, and process of American government. The course examines the constitutional basis of the U.S. government and forms of government at the federal, state, and local levels. The powers, functioning, and relationship among Congress, the Presidency, and the Judiciary are presented. You will become familiar with political parties, current elections and candidates, the role of media in reporting on government policy, and the political process. This course satisfies the civics outcomes of the liberal arts core.

## SSD 218 Human Oppression (3)

In this course you will learn about the nature of evil and hate in the world. You will study the ability of one group to perpetrate injustice and atrocity on another group. The course focuses on historical, as well as more current, instances of oppression including the genocide of Native Americans, the enslavement of Africans in the United States, and racism and the struggle for civil rights for African Americans from the late 1800s to the present, the Armenian Genocide, the murder of the European Jews, sectarianism in Northern Ireland, Soviet oppression, the Cambodian genocide, ethnic cleansing in the former Yugoslavia, genocide in Rwanda, and the current murdering in Darfur. The course will help you to learn about these oppressed cultures, dynamics of intergroup relations, and the world's response when genocide and atrocities occur. Learning takes place through presentation from texts, journal articles, documentary videos, readings from literature (prose and poetry), independent research, popular films and class discussion. This course satisfies the communication and culture outcomes of the liberal arts core.

## SSD 304 Introduction to Cultural Competence

This course will provide an introduction to cultural competency/humility in healthcare. It will offer a beginning understanding of the knowledge and skills required to work with and care for diverse groups of individuals from various social identities and backgrounds. It will also require and encourage each student to work on increasing self-awareness and reflexivity around his/her/hir own social identities, culture, and background in order to develop a multicultural perspective and approach to care. This course uses lecture, discussion, experiential activities, small group discussion, and guest speakers in addition to a variety of texts, both written and visual for the purpose of exploration, inquiry, and analysis of issues of inequality and oppression among a variety of social groups within the US. We will explore the following intersectional themes as they relate to ourselves as well as the US healthcare system: identity, prejudice, discrimination, privilege, race/racism, class/classism, gender/sexism, sexuality/homophobia, religion/anti-Semitism/Islamophobia, age/ageism, and ability/ableism with the overarching goal of working towards social change. This course satisfies the culture and civics outcomes of the liberal arts core.

## SSD 318 Confronting the Faces of Evil (3)

In this course we examine humanity and civilization. The 20th century witnessed acts of barbarism and inhumanity of a scope and intensity unprecedented in human history. Rather than growing more civilized as the century went on, humans discovered and perpetrated more efficient and cruel methods of oppression and inhumanity. This course examines individuals who have had the courage to stand up to incidents of evil and inhumanity. The course deals with people who believe in social justice, human equality, and the basic goodness of humanity. What makes these people different from the rest of the society? What makes these people different from those who do nothing, or those who collaborate or perpetrate? We will examine these issues through the context of World War II Europe, the American Civil Rights Movement, and more recent world history.

## SSD 400 Washington Seminar (3)

This seminar course gives you the opportunity to learn about politics at a national level. You will
spend two weeks in Washington D.C. living and learning with a small group of students from across the United States. Your group will be led by a professor as you attend lectures, meet important politicians, and visit historical sites. In the second week, you focus on politics and the media and will have the opportunity to interact with well--- known news personalities. Academic requirements include journaling, papers, and presentations. Your housing and activities are organized by the Washington Center, a well---respected internship program in the nation's capital.

## Back to top

## Social Work

## SWK 101 Introduction to Social Work (3)

This course introduces you to the profession of social work. You will learn about the history of social work, how the profession has grown and changed, and current issues and developments. This course presents the values and ethics of the profession and supports you in examining your own values and how they may influence your choice of social work as a profession. You will have the opportunity to participate in field activities that include visits to agencies.

## SWK 204 Human Behavior in the Social Environment (3)

In this course, you study human development from conception to death. The life span is examined from a biosocial, cognitive, and psychosocial perspective. Culture and social systems theory are emphasized in understanding individuals, families, groups, organizations, and communities. This course satisfies the college core requirement for global awareness and cultural understanding. Prerequisites: BIO 105, PSY 101.

## SWK 205 Human Behavior in the Social Environment II (3)

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 208 Human Sexuality (3)

This course introduces students to contemporary knowledge and attitudes towards human sexuality. Sexuality is examined across the lifespan and through the lens of a biopsychosocial perspective. Topics covered include: biological sexual differentiation, intimacy and communication, gender role development and construction, varieties of sexual relationships and behavior, sexual function and dysfunction, sexually transmitted diseases, and HIV.

## SWK 301 Social Welfare Policies and Services (3)

In this course students will learn about the history and current structure of social welfare services, and the role of government, the legislative process and 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, and the relation of the governmental process to policy development. The course introduces the student to policy practice skills in regard to economic, political, and organizational systems. Prerequisites: SWK 101, HIS 105, ECN 211.

## SWK 302 Social Work Practice With Individuals and Families (3)

This course introduces you to the generalist skills and values of culturally competent social work practice with individuals and families. Through lectures, role-plays, and video recordings, you learn how to interview clients and assess functioning and mental status, and how to engage clients in effective social work practice. This course also teaches specific practice skills with populations at risk, such as survivors of trauma, children, and elderly. Prerequisites: SWK 101, SWK 204.

## SWK 303 Mental Health and Mental Illness (3)

In this class, students are introduced to the history and study of mental illness. By using the Diagnostic and Statistical Manual IVR, you learn to understand and make descriptive assessments and diagnosis of mental illness, such as mood and psychotic disorders. Students also focus on how race, ethnicity, gender, sexual orientation, age, religion, and other social variables can impact mental health. Prerequisite: PSY 101.

## SWK 307 Social Group Work (3)

In this course you are introduced to the theory and practice of contemporary social work practice with groups. During this class you participate in lectures as well as a semester-long experiential group. This class prepares you to provide services to different groups, such as adolescents, elderly, and ethnically diverse racial groups in a variety of settings. Prerequisites: SWK 101, 302.

## SWK 310 Social Work Research (3)

This course introduces students to research theory and methods that will inform your practice of social work. In addition to learning about the basic research process, you will also develop skills in applying research methods. The course will include both quantitative and qualitative methods and will emphasize ethics in research.

## SWK 315 Social Work Practice With Communities (3)

The goal of this course is to give students an understanding and appreciation of the role of the social worker in the community. The course is concerned with understanding and analyzing communities. Important components of the community are discussed, including: the political power structure and representation, population groups, educational and health systems, housing, the economic base, and the social service network. Social work roles in dealing with injustice and oppression are presented. Students learn skills of empowerment, advocacy, citizen participation, and community organization. These include the ability to communicate with community groups through public speaking, writing clearly, and the utilization of technology to make community presentations. Prerequisites: SWK 101, 301.

## SWK 317 Working with the Troubled Adolescent (3)

This course is a study of adolescents who come in contact with the juvenile justice systems. Areas to be examined will include the court system, substance abuse, violence prevention, and family dynamics. Students will learn of programs, professionals, and community resources available to help adolescents.

## SWK 390 Stress Management for Human Service Professionals (3)

This course will enable the participants to identify personal and professional areas of stress through completion of a stress inventory. The participant will practice relaxation techniques and develop an individualized stress management plan for daily use.

## SWK 391 Substance Abuse Treatment: A Human Service Perspective (3)

This course is designed to present an overview of substance abuse issues as well as methods and strategies for working with chemically dependent individuals. The class will utilize a combination of lecture, discussion, and role---playing to improve the student's understanding of the dynamics of addiction.

## SWK 400 Independent Study in Social Work (2---3)

This course provides an opportunity to undertake a systematic inquiry into a professional question, issue, or subject of interest to and selected by the student. The form of the inquiry is to be determined jointly by the student and instructor, based on the student's interest and objective. Admission is with the consent of instructor.

## SWK 401 Field Work Practicum (12)

This course introduces you to a full---time, supervised practicum experience in a social work setting of your choice. The field practicum provides you with an opportunity to put into practice the knowledge, values, skills, and research that you have learned in your social work classes. You are required to be in practicum for 400 hours. You will work with a range of diverse populations, and will make community connections.
During the practicum, you will intervene with individuals and families, but will also develop an understanding of sociopolitical issues, oppression, discrimination, injustice, and their impact on clients. A major piece of the practicum is the completion of a research project that contributes to the practicum setting. Prerequisites: Completion of all required social work courses with the exception of SWK 402 and SWK 404. Students must have at least 2.5 GPA to enter the practicum.

## SWK 402 Advanced Social Work Practice with Individuals, Families, and Communities (3)

This course is taken during the same semester as the field practicum. Students leave their agencies to attend one three---hour class that is held in seminar fashion. This is an advanced generalist practice course that integrates all of the learning from previous practice classes. You will apply this learning to experiences in your practice settings. The class also functions as a supervision group, where you discuss problematic cases and learn from one another.
Prerequisites: SWK 302, 307, 315.

## SWK 404 Survey of Social Work Issues (3)

This is the capstone course for social work majors. You will examine selected issues in contemporary social work dealing with ethical, political, and practical dilemmas of contemporary social work practice. This is a seminar course, with students taking major initiative to research and present materials for discussion. Prerequisite: students have completed all the required courses in the major.

## SWK 405 Aging (1)

In this course, you will examine the social and emotional aspects of aging. A cross--- cultural approach is offered with special emphasis on aging within the American culture. The major developmental tasks of old age are presented. Social work treatment and prevention methods for work with elder populations are explored.

## SWK 412 Death and Dying (1)

This course provides you with an understanding of the issues facing a dying person and his/her loved ones. Techniques for working with clients facing this life transition will be presented.

## SWK 418 International Travel/Study (3)

The course involves a supervised trip to a foreign country. You will study social policy and the human service delivery systems in that country. You will have the opportunity to visit schools of social work and social service facilities, and dialogue with social work educators and practitioners. The course provides you with a means of understanding other cultures, people, and social work practice in those settings.

## SWK 421 Proposal/Grant Writing (1)

In this course students develop grant---writing skills that include researching, locating funding sources, developing programs, and budgets.

## SWK 425 Social Work Licensing Preparation Course (3)

This course prepares you for the basic level of the Massachusetts Licensed Social Worker (LSW) exam. You will receive information on how the exam is developed, and the process for taking the exam. Each content area of the exam is reviewed, and you will practice taking the exam on content from each area.

## Back to top

## Sociology

## SOC 101 Introductory Sociology (3)

Students will be introduced to the general principles and dynamics of human interaction. They will gain an understanding of behavior in groups-how people interact with one another in their own society and across societies. Content of the course will include analysis of major social institutions (economy, government, family, and education). Attention will be given to contemporary societal issues and the challenges of social change.

## SOC 200 Introduction to the Japanese People and Culture (3) (HUM 200)

This course provides an overview of Japanese culture with emphasis on its history, religion, art, geography, and value system. All of these will be examined in order to understand their influence on modern Japanese society. Learning will take place through the presentation of texts, journal articles, and slide and video presentations during pre-departure sessions. The course includes a two-week research trip to Japan.
This trip will include cultural study through living with host families, formal lectures given at Kochi Women's University, interviews and discussions with Japanese, as well as a visit to key historic sites in Kyoto such as Nijo Castle, Kiyomizudera Temple, and Kinkakuji Temple. (This course will satisfy the global awareness and cultural understanding requirements of the core).

## SOC 209 Social Deviance (3)

Nonconformist behavior - its causes, consequences and the social reaction - is the area of study. Definitions of deviance, analysis of social structure, social change, and social control will be analyzed in order to expand the student's knowledge of what society considers deviant behavior to be. Topics surveyed include crime, violence, suicide, family disorganization, alcoholism, drug addiction, and newly recognized deviances such as school violence and terrorism.

## SOC 210 Sports in American Culture (3)

This course focuses on sports as a major social institution. Students will use the lens of sociology to examine how sport affects many spheres of social life. The course will analyze racism, sexism, classism, heterosexism, and violence in sport as well as the relationship between sports and the mainstream media, politics, and the economy.
Although the main focus of the course will be on sports in the United States, other societies will be explored to gain a wider perspective through comparison and contrast. Students will be encouraged to reflect on their own experiences as athletes and fans.

## SOC 214 Sociology of Healthcare (3)

This course provides an introduction to the sociology of health, illness, and healthcare in the United States. Students will examine how health, disease, and medical care are socially created and defined, and how social contexts influence these definitions. Some of the topics to be covered include health care reform, social sources of wellness, and a sociological analysis of the health care system and its practitioners. Throughout the course, students will be encouraged to consider the diverse ways in which sex, race, ethnicity, social class and more broadly, power, affect health, illness, longevity, and healthcare.

## SOC 304 Sociology of Marriage and Family (3)

Students will study the family as a major social institution. Considerations of how family is defined, relationships within families and between families, and larger social forces will be included. A realistic appraisal of marriage and family in contemporary American society is a goal of the course.

## SOC 305 Social Research (3)

This course addresses how social scientists go about asking and answering questions to learn about people's beliefs, attitudes, and actions. Students will actively discuss theories about doing research, approaches to gathering data, and how to make sense of their own and others' data. Students will learn how to be critical consumers of information in the media, how to formulate precise questions about current issues, and how to write a research proposal. This course meets the critical thinking/communications outcome.

## SOC 306 Introduction to Criminology

Who commits crime and why? These questions will be answered by studying theories of criminal behavior and crime in society. Specific topics will include domestic violence, juvenile offenses, and the relationship of drugs and alcohol to criminal acts. Further consideration will be given to types of crimes, including organized crime, punishment, rehabilitation, and victims' rights.

## SOC 307 Religion and Society (3)

This course will focus on religion as a powerful and influential force in human society. Religion is studied as a social institution with influence on individual relationships, family, economic, and political life.

## SOC 314 Victimology (3)

This course will examine the role and characteristics of victims of crime. Included for analysis will be victim typologies, determinants of vulnerability and risk, and the victim--- offender relationship. Topics will include the treatment of victims in society and in the justice system, and the development of policies to address the rights of victims.
Prerequisite: SOC 306.

## SOC 315 Urban Sociology (3)

This course presents an overview of the changing urban environment. Emphasis is on contemporary urban trends, demographic shifts, social and political problems, and urban revival. Topics include neighborhoods, suburbia, ethnic diversity, urban structures and infrastructures, life in the city, and the cultural contributions of the American city.

## SOC 316 Racial and Ethnic Groups (3)

Students will examine the relationships between dominant and subordinate groups in the United

States. Concepts of cultural and racial pluralism, immigrant experiences, and adaptation will be included. Selected groups will be studied in depth. This course satisfies the culture outcome.

## SOC 320 Special Topics (3)

Courses focused on special topics will be scheduled periodically to broaden the scope of department offerings. These courses will focus on areas of study not ordinarily presented in the regular cycle of sociology courses.

## SOC 321 Violence in America (3)

In this course students will examine the concept of violence. Students will study the definition of violence, psychological and sociological theories of violent behavior, the history of violence in America, intimate violence in the home, the effects of the media on violent behavior, violence in sports, violence in schools, gang violence, suicide, and war. Students will also examine special topics within the area of violence ranging from the Holocaust to the bombings of Hiroshima and Nagasaki to serial killers. The general theme across all classes is the motivation behind and participation in violent behavior and the psychological and sociological factors that contribute to that behavior. In addition to studying violence, students will also discuss specific individuals and movements with the area of non---violence and peace.

## SOC 322 Social Life through Film (3)

This course will examine society (particularly American society) through film to illuminate sociological concepts and important social issues. As students learn to analyze film through the lens of sociology, some fundamental questions will be posed. Is film merely a reflection of the society we live in, or does it have the power to inform society, thereby changing the way we interact with one another? Does film effectively and accurately address some of the darker aspects of the human condition and, if so, does it point society towards the light? Core concepts for this course include family and the dark side of family life, alienation, technology, deviance, war, culture of poverty, race, class, powerlessness, institutionalized behavior and the criminal justice system.

## SOC 400 Independent Study (3)

An opportunity is provided for students to pursue a topic or question of their choice, under the direction of a member of the sociology faculty.

## SOC 404 Internship (3)

Students are aided in securing an internship position in an approved professional setting. Prerequisites include a 2.5 cumulative grade point average (GPA), third year status, and department approval.

## Back to top

## Spanish

## SPA 101-102 Novice Spanish (6)

A basic course designed to facilitate the development of communicative competence during the first year of college-level language study. While emphasis rests on listening, speaking, writing, and reading skills, open-ended cultural activities and language lab also form integral parts of the syllabus.

## SPA 201-202 Intermediate Spanish (6)

A course designed to review and refine the basic skills of language learning. This course is recommended for those who have had previous but limited contact with language study.

## SPA 220 Spanish Conversation I (3)

This course is designed to increase student oral proficiency in Spanish and awareness of Hispanic culture in the world. Students will explore contemporary issues relevant to the Hispanic world and compare these to their own culture. Students will review vocabulary and acquire new vocabulary and colloquial phrases that will allow them to express themselves in everyday situations. They will improve reading skills, review specific grammatical structures, and engage in creative activities. Authentic materials (readings, films) will be used in the class to aid students achieve their linguistic potential. (Required of majors. Non-majors would need to demonstrate an intermediate level of proficiency to be able to take the course.)

## SPA 226 Reading and Composition (3)

An intensive study of the Spanish language especially through the two skills of reading and writing. Required for students who intend to major or minor in the language and recommended for those who already have an intermediate competency in Spanish.
Review of advanced grammar and vocabulary building using authentic texts. Work in pairs/small groups. Practice in reading techniques and writing in various genres.

SPA 227 Spanish for Heritage Language Learners (SHL): "Así somos nosotros" (3) This course is designed for native or heritage speakers of Spanish, that is, students from homes where Spanish is spoken or students who have had previous exposure to the Spanish language in informal contexts. This course will allow students to enhance their academic Spanish language skills: listening, writing, speaking and reading. Students will have the opportunity to increase their awareness and appreciation of different Hispanic language varieties and cultures and their contributions to the U.S. and the global society through oral, written and visual arts. Students will also have the opportunity to promote Hispanic linguistic and cultural awareness on-campus and off- campus, and to participate in community activities as well. This course satisfies the culture outcome.

## SPA 301-302 Literature and Civilization of Spain I and II (6)

Students will be exposed in this course to a survey of Spanish literature within its historical perspective. The course combines the analysis of both Spanish literature and civilization, the most natural way in which students will study and appreciate fully the evolution of a people from the earliest to the most contemporary periods. Either of these courses may be taken to satisfy the core literature requirement.

## SPA 303-304 Literature and Civilization of Latin America I and II (6)

In this course, students will be exposed to a survey of Latin-American literature within its historical perspective. The course combines the analysis of both Spanish literature and civilization, the most natural way in which students will study and appreciate fully the evolution of a people from the earliest to the most contemporary periods. Either of these courses may be taken to satisfy the core literature requirement.

## SPA 305 Translation (3)

Designed to offer those with an intermediate language proficiency an additional career option, this course develops the technical skills of translating through readings in various specialized fields. These are especially useful for those whose major concentrations are in language, science, business management, and health professions. Also highly recommended for students planning to pursue graduate studies. Prerequisite: SPA 226.

## SPA 321 Spanish Conversation II (3)

Designed to promote growth in oral and listening skills in students who already have a strong foundation in Spanish. Students will use authentic materials, such as newspapers, radio broadcasts, videos, and films, taken from the Hispanophone world. Oral reports. Open to third and fourth year students, and other advanced students with special permission of the department. Required for majors who do not study abroad.

## SPA 323 Advanced Grammar and Composition (3)

The course aims to develop proficiency in writing at advanced levels of Spanish. Model texts, chosen from the \various Hispanophone areas of the world, will be read and analyzed in terms of style, structure, and skills needed. Weekly writings. Grammatical structure will be studied in context. Open to third and fourth year students, and to advanced students with approval of the department. Required of majors who do not study abroad.

## SPA 412 Hispanic Cultures in the United States (3)

In this course, students will explore the Cuban, Puerto Rican, Mexican, and Central American people and their culture as it relates to life in the respective countries and on the U.S. mainland. They will study issues of religion, identity, discrimination, injustice, oppression, and resistance, and contemporary social and political issues through a variety of texts of fiction, non-fiction, and video. This course satisfies the culture outcome. Juniors and seniors only.

## SPA 415 Repression and Resistance (3)

This course will examine the struggle for human rights and freedom of expression in various Latin American countries through the study and analysis of selected twentieth and twenty-first century literature and cinema. Issues include sociopolitical oppression, repression, resistance, national identity, violence, genocide, historical memory, homophobia, gender identity and sexual orientation, religious intolerance, racism, immigration, exile and political asylum, among others. Students will
examine the nature of human rights and democracy in contemporary Latin America, beginning with a historical perspective and continuing into the present. In order to receive credit towards the Spanish major/minor, students must write the research term paper in Spanish. The course will be taught in English. This course satisfies the culture outcome and may be taken to satisfy the core literature requirement.

## SPA 425 Latina Literature (3)

This course is an introduction to the writing of U.S. Latina/o Literature in English, Spanish, and in hybrid forms of Spanglish. Latina/o is an umbrella term to describe persons of Latin American descent living in the U.S. and its territories. In this course we will examine Latina/o cultural production and its relationship to both larger U.S. culture and other U.S. racial and ethnic groups. We will also question the development and/or existence of Latinidad - the relationship between and common culture among Latinas/os in U.S. culture and how it manifests itself through cultural expressions such as literature, music, films and social media. Our mandatory readings focus on writers from various Latina/o groups. Students will engage in collaborative activities designed to enhance their critical thinking while acquiring strategies and habits of reading comprehension and writing that are applicable to other disciplines as well. Reading assignments will also serve as models for composition strategies and class presentations. This course satisfies the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

## SPA 445 Spanish Literature and Cinema (3)

This course is designed to introduce students to the study of the complex relationship between literature and cinema. This course will consist of a critical overview of the role of writers and film directors that are actively engaged in the process of construction of national and regional identities since the death of Spanish dictator Francisco Franco in 1975. We will also analyze the transformation of the Spanish society since 1975, and its interactions with current and unsolved global issues such as Spain's regional autonomies, emigration, immigration, exile, violence, crime, women's emancipation, historical memory, racism, gender inequality, human and sex trafficking, cultural and political issues, among other topics. This seminar will be conducted in English language. This course satisfies the culture and critical thinking/communication outcomes and may be taken to satisfy the core literature requirement.

## Back to top

## SportManagement

## SPM 201 Introduction to Sport Management (3)

A management course that builds upon the management foundation developed in the introductory management course and blends it with sport examples and issues.. The course is project based: students research management issues in the field of sport.
Students regularly make presentations on topics such as labor relations in sports, on and offthe field motivational and leadership theories, strategic planning of sporting goods companies,
and ethical issues that affect all sport organizations.
Prerequisite: BUS242

## SPM 370 Cases in Sport Marketing (3)

This course requires students to apply the concepts of product, price, place, and promotion within the sports industry. The case method is used to analyze the marketing techniques employed by sport organizations. Students are then required to make presentations about their assigned cases. Prerequisite: BUS252

## SPM 304 Event Management and Promotions (3 credits)

Sport event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available. Students will participate in designing and promoting their own sporting events.
Students will also learn to work with the sport staff on campus to manage and promote existing sporting events. BUS252

## SPM 305 Facility Design \& Operations (3 credits)

This course provides students with an understanding of the complexity involved in sport facility and event management. Sport facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Students will tour and critique local sport facilities as part of this course. BUS242.

## SPM 404 College Athletics (3)

This course identifies and analyses the unique aspects of college sports administration, the course permits students to transfer the professional skills acquired in the program to the collegiate sector. Topics such as Title IX compliance, fundraising, and university communications are explored. Students will use the NCAA website to learn about current issues impacting collegiate sports.

## Back to top

## Theatre

NOTE: Theatre courses may be used to fulfill the fine and performing arts core requirement.

## THR 101 Introduction to Acting and Theatre (3)

This is a foundational course in acting and theatre. Through exercises in improvisation, stage movement, physical comedy, projection, monologue, and scene work, students will gain experience in building a character and working with others to create a performance piece. There will also be study of the elements of theatre (lighting, set design, costume, and music). Open to all students with or without previous stage experience.

## THR 120 Speech and Voice (3)

This course provides training and experience in public speaking. Students will hone their skills speaking before various audiences and will deliver various types of speeches; there will also be acting exercises and improvisation work.

## THR 170 Exploring Theatre Genres (3)

This course investigates three genres: comedy, tragedy and drama. It provides the opportunity to explore various approaches to short scenes and monologues with these three genres.

## THR 215 Advanced Acting (3)

Advanced workshop in acting techniques; scene study and analysis, vocal and physical skills, and performance practice. Study of contemporary acting methods. Prerequisite: THR 101 or an equivalent course.

## Back to top

## Directions to Elms College

From Massachusetts Turnpike - East or West
Massachusetts Turnpike to Exit 4, West Springfield. Take Route 91 South to Exit 12, Route 391 North, Chicopee. Follow directions from Exit 2, Center Street.

From Route 91 South
Route 91 South, to Exit 12, Route 391 North, Chicopee.
Follow directions from Exit 2, Center Street.

From Route 91 North
Route 91 North to Exit 12, Route 391 North, Chicopee and Holyoke.
Follow directions listed below.

From Exit 2, Center Street
Take Exit 2, Center Street, Route 116 North. At the end of the exit ramp, turn right, go through the traffic light, and take your first right on South Street. Proceed up the hill to the next traffic light and take a right on Springfield Street. The College will be on your left.

## Back to top


[^0]:    Business Core Requirements: (40 credits)
    ACC201 Accounting I
    ACC202 Accounting II
    BUS221 Computer Applications
    BUS242 Principles of Management
    BUS252 Principles of Marketing
    BUS248 Global Business Environment
    BUS252 Principles of Marketing
    BUS260 Legal Environment of Business
    BUS311 Principles of Financial Management
    BUS342 Managerial Communications
    BUS480 Business Strategy
    BUS481 Career Development
    BUS482 Internship (4 credits) Substitute ENT482 or 485
    ECN212 Economics II

    Required courses that also satisfy college core requirements (6 credits)
    ECN211 Economics I

[^1]:    Back to top

