

AMERICAN
INTERNATIONAL
COLLEGE

Transform | i | i



2011-2013 Undergraduate and Graduate

Course Catalog

A M E R I C A N
I N T E R N A T I O N A L
C O L L E G E

Transforming Lives Since 1885

2011-2013 Undergraduate and Graduate

Course Catalog

The seal of American International College bears the college motto Post tenebras lux – After darkness, light. The motto refers to students moving from the darkness of ignorance into the light of knowledge.



AMERICAN INTERNATIONAL COLLEGE

Founded in 1885

At a Glance

American International College is located in Springfield, Massachusetts—a city of 150,000 people in the Connecticut River Valley.

Areas of study at the bachelor's level include: accounting, biochemistry, biology, business administration, chemistry, communications, criminal justice, finance and economics, education, English, history, human biology, human services, interdepartmental sciences, international business, liberal studies, management, marketing, nursing, occupational therapy, physical therapy, political science, psychology, sociology, and sports and recreation management.

Graduate degrees are available in accounting and taxation, business administration, education, nursing, occupational therapy, psychology, public administration (master's); education (C.A.G.S.); educational leadership and supervision, educational psychology, teaching and learning, and physical therapy (doctorate).

Courses are held during the day, evening, or weekend in the fall and spring semesters, intersession, summer sessions, and on-line. Courses are offered in three week, six week, eight week, and 15 week sessions.

The student body consists of 1,750 full-time undergraduate students from 30 states and 26 countries, and 1,750 graduate students as of fall 2011.

Wireless internet access is available throughout the campus.





THE PRESIDENT'S MESSAGE

It is with pleasure that I invite you to use this catalog to determine for yourself the breadth and depth of our degree programs. Our curriculum is built on a foundation of courses that liberate thinking and foster learning. Our professional programs enable the student to gain practical knowledge and skills in those areas of greatest demand in the regional, national, and global markets.

If there is one thing that you should know about this college, it is this: American International College transforms lives through high quality, relevant academic programs in a seamless learning environment, where the intrinsic worth of each individual is valued. Our faculty enjoys a reputation for being caring, supportive, and dedicated to the success of our students. For 125 years, the student learner has been the focus of our educational enterprise and that focus sharpens with each succeeding year.

American International College has resisted unbridled growth. Our size enables all students on the Springfield campus to recognize and interact with their classmates, faculty members, and the administrative staff.

You will find we are an engaging educational community where you are a welcome addition, and where you will find a level of comfort that is satisfying and rewarding. I urge you to seriously consider American International College as the provider of your higher educational development.

With warm personal regards and best wishes,

A handwritten signature in black ink, which appears to read "Vincent M. Maniaci". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Vincent M. Maniaci
President

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ACCREDITATIONS AND AFFILIATIONS

American International College is accredited by the New England Association of Schools and Colleges, Incorporated, through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the college. Individuals may also contact:

**Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
Phone: (781)271-0022
Email: cihe@neasc.org**

Health sciences programs have additional accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association, and the Commission on Collegiate Nursing Education (CCNE).

The education preparation programs are approved by the Massachusetts Department of Elementary and Secondary Education for state licensure eligibility.

The School of Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE).

The United States Veterans Administration approves American International College programs for veterans.

American International College holds membership in the American Association of Independent Colleges, the American Council of Education, the International Assembly for Collegiate Business Education, the National Association of State Directors of Teacher Education and Certification, and the University Continuing Education Association.

American International College is recognized by the American Association of University Women.

NOTICE TO THE READER

The reader should take notice that every effort is made to ensure the accuracy of the information provided herein. American International College, however, reserves

the right to make changes at any time without prior notice. The college provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

NOTE: For updated information, please visit our website at: www.aic.edu

American International College does not discriminate on the basis of age, race, color, religion, gender, sexual orientation, handicap, or national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other college administered programs.

Information on American International College disclosed in compliance with the Student Right-to-Know and Campus Security Act, Public Law 101-542, as amended, may be obtained by writing to the Office of the Executive Vice President for Administration, American International College, 1000 State Street, Springfield, Massachusetts 01109.

The college reserves the right to alter any of the rules and regulations outlined in this catalog and also in the *Academic Regulations* (a separate publication). All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who already are enrolled in the college. This catalog should not be construed as constituting a contract between the college and any other person.

The college will not disclose any information from a student's academic record to the parents of a student unless the parents' tax return exhibits dependency status of that student, as defined by the Internal Revenue Code.

Intellectual Property and Use of College Computers

Respect for the intellectual work and property of others has traditionally been essential to the mission of colleges and universities. AIC does not tolerate plagiarism, and as an academic community, we do not condone unauthorized copying of software, including programs, applications, databases, and code. The faculty, staff, and administration of this institution recognize its obligation to provide continuing guidance as to what constitutes academic honesty and to promote procedures and circumstances that will reinforce this principle.

The inappropriate use of college computers, including, but not limited to, the use of threatening, sexist, and/or racist communication is strictly prohibited.

College Finances

A copy of the college's most recent audited financial statement is on file in the college library. Copies of previous tax return statements (Form 990) are posted on www.guidestar.com.

FALL 2011 ACADEMIC CALENDAR

DAY CLASSES

September 4	Sunday	Residence Halls open for all new students
September 5	Monday	New Student Orientation
September 6	Tuesday	Dormitories open for all students, registration day
September 7	Wednesday	Classes begin at 8:00 am
September 16		Add/Drop Period Ends
October 5	Wednesday	5-Week Warning
October 10	Monday	Holiday - Columbus Day – College Closed
October 12	Wednesday	MF 10:00-11:15 classes meet
October 14	Friday	MW 1:25-2:40 classes meet
October 26	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
November 14-22		Registration period for Spring Term 2012
November 23-25		Holiday – Thanksgiving Recess
November 28	Monday	Classes resume at 8 a.m.
December 16	Friday	Last day of classes
December 17-21		Final examinations

EVENING CLASSES

September 7	Wednesday	Classes begin at 3:50 pm
September 16		Add/Drop Period Ends
September 10		Fall Weekend (FW) classes begin
October 10	Monday	Holiday - Columbus Day – College Closed
October 26	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
November 14-22		Registration period for Spring Term 2012
November 19		Fall Weekend (FW) classes end
November 23-25		Holiday – Thanksgiving Recess
November 28	Monday	Classes resume at 3:50 pm
December 15-21	Friday	Last day of classes or Final Exams

FINAL EXAMINATION SCHEDULE

Saturday December 17

MWF	8-8:50 a.m. at 8-10 a.m.
TTH	12:15-1:30 p.m. at 11 a.m.-1 p.m.
MF	10-11:15 a.m. at 2-4 p.m.

Monday December 19

TTH	9:25-10:40 a.m. at 9-11 a.m.
MWF	1:25-2:15 p.m. at 12-2 p.m.
MW	1:25-2:40 p.m. at 12-2 p.m.

Tuesday December 20

MWF	9-9:50 a.m. at 8-10 a.m.
MWF	12:25-1:15 p.m. at 11 a.m.-1 p.m.
TTH	10:50 a.m.-12:05 p.m. at 2-4 p.m.

Wednesday December 21

TTH	8-9:15 a.m. at 8-10 a.m.
MWF	11:25 a.m. -12:15 p.m. at 11 a.m.-1 p.m.
TTH	1:40-2:15 p.m. at 2-4 p.m.

INTERSESSION 2012

January 2	Monday	Intercession Classes begin
January 13	Friday	Intercession ends
January 14	Saturday	Intercession snow make-up day

SPRING 2012 ACADEMIC CALENDAR

DAY CLASSES

January 16	Monday	Holiday - Martin Luther King
January 17	Tuesday	Dormitories open for all students, registration day
January 18	Wednesday	Classes begin at 8:00 a.m.
January 27	Friday	Add/Drop period ends
February 20	Monday	Holiday – President’s Day – College Closed
February 22	Wednesday	MF 10-11:15 classes meet
February 24	Friday	MW 1:25-2:40 classes meet
March 7	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
March 12-16		Spring Break
March 19		Classes resume at 8 a.m.
April 2 – April 13		Registration period for Fall Term 2012
April 6	Friday	Holiday – Easter Recess
April 9	Monday	Classes resume at 10 a.m.
May 4	Friday	Last day of classes
May 5-9		Final examinations
May 20	Sunday	Commencement

EVENING CLASSES

January 7		Winter Weekend (WW) classes begin
January 18	Wednesday	Classes begin at 3:50 p.m.
January 16	Monday	Holiday - Martin Luther King
January 27	Friday	Add/Drop period ends
February 20	Monday	Holiday – President’s Day – College Closed
March 7	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
March 12-16		Spring Break
March 24		Last Winter Weekend class/Final Exam
April 6	Friday	Holiday – Easter Recess
April 9	Monday	Classes resume at 3:50 p.m.
April 2 – April 13		Registration period for Fall Term 2012
April 14		Spring Weekend (SW) classes begin
May 7-10		Last class or final examinations
May 20		Sunday Commencement
June 23		Last Spring Weekend class/Final Exam

FINAL EXAMINATION SCHEDULE

Saturday May 5

TTH 9:25-10:40 a.m. at 9-11am
MWF 1:25-2:15 p.m. at 12-2 p.m.
MW 1:25-2:40 p.m. at 12-2 p.m.

Monday May 7

MWF 9-9:50 a.m. at 8-10 a.m.
MWF 12:25-1:15pm at 11a.m.-1 p.m.
TTH 10:50 a.m.-12:05 p.m. at 2-4 p.m.

Tuesday May 8

TTH 8-9:15 a.m. at 8-10 a.m.
MWF 11:25 a.m.-12:15 p.m. at 11 a.m.-1 p.m.
TTH 1:40-2:15 p.m. at 2-4 p.m.

Wednesday May 9

MWF 8-8:50 a.m. at 8-10 a.m.
TTH 12:15-1:30 p.m. at 11a.m.-1 p.m.
MF 10-11:15 a.m. at 2-4 p.m.

SUMMER SESSION 2012

May 21-June 29

July 2 – August 10

July 4

Summer Session 1

Summer Session 2

Wednesday Holiday – College Closed

FALL 2012 ACADEMIC CALENDAR

DAY CLASSES

September 2	Sunday	Residence Halls open for all new students
September 3	Monday	New Student Orientation
September 4	Tuesday	Dormitories open for all students, registration day
September 5	Wednesday	Classes begin at 8:00 am
September 14		Add/Drop Period Ends
October 8	Monday	Holiday - Columbus Day – College Closed
October 10	Wednesday	MF 10:00-11:15 classes meet
October 12	Friday	MW 1:25-2:40 classes meet
October 24	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
November 12-20		Registration period for Spring Term 2013
November 21-23		Holiday – Thanksgiving Recess
November 26	Monday	Classes resume at 8 a.m.
December 14	Friday	Last day of classes
December 15-19		Final examinations

EVENING CLASSES

September 5	Wednesday	Classes begin at 3:50 pm
September 14		Add/Drop Period Ends
September 8		Fall Weekend (FW) classes begin
October 8	Monday	Holiday - Columbus Day – College Closed
October 24	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
November 12-20		Registration period for Spring Term 2013
November 17		Fall Weekend (FW) classes end
November 21-23		Holiday – Thanksgiving Recess
November 26	Monday	Classes resume at 3:50 pm
December 13-19	Friday	Last day of classes or Final Exams

FINAL EXAMINATION SCHEDULE

Saturday December 15

MWF	9-9:50 a.m. at 8-10 a.m.
MWF	12:25-1:15 p.m. at 11 a.m.-1 p.m.
TTH	10:50 a.m.-12:05 p.m. at 2-4 p.m.

Monday December 17

TTH	8-9:15 a.m. at 8-10 a.m.
MWF	11:25 a.m.-12:15 p.m. at 11 a.m.-1 p.m.
TTH	1:40-2:15 p.m. at 2-4 p.m.

Tuesday December 18

MWF	8-8:50 a.m. at 8-10 a.m.
TTH	12:15-1:30 p.m. at 11 a.m.-1 p.m.
MF	10-11:15 a.m. at 2-4 p.m.

Wednesday December 19

TTH	9:25-10:40 a.m. at 9-11 a.m.
MWF	1:25-2:15 p.m. at 12-2 p.m.
MW	1:25-2:40 p.m. at 12-2 p.m.

INTERSESSION 2013

January 2	Wednesday	Interession Classes begin
January 12	Saturday	Interession ends
January 13	Sunday	Interession snow make-up day

SPRING 2013 ACADEMIC CALENDAR

DAY CLASSES

January 15	Tuesday	Dormitories open for all students, registration day
January 16	Wednesday	Classes begin at 8:00 a.m.
January 21	Monday	Holiday - Martin Luther King
January 25	Friday	MW 1:25-2:40 classes meet
January 25	Friday	Add/Drop period ends
February 18	Monday	Holiday – President’s Day – College Closed
February 20	Wednesday	MF 10-11:15 classes meet
February 22	Friday	MW 1:25-2:40 classes meet
March 6	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
March 11-15		Spring Break
March 18		Classes resume at 8 a.m.
March 29	Friday	Holiday – Easter Recess
April 1	Monday	Classes resume at 10:00 a.m.
April 1 – April 12		Registration period for Fall Term 2013
May 3	Friday	Last day of classes
May 4-8		Final examinations
May 19		Sunday Commencement

EVENING CLASSES

January 5		Winter Weekend (WW) classes begin
January 16	Wednesday	Classes begin at 3:50 p.m.
January 21	Monday	Holiday - Martin Luther King
January 25	Friday	Add/Drop period ends
February 18	Monday	Holiday – President’s Day – College Closed
March 6	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
March 11-15		Spring Break
March 29	Friday	Holiday – Easter Recess
March 23		Last Winter Weekend class/Final Exam
April 1	Monday	Classes resume at 3:50 p.m.
April 1 – April 12		Registration period for Fall Term 2013
April 6		Spring Weekend (SW) classes begin
May 6-9		Last class or final examinations
May 19		Sunday Commencement
June 15		Last Spring Weekend class/Final Exam

FINAL EXAMINATION SCHEDULE

Saturday May 4

TTH 8-9:15 a.m. at 8-10 a.m.
MWF 11:25 a.m.-12:15 p.m. at 11 a.m.-1 p.m.
TTH 1:40-2:15 p.m. at 2-4 p.m.

Monday May 6

MWF 8-8:50 a.m. at 8-10 a.m.
TTH 12:15-1:30 p.m. at 11 a.m.-1 p.m.
MF 10-11:15 a.m. at 2-4 p.m.

Tuesday May 7

TTH 9:25-10:40 a.m. at 9-11 a.m.
MWF 1:25-2:15 p.m. at 12-2 p.m.
MW 1:25-2:40 p.m. at 12-2 p.m.

Wednesday May 8

MWF 9-9:50 a.m. at 8-10 a.m.
MWF 12:25-1:15 p.m. at 11 a.m.-1 p.m.
TTH 10:50 a.m.-12:05 p.m. at 2-4 p.m.

SUMMER SESSION 2013

May 20-June 28
July 1 - August 13
July 4-5

Summer Session 1
Summer Session 2
Thursday/Friday - Holidays

UNDERGRADUATE DEGREE PROGRAMS AT A GLANCE

Subject	Major	Minor	Cert.	Degree	School or Division	Notes
Accounting	X X	X		BSBA BSBA	Business Administration Continuing Education	
American Studies	X			BA	Arts, Education and Sciences	
Biochemistry	X			BS	Arts, Education and Sciences	
Biology	X	X		BS	Arts, Education and Sciences	
Chemistry	X	X		BS	Arts, Education and Sciences	
Communications	X	X		BA	Arts, Education and Sciences	
Criminal Justice	X	X		BS	Arts, Education and Sciences	
Economics	X	X		BSBA	Business Administration	
Education • Early Childhood • Elementary • Middle/Secondary • Moderate Disabilities		X X X X		BA/BS	Arts, Education and Sciences	Content major in desired academic area
English	X	X		BA	Arts, Education and Sciences	
Finance	X X	X		BSBA BSBA	Business Administration Continuing Education	
General Business	X X X			BSBA ABA BSBA	Business Administration Continuing Education Continuing Education	
Healthcare Management	X			BSBA	Business Administration	
History	X	X		BA	Arts, Education and Sciences	
Hospitality, Hotel and Service Management	X	X		BSBA	Business Administration	
Human Biology	X			BS	Arts, Education and Sciences	
Management	X			BSBA	Continuing Education	
Human Services		X			Arts, Education and Sciences	
Human Services Administration	X			BSHS	Continuing Education	

Subject	Major	Minor	Cert.	Degree	School or Division	Notes
Interdepartmental Science	X			BS	Arts, Education and Sciences	PT only
International Business	X	X		BSBA	Business Administration	
International Studies	X	X		BA	Arts, Education and Sciences	
Liberal Arts	X			AA/BA	Continuing Education	
Liberal Studies	X			BA	Arts, Education and Sciences	
Management	X X	X		BSBA BSBA	Business Administration Continuing Education	
Management and Technology	X			BSBA	Continuing Education	Up to 39 technology transfer cr.
Marketing	X X	X		BSBA BSBA	Business Administration Continuing Education	
Mathematics		X		BS	Arts, Education and Sciences	
New Media	X			BS	Arts, Education and Sciences	
Nursing	X			BSN	Health Sciences	See program description
Occupational Science/ Occupational Therapy	X			BSOS	Health Sciences	See program description
Physical Therapy (three year)					Arts, Education and Sciences	See program description
Physics		X			Arts, Education and Sciences	
Political Science	X	X		BA	Arts, Education and Sciences	
Psychology	X	X		BS	Arts, Education and Sciences	
Sociology	X	X		BA	Arts, Education and Sciences	
Sports and Recreation Management	X	X		BSBA	Business Administration	
Theater		X			Arts, Education and Sciences	

MISSION

The mission of American International College is to prepare students for personal fulfillment, professional achievement, and civic engagement through educational experiences that transform lives.

Academic programs founded on the knowledge, skills, and values of the liberal arts engage students in theory and emphasize applied learning, while preparing them for the challenges and opportunities presented in the global environment.

Committed to the intrinsic worth of each individual, AIC prepares students for life!

THE EDUCATIONAL PHILOSOPHY

Building on its mission, the College believes that its primary function is to engage students in the enterprise of learning. The curriculum has been designed to serve this function, and all other activities, including co-curricular and athletic programs, are consistent with this primary function.

The College is dedicated to the belief that the liberal arts provide the best foundation for lifelong intellectual growth and informed career and professional education. The institutional mission centers on the intellectual, social, and professional preparation of each student. The college community is committed to nurturing in each individual an awareness of intrinsic worth, a concern for other individuals, an international perspective, and a dedication and sense of responsibility to the private and public sectors of our society.

An important element of this commitment is communicating - by means of a core of required courses - an understanding of the American cultural heritage and an awareness of the social and ethical issues of our times. The expected outcomes of the general education program are: to think logically, compute accurately, communicate effectively, and act creatively. In addition, the curriculum of each of the College's schools and divisions incorporates course work as well as practica or internships designed to cultivate depth of understanding in a particular discipline. Thus our students achieve the competencies necessary both for admission to and successful performance in graduate and professional schools, or immediate entry into a career or professional field of their choice.

In pursuing its goals, the College attempts, through efficient management and wise use of resources, to deliver these services affordably and in an atmosphere that reflects a sense of community, identity, and purpose among faculty, staff, and students.

A BRIEF HISTORY

American International College was founded on July 18, 1885 by the Reverend Mr. Calvin E. Amaron, who persuaded other enlightened clergy to assist in the establishment of a college that would provide the youth of his own French Canadian ethnic group with access to higher education. The founders understood that a college education was an effective means of gaining economic and social success in American society. They wanted to provide access to those who might otherwise not have access to higher education.

The first president of the new College, and chairman of the board of trustees, the Reverend John Morton Greene, was a leader who was fully prepared and committed to the foundation on which American International College was to be built. It was he who led the efforts to be chartered by the Commonwealth of Massachusetts. A charter was granted to the college on September 18, 1885 for the purpose of granting “such honorary testimonials and confer such honors, degrees and diplomas as are granted or conferred by any university, college or seminary of learning in this Commonwealth.” Thus American International College possesses what is considered to be the ideal charter of any institution of higher learning in the Commonwealth of Massachusetts.

Some 25 years before his leadership at our college, President Greene had conceived the idea of founding a College for women, a goal that he and others accomplished in the founding of Smith College, on whose campus a building is named in his honor.

It was, however, the second president and visionary founder, the Reverend Amaron, who asserted that women should be given the same opportunity as men to pursue higher education. The board of trustees discussed the question and agreed. Women were admitted to the college for the first time in 1892. President Amaron is honored for his leadership with his name on the central academic building on campus—Amaron Hall.

American International College sought to educate the newcomers to the United States and their children for citizenship and success. The college was both American and International. Students learned English, American history, mathematics, and science to become effective citizens and community leaders. The student body before World War I consisted of people from 42 nations, reflecting a rich diversity from Europe, Asia, Africa, and North, Central, and South America.

With the onset of World War I and the subsequent adoption by the United States of immigration quota laws, there came an inevitable decrease of students. During

the mid 1920s, the chief goal of the college shifted, from the education of international and immigrant students, to providing quality education to a diverse body of United States citizens. With its new direction, the college survived the economic depression of the 1930s and the world war of the early 1940s.

The growth of American International College since the end of World War II has been notable. The establishment of the evening college and the summer school provided a springboard for rapidly escalating enrollment beginning in 1946. Returning veterans swelled classes and the college added many new faculty and staff members.

In the following two decades, the progressive development of the curriculum required enlarged physical facilities that the campus continues to enjoy. The college, with fully developed curricula in the liberal arts and sciences, business administration, and teacher education, reflected the intimacy of a small college and the curriculum of a university.

The early 1950s witnessed educational innovation with the creation of a training program for a group of skilled artisans from Marshall Aid countries in Europe. Part of the special curriculum included a period for the trainees to work in local industries to learn American production methods. More than 100 persons, representing 11 nations, were involved in the program.

In 1953, after conferring with business executives in the area, the college began an evening offering known as the Executive Development Program. This graduate study program was for people with executive responsibility and for those who anticipated taking positions in management. Accepted candidates were able to earn the Master of Business Administration degree entirely through evening classes. This program was a first of its kind in the region.

The Schools of Arts and Sciences and Business Administration were established in 1960, and the School of Psychology and Education in 1970.

During the 1960s, American International College experienced substantial growth; 11 new buildings were erected. The 1970s witnessed the addition of the Curtis Blake Child Development Center, improvements to existing facilities, and the acquisition and beautification of a substantial amount of property on the immediate periphery of the main campus.

The James J. Shea, Sr. Memorial Library was completed in 1980, and The Karen Sprague Cultural Arts Center and The Esther B. Griswold Theatre for the Performing Arts followed in 1984. An addition to the existing Schwartz Campus Center was opened in September 1992. The Sokolowski Tower portion of the building, which

houses the clock tower and carillons, was formally dedicated on April 22, 1994, and named in honor of Joseph and Anna Sokolowski by their daughter Sylvia Falconer Lissa '29. The addition of the Harry J. and Annette R. Courniotes Hall that houses the Divisions of Physical Therapy, Occupational Therapy, and Nursing was the last physical addition to the college in the 20th century. A unique feature of the complex is an anatomical laboratory.

Notable during the period from 1975 through the mid 1990s, was the development of several programs. The Curtis Blake Child Development Center exerted leadership in the field of learning disabilities. The College has attained a national leadership position because of work within the center, including provision for college study by learning-disabled students and the initiation of a doctoral program in educational psychology with a specialty in learning disabilities.

Also during this period, the Division of Nursing was established and programs in criminal justice and special education, the day division program for graduate studies in business, the graduate programs in clinical psychology, school psychology, public administration, and human resource development, and the undergraduate programs in computer science, international business, and communications were developed. A significant new major in undergraduate physical therapy was introduced in February 1993, augmenting the college's already strong programs in the sciences and in nursing. The graduate professional program in physical therapy, leading to a Master of Physical Therapy (M.P.T.) degree, began in September 1996, and the Doctorate in Physical Therapy program began in September 2005. A baccalaureate degree program in occupational therapy was begun in September 1995, and the Master of Occupational Therapy program was begun in September 2000. A Master of Science in Nursing was launched in 2005.

The College Today

In the early 21st century, American International College remains attractive to current students, alumni, the Greater Springfield community, and the world for many reasons. Situated in the heart of the medium-sized New England city of Springfield, Massachusetts, the college is an active and vibrant institution that has educational programs throughout the year during the daytime, evening and on weekends. The College is a community of learners nurtured by faculty members who are dedicated to the mission of the college and energized by student body that strives toward academic excellence. Our students are drawn principally from the northeast region of the United States, but students from many other states and nations choose to study with us. The college enjoys the reputation of being student-centered, with a 14-to-1 student faculty ratio. Academic programs include the traditional major offerings in the liberal arts, various specialties in business administration and teacher education, as well as such professional programs as nursing, occupational therapy, physical therapy, and criminal justice studies.

The College has comprehensive programs of social and cultural significance that are largely student-operated and that are supported by an active student government. A wide variety of intercollegiate and intramural sports programs serve both men and women.

Enrollment

American International College consists of a student body of 1,750 undergraduate students from 30 states and 26 countries. Over 1,500 graduate students study on the flagship Springfield campus as well as several extended campus sites in Massachusetts and a learning center in Cairo, Egypt.

THE CAMPUS

Location

The American International Campus is located in the geographic center of the City of Springfield, Massachusetts. William Pynchon and a group of hardy Puritans seeking adventure, commerce, and peace away from the main settlement in Plymouth, founded Springfield in 1636 within the Massachusetts Bay Colony.

The City of Springfield, Massachusetts is a typical moderate sized American city of 150,000 people, currently transforming itself from a manufacturing to a service center with a global outreach. It is the hub of a metropolitan statistical area of over 500,000 people. Springfield is easily reached by automobile via Interstate 91 and the Massachusetts Turnpike; by rail via major north-south and east-west lines; and by airplane from Bradley International Airport, 30 minutes to the south; Logan International Airport 90 miles to the east; and John F. Kennedy International Airport 110 miles to the south. A modern bus terminal, the headquarters of the Peter Pan Bus Company, provides regional and national connections.

To the west, the campus is less than two miles from Springfield's tourist and entertainment center, including the National Basketball Hall of Fame. To the east, the campus is less than three miles from the city's largest shopping mall. All locations are accessible by an efficient and timely public transportation system operated by the Pioneer Valley Transit Authority. The city is proud of its professional theater, the symphony orchestra, and its art, history and natural science museums. The MassMutual Center complex offers a venue for concerts, shows, and sporting events.

The main campus is designed for student learning and living: proportional scale, Georgian architecture and a traditional New England college quadrangle ("quad") with exceptionally fine landscaping. Facilities include the James J. Shea, Sr. Memorial Library, Amaron, D.A.R., and Breck Halls, Dining Commons, the Schwartz

Campus Center, The Karen Sprague Cultural Arts Center and The Esther B. Griswold Theatre for the Performing Arts, the Curtis L. Blake Child Development Center, the Cournotes Health Science Complex, and three residence halls.

The Edgewood Gardens Campus is reached through the College Mall Gate on State Street. It is the site of three residence halls, the Henry A. Butova Memorial Gymnasium/Falconer Fitness Center, the Harry G. Metcalf Gymnasium, the Ronald J. Abdow Field, the Judy Groff Field, the John G. Hoyt Track, the MassMutual Soccer Field, tennis courts, athletic, and intramural and recreational fields.

Information Services Department

The Information Services Department is located in the Shea Library with labs in Amaron Hall and Cournotes Hall, and the library. The college network and the Internet are accessible wirelessly throughout the campus. There are printers and scanners in each lab.

Computer labs are available to the general student population as posted during the semester.

The James J. Shea, Sr. Memorial Library

The graceful lines of the James J. Shea, Sr. Memorial Library building project a classical image. Originally constructed in 1948, a west wing was added in 1980. In addition to the library, the building also houses the Office of Information Technology, the Oral History Center, the College Archives and the Futures Education Center for Academic Success which includes the Writing Center, the ACE program, the Education Resource Center, the Tutoring Center and the Title III program.

The James J. Shea Sr., Memorial Library serves the college as an active learning environment to support undergraduate instruction, graduate research, and independent study. The circulating collection of more than 76,000 works supplements general classroom instruction and includes concentrations in the subject areas of health sciences, education (especially learning disabilities), psychology, business, literature, and criminal justice.

The Shea Library subscribes to 197 current periodicals in general and special subject areas. Although some of these items are in a paper and eventually a bound format, many more are available on microfiche and online.

Computer terminals in the library provide patrons with access to the Internet, as well as 41 databases and the online catalog. Most of the databases include full-text from serial publications. For those patrons who have access to the Internet from their homes or dorm rooms, our databases and online catalog are also available

from their own computers. Through the availability of a wireless network, some areas of the library allow patron access to the Internet using a laptop with appropriate hardware.

Among academic libraries, networking has made it possible to provide patrons with almost unlimited access to information resources. Shea Library is a charter member of Central and Western Massachusetts Automated Resource Sharing (C/W MARS), a network that provides the online catalog and links AIC with over 100 public, academic, and special libraries. In addition, it is affiliated with Cooperating Libraries of Greater Springfield (CLGS), Western Massachusetts Regional Library Services (WMRLS), Western Massachusetts Health Information Consortia (WMHIC), and two medical online networks for interlibrary loans entitled ARIEL and DOCLINE.

All students, faculty, and staff of American International College must have either an activated library card or student identification number before accessing Shea Memorial Library databases. For further information please inquire at the circulation desk.

Joseph H. and Hilda Schwartz Campus Center

The Schwartz Campus Center, so named in recognition of the generosity of Joseph and Hilda Schwartz, is the focus of student life. It is a building dedicated to the co-curricular activities of the student body. The offices of the student government and Model Congress are all located in the Schwartz Campus Center. The offices of the dean of students and the student affairs staff are on the second floor. Also found in the campus center are the Kevin Saremi and Deborah Krewski Saremi Career Services Center, the Frank and Norma Colaccino Room (lounge), the snack bar, mailroom, bookstore, recreation rooms, and an auditorium.

The Karen Sprague Cultural Arts Center and The Esther B. Griswold Theatre for the Performing Arts

The Karen Sprague Cultural Arts Center and The Esther B. Griswold Theatre for the Performing Arts, located at the northeast corner of the campus, presents its beautiful facade to passersby on State Street. The West Wing is devoted to the visual and literary arts, with studios and galleries, as well as classroom, conference and seminar facilities. The 500-seat Esther B. Griswold Theatre for the Performing Arts has a proscenium stage with flying space and quality acoustics to enable the presentation of professional musical and dramatic productions.

Residence Life

AIC's residence life program is all about community. First-year students live together in traditional residence halls on the Main Campus (Hines, Pouch, and Magna Halls), while upperclassmen have the option of moving to the Edgewood Gardens

Campus (Edgewood Complex and Acorn Heights - close to our athletic fields), or college leased housing in the Indian Motorcycle Complex on State Street adjacent to campus.

All student rooms are outfitted with a bed, dresser, desk, and desk chair per resident. There are two closets per room, and everyone has wired or wifi internet access. Each residence hall has free washers and dryers, gamerooms with pool, foosball and ping pong tables, large screen televisions, and study areas. Parking is available by paid permit. All residence halls are secured by a 24 access system at the main entrance which is also monitored by cameras. Campus Police are on duty 24/7.

Main Campus Residences (Hines, Pouch, Magna, Indian Motorcycle Complex)

Hines Hall

Named in honor of Admiral John F. Hines who served the college as president from 1953-1969, Hines is an eight-story building that houses over 200 first-year students and is co-ed by floor. Hines features two gamerooms, two laundry rooms, a kitchenette, and a study lounge. All internet access is through the college's wifi network. The campus police office is located in Hines and is staffed 24/7. Hines Hall is the place for first year students with lots of activity and interaction.

Pouch Hall

Named in honor of Helena Pouch, a long-time member of the Board of Trustees and friend of the college, Pouch Hall is a four story building that houses 120 female residents. Pouch is a mix of all class years but houses many female first-year students. It features a large kitchen area, gameroom, and laundry room. All internet access is through the college's wifi network. Access to the building during evening hours is monitored by the front desk.

Magna Hall

Named in honor of Edith Scott Magna who served the college as acting president in 1946, and as a college trustee for over 30 years. Magna Hall is a four story building that houses 140 primarily sophomore residents. Magna is co-ed by floor and features a kitchen area, gameroom, and laundry room. All internet access is through the college's wifi network.

Indian Motorcycle Complex

The college leases one and two bedroom apartments for eligible students with junior standing and above at the Indian Motorcycle Complex located at 837 State Street. Each apartment has a full kitchen and one bathroom for up to three residents. Students are billed room fees through the college. Bedroom furnishings, utility, cable and internet services are provided. Living room furnishings are not provided. Indian Motorcycle apartments can be co-ed/gender neutral.

Edgewood Gardens Residences

Edgewood Complex (Street and Broadhurst Wings)

Some sophomores and most juniors may be eligible to live on our Edgewood Gardens Campus in the Broadhurst and Street Hall wings of the Edgewood Complex (E-Wood). Street Hall features traditional double rooms similar to the Main Campus. Broadhurst offers two bedroom suites with a furnished common living area and bathroom for three or four residents. All internet access is through the college's wifi network.

Edgewood Complex (Edgewood Wing)

Residents with senior standing may apply to live in apartments in the Edgewood wing of the Edgewood Complex. Completed in 2004, the Edgewood Hall wing features two bedroom apartments that house four residents with a common living area, kitchen sink with cabinets, and bathroom. Internet access is through data ports.

Acorn Heights

Completed in 2008, our newest residence facility is designed for juniors and above with both proven academic success and maturity. Each unit houses six residents in three bedroom townhouses with a full kitchen (appliances included), two bathrooms, and a furnished living room.

Each unit has a deck for socializing as well as central air conditioning. Internet access is through the college's wifi network. Acorn townhouses can be co-ed/gender neutral. Students must apply for Acorn Heights in a separate application process prior to April housing selection day.

ADMISSIONS

The undergraduate admission process at American International College is individualized and holistic. It is the goal of the Office of Admissions to admit students who are academically prepared to be successful at American International College.

While there is no hard deadline for submitting an application, interested students are encouraged to submit their applications by the middle of their senior years if applying for first-year admission for the fall semester, or by December 1 if applying for first-year or transfer admission for the spring semester. Students applying for transfer admission for the fall semester are urged to complete their applications by August 1. Students are encouraged to submit their applications online, but may also use the paper application found in the admissions viewbook which may be obtained by contacting the admissions office. Online applications can be accessed on the web at www.aic.edu/apply.

Notification of admission decisions is made on a rolling basis. That is, applications are processed upon receipt of all credentials, and in most cases applicants are notified of the admission decision within a few weeks of the application's completion.

Final matriculation to the college is contingent upon the successful completion of high school or its equivalent. A final transcript documenting graduation or an official General Education Diploma (GED) certificate is required.

FIRST-YEAR/FRESHMAN ADMISSION

Applicants with no previous college work are considered for first-year admission. Students may apply for entrance in either September or January.

American International College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of their applicants for admission.

The admission decision is based on an assessment of the applicant's readiness for college. Among the factors considered are the applicant's academic record, including the quality of courses completed, grades earned, and rank in class. Additionally, standardized test results, letters of recommendation, and extra-curricular involvement in both school and community contribute to the decision. The final selection is based on a thorough and individual review of the credentials presented by each prospective student. Because the admission process is individualized, the weight of each of these credentials may vary.

SAT-1 or ACT scores for applicants who have been out of high school for more than two years may be waived.

Applicants for admission to the freshman class must be graduates of approved secondary schools. Recommended college preparatory units (16) include:

- 4 units - English
- 3 units - Mathematics
- 2 units - Laboratory Science
- 2 units - Social Studies
- 1 unit - Foreign Language
- 4 units - Electives

Alternatively, an applicant may provide evidence of equivalent education and training, such as a General Education Development (GED) certificate.

HOW TO APPLY TO AMERICAN INTERNATIONAL COLLEGE

1. Applications are available online at www.aic.edu/apply. Paper applications are also available in the college's viewbook which can be obtained by contacting the admissions office. (Students applying from a college with which AIC has a Joint Admission Agreement are encouraged to file a Joint Admission Application which may be accessed in the Transfer Admission section of the website).
2. File the completed application form and send it to the admissions office with the required application fee of \$25.
3. Submit copies of high school transcript(s), diploma, or GED certificate directly to the admissions office.
4. Submit official transcripts from all colleges/universities previously attended.
5. Submit one letter of recommendation from professor, counselor or employer.

TRANSFER ADMISSION

Students with academic records satisfactory to American International College are admitted from other colleges in September and January. A transfer student must submit official transcripts of all work undertaken at all institutions attended after high school, whether credit is desired or not.

Students transferring from other accredited colleges are not required to take the SAT.

TRANSFER CREDIT POLICY

Students who have earned academic credit at other accredited four-year institutions of higher education may transfer up to a maximum of 90 credit hours. The actual amount of transfer credit and specific courses transferred will be determined after the student has been admitted into a degree program. Such transfer credit will be granted for courses successfully completed elsewhere only when those courses bear some reasonable relationship to courses in our curriculum and have been completed with a grade that equates, at a minimum, with our grade C-. Some programs, particularly physical therapy and nursing, require a higher grade in certain courses.

Accepted applicants will be notified of which courses have been accepted in transfer shortly after being notified of an admission decision. Students who have earned academic credit at an accredited two-year institution of higher education may transfer up to a maximum of 60 credit hours. Students who have earned an associate's degree may transfer credit up to 75 credits for all courses in which they have received a passing grade. Students transferring from an accredited two-year institution wishing to qualify for the bachelor's degree will be required, in any case, to complete a minimum of 45 semester hours of credit work at this college. Students applying for admission by transfer from an institution not accredited by an official regional accrediting agency and wishing to transfer credit from such an institution will have their records evaluated on an individual basis. The registrar and the dean of the school or the vice president of academic affairs will determine the acceptability of transfer credit for which the student is applying.

MASSTRANSFER AND INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Students admitted as transfer students who have completed either the MassTransfer Block at a Massachusetts community college or the IGETC program at a California two year college in an approved Associate degree program may have the American International College general education requirements waived, provided the student achieved the minimum of a 2.0 grade point average. Exceptions may be made for those cases where majors require specific courses that serve the dual purpose of meeting general education requirements as well as major requirements. American International College reserves the right to require up to a maximum of an additional six credits if it is determined that any critical area of the general education requirements is missing.

INTERNATIONAL ADMISSION

American International College welcomes international students to its campus. The college is authorized under federal law to enroll non-immigrant students. It is the international students' responsibility to submit all official records of their academic work and the necessary letters of recommendation. Applicants should take care

to see that these records are complete. In addition, they should attempt to provide evaluations of those records when possible to avoid delays in the application processing.

International students who are proficient in the English language and wish to be considered for admission should provide to the admissions office the following information:

1. International application for admission and \$50 (USD) application fee.
2. Official/attested secondary school records, certificates, and national examination results.
3. If applying for transfer admission, official transcripts must be submitted from all colleges/universities previously attended.
4. Two letters of recommendation.
5. Test of English as a Foreign Language (TOEFL), IELTS, or SAT-1 results

NOTE: Official English translations from all of the above are required.

A Declaration and Certification of Finances is required before an I-20 can be issued.

International students with limited English proficiency, as demonstrated by the results of the Test of English Language (TOEFL) are advised to contact the Director for International and Transfer Admissions. If admitted, such students will be required to receive additional instruction intended to lead to an appropriate level of English proficiency.

APPLICATION FEE WAIVER

Students requesting an application fee waiver must do so through the College Board Fee Waiver Program. Please consult your guidance counselor for further information.

ADVANCED PLACEMENT PROGRAM

Students who have completed Advanced Placement courses in high school may receive some college credit for work completed if they have taken the appropriate AP examination and earned a grade of 3, 4, or 5. Official score reports must be sent to the Admissions Office from the Advanced Placement program. The number of credits granted for achieving a grade of 3 or better will vary depending on the specific subject.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

American International College realizes that the important question is not how persons acquired their education, but what education they have. The College Board has designed the College Level Examination Program (CLEP) to serve a variety of purposes. The basic purpose is to enable those who have reached the college level of education in non-traditional ways to assess their level of achievement and to use the test results in seeking advanced standing and credit in college. There are test centers throughout the country. Any matriculating student at the college is eligible for this program. However, students must complete the last 30 semester hours of credit in residence for any degree at American International College. No grade may be raised by test results.

There are two types of examinations: general and subject. The general exam may be taken before or shortly after entrance to college. This is a battery of tests covering English composition, humanities, mathematics, natural science, and social science and history. Subject exams measure achievement in more than 30 specified undergraduate subjects.

Scores range from a low of 20 to a high of 80. American International College will give credit for a scaled score of 50 or above.

INTERNATIONAL BACCALAUREATE (IB)

In recognition of the standards of the International Baccalaureate Diploma Programme and individual courses taken as part of the IB Program, American International College awards up to six credits for those IB courses taken at the higher level where a score of 4 or better was earned. Such credits will be counted toward either general education requirements or as general electives. A maximum of 30 credits may be granted.

CONTINUING EDUCATION ADMISSION

The School of Continuing Education provides undergraduate admission to the college through evening and weekend degree programs to those who can attend classes on a part-time basis and primarily in the evening. Admission is accomplished through the process outlined below:

1. Telephone (413) 205-3525; Fax (413) 205-3911; or email (Conted@aic.edu) the School of Continuing Education for an application for admission.
2. File the completed application accompanied by the \$25 non-refundable application fee to the School of Continuing Education.
3. Have high school or other secondary-level preparatory school transcripts or a copy of the General Education Development (GED) certificate sent

- to the School of Continuing Education. Your transcript must be mailed directly from the school. Hand-delivered copies are not accepted unless they bear an unbroken registrar's seal.
4. Have copies of previous college or university records mailed directly from all prior colleges to the School of Continuing Education. Hand-delivered copies will not be accepted unless they bear an unbroken registrar's seal.
 5. Arrange to see an academic advisor in the School of Continuing Education to select your course schedule or review proposed transfer credits and to plan a schedule that will fulfill the requirements of the major you have chosen. A person who wishes to register for an undergraduate course without an application for admission may do so. That person must present documentation of high school graduation or completion of the General Education Development (GED) program. A non-degree student is designated as a non-matriculated student. A non-matriculated student is one who takes college credit courses but who has not applied for formal admission (matriculation) to a degree program. Continuing education students may take up to 15 semester hours of college credit as non-matriculated students before applying for admission. To become a matriculated student, one must comply with the admission procedure outlined above. If a continuing education student drops out of a program of study for less than five years, return is authorized without re-application. After a five-year absence, a student will need to reapply for admission. Students returning after one full year or more of absence will be subject to the requirements of the program in effect at the time of reentry.

ADMISSION FOR SECONDARY SCHOOL JUNIORS

This college maintains a special program that permits some students to complete the senior year of high school and the freshman year of college simultaneously. Secondary school junior students who have completed their graduation requirements, with the exception of senior English and a social studies unit, by the end of the junior year, may be eligible for this program. They must have the unqualified approval of their guidance counselors and school principal and must possess unusual academic ability, as well as the maturity necessary for success in a college environment.

Approval of the high school officials includes a commitment to award the high school diploma upon the student's successful completion of the first year of college work.

VETERAN STATUS

A prospective student who plans to utilize any of the benefits available through the Veteran's Administration should obtain a Certificate of Eligibility and Entitlement. This certificate should be sent to the registrar prior to the student registering for courses for the first time.

AUDITING A COURSE

Students who audit courses pay one-half of the normal tuition rate. Courses taken on an audit basis cannot be taken later for credit.

SENIOR CITIZEN TUITION, FEES AND EXPENSES

Special tuition rates are available to senior citizens. Anyone 65 years or older may take one course per semester on a space-available basis for a reduced tuition of \$50, plus a one-time registration fee of \$30. Additional courses taken in a semester will be charged at the current tuition rate.

TUITION AND RESIDENT HALL DEPOSIT PAYMENTS

American International College abides by the Candidate's Common Reply Date of May 1. Member schools of the Association for College Admissions Counseling (NACAC) agree that all prospective students should have an opportunity to receive admission decisions from all of the colleges to which they apply, provided all deadlines were met, before a deposit is required.

Applicants admitted for the fall semester will be asked to submit a non-refundable tuition deposit of \$100 by May 1 in order to hold the student's place in the entering class. Students planning to reside on campus will also be required to submit a non-refundable room deposit of \$100.

Where circumstances merit, requests for an extension of the deposit deadline may be granted at the discretion of the dean of admissions, and deferments of these deposits may be provided for students who have financial aid applications pending.

The admissions office holds as confidential the information furnished on the application form and any other information relating to the applicant, from any source whatsoever. The dean of admissions may disclose any part or all of such information to other authorized college personnel for official college purposes only.

CORI/SORI SCREENING

Criminal Offender Record Information (CORI)

Sex Offender Registry Information (SORI)

Prior to being accepted into courses and degree programs that require the student to work directly with vulnerable populations (such as children, the elderly, or the infirm), or in other fieldwork experiences at agencies that require such, a student will be subject to a CORI and/or SORI check. The results of this report may or may not disqualify a student from entering or completing a program. Specific details and a complete copy of the college policy and the authorization form are available at the Office of the Vice President for Academic Affairs, first floor, Adams Hall.

DISCRIMINATION POLICY

American International College does not discriminate in its admission, education or employment policies and practices on the basis of factors such as race, sex, sexual orientation, age, color, religion, national origin, disability, or status as a veteran of the Vietnam War era or as a disabled veteran. The college complies with federal and state legislation and regulations regarding non-discrimination. Inquiries or questions regarding equal employment and educational opportunity should be addressed to the compliance office for the college. The office is located in Lee Hall, and the telephone number is 205-3246.

In all areas of education and employment, the college complies with all applicable federal and state laws and guidelines, including Titles VI and VII of the Civil Rights Act of 1964, Executive Order 11246 of 1965 as amended by Executive Order 11375 of 1967, and Title IX of the Educational Amendments Act of 1972, with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992, with the Family Educational Rights and Privacy Act of 1974 (PL 93-380) as amended (P.L.93-568), also known as the Buckley Amendment, and with Titles I and II of the Student Right-to-Know and Campus Security Act (P.L.103-542).

Title I of the Education Amendments of 1976, Title IV of the Higher Education Act of 1965, both as amended, and Title 45 Public Welfare, Code of Federal Regulations 177 and 178, are primarily designed to protect the interests of the student consumer and to improve student information; it is a requirement that one or more persons at each institution be designated to assist students or prospective students in obtaining information.

These rules and regulations have been implemented and policies published, in their respective areas, by the following:

- (a) Director of Human Resources
- (b) Director of Financial Aid

- (c) Dean of Admissions
- (d) Vice President for Academic Affairs
- (e) Dean of Students
- (f) Comptroller

The college reiterates its desire to do everything possible to provide on an accurate, prompt, and systematic basis, data on availability and eligibility for financial aid, application procedures, rights and responsibilities of students under the programs, costs of attendance, refund policies, academic programs, and employability of its graduates.

UNDERGRADUATE ACADEMIC REGULATIONS

All students are expected to be familiar with the Undergraduate Academic Regulations of American International College, a separate publication, from the Office of The Executive Vice President for Academics. Major elements of that publication include the following.

The Credit System

The basic unit of credit at the college is the semester hour. All courses have an assigned semester hour value, as listed in this catalog and related official publications.

The total minimum number of semester hours of credit required for the bachelor's degree in any major program is 120 (with the exception of nursing, which requires 121).

Classification

Students are classified as follows at the beginning of each term:

Fewer than 27 semester hours credit	Freshman
At least 27, but fewer than 57 hours	Sophomore
At least 57, but fewer than 87 hours	Junior
At least 87 semester hours	Senior

Course Load

The traditional academic year consists of two semesters, in each of which the expected student course load is 15 semester hours. A course load of 12 semester hours is the minimum required for full-time student status.

Grading System

Grades are indicated by the letters A, B, C, D, and E with modifying plus or minus symbols. An "A" represents distinguished work, and is reserved for work of outstanding quality. A grade of "B" is given for work that is decidedly above average. A grade of "C" is given for work of average quality. A grade of "D" is given for work that is below average, but passing. A grade of "E" indicates that the student's work is not passing, and that the student will not receive credit. In the event that the course is not repeated, the failure remains on the student's transcript, exerting a continuously negative influence upon the cumulative grade point average. Candidates for an undergraduate degree must have a minimum cumulative grade point average of 2.0 (C).

For further details on grades and on the rules governing the academic standing of students, see the separate publication, Undergraduate Academic Regulations of American International College, Section V. The letter grades and quality points:

Letter Grade	Quality Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
E	0.00

Report of Grades

The registrar's office makes student grades available to students via the CAMS student information system at the end of each semester.

Incomplete Work

A grade of "incomplete" (I) may be applied to work of acceptable quality when the course work has not been completed because of illness or other legitimate reasons. It is never applied to work that, up to the time a grade is to be given, is of failing quality. An "incomplete" must be completed by the end of the following semester unless the dean of the student's school or the executive vice president for academics approves an extension of time. Students who do not make up incomplete work within the specified time will receive a failing grade.

Absence from a Final Exam

A student may not miss a final examination without first obtaining the written permission of the appropriate faculty member. The dean may allow exceptions to this rule, under special circumstances. Usually, students may be excused from final exams due to serious illness, death in the family, or other problems deemed serious by a faculty member.

Residence Requirement (30-hour Rule)

Each candidate for an associate's or bachelor's degree must complete the final 30 semester hours of credit work here, at American International College.

In rare and unusual circumstances the executive vice president for academics may make an exception to this rule for a limited number of semester hours, upon the recommendation of the student's faculty advisor and the dean of the school.

Foreign Study

A student enrolled at this college who wishes to undertake study at a foreign institution in an organized and accredited program may do so for the transfer of up to a limit of one full year of academic credit. Such a proposal of foreign study must be evaluated and approved in advance by the faculty advisor, the registrar, the dean of the school, and, finally, the executive vice president for academics. Further information on foreign study opportunities may be obtained in the Office of The Dean of Arts, Education and Sciences.

Course Changes

Changes in course selection may be made any time up to the end of the add/drop period of any semester or session and shall be processed through the Office of the Registrar with the use of a printed form entitled "Add/Drop Card." The signature of the student and the faculty advisor or the dean of the school is required.

Withdrawal from Courses

Withdrawal from courses shall be processed through the Office of the Registrar with the use of the appropriate form. For the specific rules governing the procedure of withdrawal from a course, see Academic Regulations.

Withdrawal from the College

A student must initiate formal withdrawal from the college with the Office of the Dean of Students. Notice shall also be given to the registrar. Continuing education students must initiate formal withdrawal from the college with the dean of the School of Continuing Education.

EXPENSES

All AIC charges are subject to revision at the discretion of the Board of Trustees. Expenses shown here are for full time undergraduate students for the academic year 2011-2012. It is anticipated that there will be increases for the year 2012-2013. Changes to the fees charged by the college will be posted on the college website.

2011-2012 Costs Full Time Undergraduate Resident

Based on 12-17 credits per semester, double room, 19 meals per week. Additional fees for courses, health insurance, parking and other program fees may apply.

Tuition	\$ 27,902
Double Room	\$ 5,880
Meal Plan	\$ 5,434
Books/Supplies	\$ 1,200
Total Base Cost	\$ 40,416

2011-2012 Costs Full Time Undergraduate Commuter

Based on 12-17 credits per semester. Additional fees for courses, health insurance, parking and other program fees may apply.

Tuition	\$ 27,902
Books/Supplies	\$ 1,200
Total Base Cost	\$ 29,102

2011-2012 Costs Part Time Undergraduate

Part time status is based on registration for less than 12 credit hours per semester. Additional fees for courses, health insurance, parking and other program fees may apply.

Tuition:	\$575 per credit hour
Fees:	\$30 per semester registration fee

Tuition and Fees

Undergraduate full time students registering for 12-17 credits per semester are charged the comprehensive tuition fee.(2011-2012: \$13,951 semester/\$27,902 year). Students who take more than 17 credits per semester will be charged a per credit fee (\$575 in 2011-2012) for each credit over 17. Undergraduate students who take fewer than 12 credits in a semester will be charged at the per credit hour rate.

Senior Citizen Tuition, Fees and Expenses

Special tuition rates are available to senior citizens on a space-available basis. Anyone 65 years or older may take one course a semester on a space-available basis for a reduced tuition of \$298 plus applicable fees. A \$30 registration fee is also charged. Additional courses taken in a semester will be charged at the current tuition rate

UNDERGRADUATE 2011-2012 TUITION & FEE SCHEDULE

Annual Undergraduate Comprehensive Tuition	\$ 27,902
Semester Undergraduate Comprehensive Tuition	\$ 13,951
Undergraduate per credit fee	\$ 575
Registration fee (Part time students)	\$ 30
Late Registration fee	\$ 30
Late payment fee (monthly)	\$ 50
Term Payment plan fee	\$ 50
10 Payment Plan	\$ 100
Transcript	\$ 7
Same day transcript fee	\$ 12
Diploma Replacement fee	\$ 50
Student parking-resident per semester	\$ 125
Student parking- commuter per semester	\$ 50
Graduation fee	\$ 100

Program Fees

Physical Therapy Program fee (FR/SO/JR)	\$ 80
Nursing Year 2 Program fee*	\$ 490
Nursing Year 3 Program fee*	\$ 720
Nursing Year 4 Program fee*	\$ 875

Course Fees *(selected courses within department)*

Art	\$ 40-90
Biology	\$ 250-335
Business	\$ 90
Chemistry	\$ 280
Communications	\$ 200
Education	\$ 130
MIS	\$ 90
Music	\$ 280
OT	\$ 330-400
Physical Science	\$ 250-275
Physics	\$ 95-285

GRADUATE 2011-2012 TUITION & FEE SCHEDULE

Graduate tuition	\$ 726 per credit
MBA High Performance:	\$ 464
MEd in Education (XCP)	\$ 419
EdD	\$ 7916
MS Nursing	\$ 726
DPT-Physical Therapy Year 1	\$ 41,216
DPT-Physical Therapy Year 2	\$ 41,216
DPT-Physical Therapy Year 3	\$ 39,062
MS-Occupational Therapy Year 1	\$ 23,400
MS-Occupational Therapy Year 2	\$ 35,340
MS-Occupational Therapy Year 3	\$ 35,340
Graduate course audit fee	\$ 363 per credit
Graduate registration fee	\$ 30 per semester
Graduate application fee	\$ 50
Late registration fee	\$ 30
Program continuation fee	\$ 300
Meal plans	See Food Service Charges
AIC Residence Halls	See Residence Charges

Additional fees for courses, health insurance, parking and other program fees may apply.

Residence Charges 2011-2012

Residence Type	Semester	Academic Year
Double (<i>Magna, Pouch & Hines Halls</i>)	\$ 2,940	\$ 5,880
Single (<i>Magna, Pouch & Hines Halls</i>)	\$ 4,570	\$ 9,140
Acorn & Indian Motorcycle Apartments (<i>Juniors, Seniors, Grads</i>)	\$ 3,457	\$ 6,914
Resident Parking Fee	\$ 125	\$ 250

Food Service

The Dining Commons serves breakfast, lunch and dinner on Monday thru Friday and brunch and dinner on Saturday and Sunday. All resident students are required to have a meal plan and are initially assigned a 19 meal plan. Meal plan changes may be made with the Business Office. All resident freshmen are required to take the 19 meal plan (\$2,717 per semester, \$5,434 per year).

Commuter students may elect to purchase a meal plan each semester but are not required to do so. Commuters may make meal plan selections with the Business Office. Full meals may be purchased for cash in the Dining Commons.

The snack bar, known as The Hive, is located in the campus center. Sandwiches, pizza and salads, hot drinks, and other items are available on a cash basis. Dining Dollars, a declining balance meal plan, is also available to all commuter students. Snacks and soft drinks are available through vending machines in other college facilities.

Meal Plan Costs 2011-2012	Semester	Academic Year
19 meals per week	\$ 2,717	\$ 5,434
14 meals per week	\$ 2,598	\$ 5,196
9 meals per week	\$ 2,050	\$ 4,100
3 meals per week (<i>commuters only</i>)	\$ 404	\$ 808
90 meals per term	\$ 1,149	\$ 2,278
<i>(Acorn/Indian residents & commuters only)</i>		

Student Health Plan

The health services office, located in Mallory Hall, is staffed with a registered nurse on duty during the day. A physician is on campus for personal consultation on a regular basis and is on call for emergencies at all other times. For accidents and other emergencies, the services of the Baystate Medical Center are utilized and transportation is provided to this facility. This service is maintained 24 hours a day.

Massachusetts law requires medical insurance coverage for all students taking nine or more credits in a semester. AIC automatically applies the insurance fee but it may be waived at the start of the semester if the student has comparable coverage with another carrier. A 12 month plan, the insurance covers the period between August 31st and August 30th of the following year. The cost of insurance is subject to annual increases. Plans that cover dependent children and spouses are available at additional expense. Premiums increase annually. The cost of the 2011-2012 full year plan is \$940 for the student, \$2,555 for a spouse and \$1,015 for each dependent child.

Student Accounts Policy

Students are expected to have made satisfactory payment arrangements by the first day of class in each semester. Payment arrangements include approved financial aid, payment plans, cash or credit card payments. Students who do not have satisfactory payment arrangements may be excluded from classes, college activities and campus residence halls.

- College bills are issued beginning in July for the fall semester and in December for the spring semester. Each semester balance is payable prior to the start of classes.
- Monthly statements are issued throughout the academic year.

- International students must make full payment prior to enrollment and are not eligible for participation in payment plans.
- Tuition may be paid on an installment plan for domestic students, for which there is a \$50 contract service fee each semester.
- MasterCard, Visa, American Express and Discover cards are accepted for tuition, fees, and expenses
- Any unpaid balances (less financial aid) are subject to a \$50. monthly service fee.
- Full tuition for the entire semester will be charged to a student who adds a course or courses at any time during a semester.
- A \$40 fee is charged for all returned checks.
- A \$25 service fee is charged for replacement refund or student employment checks.

PAYMENT PLANS

Several payment plan options are available through the AIC Business Office or with The Sallie Mae Tuition Payment Plan

Option 1: This plan is administered directly by the AIC Business Office. An initial payment of one-third of the net balance is due before the first day of classes each semester. The remainder of the balance is due on or before October 1 for the fall semester and February 1 for the spring semester. Late payments are subject to a \$50 per month late fee.

Option 2. The Tuition Payment Plan program offered by Sallie Mae offers plans in either five or ten payment installments. Check the Sallie Mae website for details (www.tuitionpay.salliemae.com).

Direct Pay by Employer

If tuition is paid directly to the college by an employer, appropriate documentation from the employer must be submitted to the Business Office before the first class meeting each semester. To avoid service fees, payment must be made by the end of the drop/add period.

Employee Reimbursement

A minimum down payment of one-third of the net balance, plus a \$50 service fee, is required before the first class begins. Payment must be completed before the end of each semester. Appropriate documentation from the employer must be submitted to the business office before the first class meeting every semester. If the employer requires a student's grades as a condition of reimbursement, the student must request a transcript from the Registrar's Office.

REFUND POLICY

Withdrawal from the College

Refunds may be authorized for tuition, residence, meal plan and Supportive Learning Services charges. Course fees and other program or activity fees are not subject to the refund policy.

Tuition charge refunds are computed on the basis of the date of the written notice of complete withdrawal from the college or dismissal for cause. Charges will be adjusted on a pro rata basis beginning the first day of class and up to that point at which the semester is 60 percent completed. After that point, no refunds will be made. Other academic fees, service and program fees are not refundable. Withdrawal from individual classes is not grounds for a refund calculation.

Institutional and federal financial aid funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, s/he may no longer be eligible for the full amount of institutional, state and federal financial aid funds that the student was originally scheduled to receive, and a reduction may be required. Reductions of financial aid will be made in accordance with the federally mandated schedule that is required to determine the amount of funds a student has earned as of the date s/he ceases enrollment and is considered withdrawn. Up through the 60 percent point in the semester, a pro rata schedule is used to determine the amount of federal funds to be returned to the applicable aid programs. If the withdrawal occurs after 60% of the semester, the student has earned 100% of federal funds and will be charged the full tuition.

FINANCIAL AID

Our mission is to work in partnership with the student and family to create a viable college financing plan for each academic year of enrollment. The office administers all college, federal and state financial aid programs as well as alternative financing programs available through commercial lenders. Each student has an assigned counselor on the financial aid team. All students are encouraged to communicate actively with their assigned counselor. The Office of Financial Aid works with both graduate and undergraduate students.

Students are expected to complete the annual financial aid application process within the published timeframe. Preference is given to students who meet the priority filing dates. All students are encouraged to file well in advance of those dates.

April 1	Incoming undergraduate filing priority date
May 1	Returning undergraduates filing priority date
May 1	All graduate students filing priority date

All applicants must file the Free Application for Federal Student Aid and any supporting documentation requested by the college. Applicants must include AIC on the FAFSA as the institution to receive the FAFSA application data by designating AIC's federal student code (002114) in the appropriate section of the FAFSA. Failure to do so may result in the withdrawal of aid awards.

In accordance with federal privacy laws, strict attention is paid to the confidentiality of student applications. Students must authorize, in writing, release of financial aid awards or application data to those not covered by the exclusions governed by the Family Rights and Privacy Act.

Crediting of Financial Aid Awards

The financial aid award letter will specify the amounts of aid and the expected semester disbursements by semester. All disbursements are made directly to the student's account, generally during the first two weeks of the semester. Credited aid in excess of student charges will be refunded to the student within 14 days unless the student authorizes retention of the credit balance for future charges. No aid will be disbursed until all program and application requirements are met. The student is responsible for working with his/her financial aid counselor to complete all required forms and procedures. Failure to complete the program or application requirements will result in a loss of financial assistance.

GRANTS, SCHOLARSHIPS AND LOANS

Merit-based Scholarships

Merit-based scholarships are awarded annually to selected incoming applicants who have been accepted for admission as full time students. Merit scholarships are not available to students pursuing a second bachelor's degree. Students awarded merit scholarships will be notified at the time of their admission decision.

Eligibility for incoming freshmen is based on SAT/ ACT scores, class rank and high school grade point average. Scholarships range from \$2,000 to \$15,000 and are renewable provided the student maintains satisfactory academic progress and continues full time enrollment.

Transfer students who have completed a minimum of 12 transferable credits will be considered for a merit-based scholarship based on their college cumulative grade point average. Students who are awarded such scholarships will be notified at the time of their admission decision.

American International College Grants

The college maintains a grant program that may provide assistance to students qualified on the basis of financial need. This program is open to all full-time undergraduate students who apply for financial aid and demonstrate financial need. AIC grants are not available to students pursuing a second undergraduate degree.

Athletic Grants in Aid

AIC is a Division II member of the NCAA and adheres to the awarding regulations determined by the NCAA. Athletic grants are subject to the coach's recommendation and the approval of the directors of athletics and financial aid.

Federal Pell Grants

Pell Grants are awarded to eligible students based on the Free Application for Federal Student Aid and other required supporting documentation. The award schedule is determined by the US Department of Education annually, subject to appropriation by the Congress. Eligible applicants must be enrolled at least half time to receive a Pell Grant.

State Grant Programs

Many states provide grants that are awarded on the basis of financial need and/or academic performance. Application deadlines vary but students are advised to apply as early as possible, generally before March 1st. Students should check with their home state programs for application requirements and deadlines.

Federal Supplemental Educational Opportunity Grant

The Supplemental Educational Opportunity Grant is designed to assist undergraduate students with exceptional financial need as determined by a review of the student's Free Application for Federal Student Aid. Awards are determined by the Office of Financial Aid and range from \$200 to \$4,000 annually subject to Congressional appropriations and program regulations.

Federal Work-Study

AIC participates in the Federal College Work-Study Program. It offers students, qualified on the basis of financial need, the opportunity to provide for a portion of their college expenses by working part time while they attend school. Job assignments are based on the availability of funds and are determined by the financial aid office. Students are paid every other week by check or direct deposit. Work-Study awards are not deducted from the student's account.

Federal Perkins Loan

AIC participates in the Perkins Loan program. This program provides a very limited number of low interest (5%) loans to full-time students who have financial need. Repayment begins nine months after the student ceases enrollment at least half time. Due to limited funding, Perkins Loans are awarded at the discretion of the Associate Vice President for Student Financial Services or her designee to full time students with exceptional need and/or extenuating financial circumstances.

Federal Direct Loans

Loans under the Federal Direct Loan Program are subject to the regulations and terms as determined by the U.S. Department of Education. Applicants must file the appropriate FAFSA on an annual basis. There are two types of loans. The Subsidized Direct Loan is available to students demonstrating financial need as defined by the U.S. Department of Education. The federal government assumes responsibility for interest payments while the student is enrolled at least half time. Under the Unsubsidized Federal Direct Loan program, interest accrues while the student is enrolled. The student may elect to pay only interest while enrolled or the interest may be capitalized until the student enters full repayment.

Year in School	Dependent Undergraduate	Independent Undergraduate	Graduate
First Year (FR)	\$5,500 No more than \$3,500	\$9,500 No more than \$3,500 may be subsidized	\$20,500- No more than \$8,500 may be subsidized
Second Year (SO)	\$6,500—No more than \$4,500 may be subsidized	\$10,500—No more than \$4,500 may be subsidized	
Third & beyond (JR/SR)	\$7,500—No more than \$5,500 may be subsidized	\$12,500—No more than \$5,500 may be subsidized	

Federal Direct PLUS Loans

Parents may borrow the annual full cost of education less any financial aid subject to federal lending criteria. The student must have a Free Application for Federal Student Aid on file. The federal government is the lender and sets standard for credit worthiness and program eligibility.

Graduate students may supplement borrowing in the subsidized and unsubsidized programs by seeking assistance through the GradPlus option. Students may borrow up to the full cost of attendance less any other financial assistance (loans, assistantships, work study, grants and scholarships).

SPECIAL ACADEMIC OPPORTUNITIES

First Year Seminar Program

All first-year students are required to enroll in a freshman seminar as part of their fall course schedule. Depending upon students' individual needs and eligibility, they may be enrolled in one of three freshman seminars: EDC 102, "The Undergraduate Experience;" AIC 101 "Introduction to ACE"; and HON 101 "First Semester Honors Seminar." These courses fulfill both a General Education and graduation requirement.

The seminar classes address issues that are critical to college success such as time management, note-taking strategies, study skills, test-taking strategies and library information resources. Other topics include academic and career decision-making, interacting with faculty and staff, establishing and maintaining relationships, understanding diversity, money management while in school, managing stress, and health and wellness strategies. Students are involved in experiences such as collaborating on special projects to helping others through community service.

Seminars are taught by faculty and administrators with a special interest in teaching this type of course. The seminar instructors serve as the primary academic mentor for the early part of the semester and are responsible for assisting students in transitioning to their official academic advisor. A peer mentor is assigned to each seminar and assists with the Freshman Seminar Program. Peer mentors work with students on the out-of-class assignments that are required for the seminar.

Success in college is the goal! The commitment of the First Year Seminar Program is to facilitate students in achieving that goal by providing opportunities for students to be prepared and engaged in learning experiences both inside and outside the classroom.

Preparation for Advanced and Professional Study

American International College has an outstanding reputation for the number of professional persons such as physicians, dentists, lawyers, and teachers who received their undergraduate degrees at the college and continued on to the appropriate graduate school.

The following programs provide special preparation for graduate study and professional education.

Pre-Law Program

Students planning to enter the field of law should consult with the Pre-Law advisor. Contact information can be received at the Office of the Executive Vice President for Academics.

Pre-Professional Programs

Students interested in pre-professional programs that prepare them for dental, medical, optometry, osteopathy, podiatry, or veterinary school should consult with the pre-medical advisor to ensure that they satisfy entrance requirements. Contact information can be received at the Office of the Executive Vice President for Academics.

Freshmen are strongly advised to take CHE 211 and 211L; 212 and 212L; and mathematics courses chosen in accordance with their degree needs and background. This freshman program is appropriate whether the student decides to major in biochemistry, chemistry, or biology. Students planning careers in medicine are advised to take BIO 206 in their freshman year.

ACADEMIC HONORS

Reflecting the college's dedication to the pursuit of scholarly excellence, three ways by which students may earn academic honors or engage in honors study are offered.

Dean's List

The dean's list is announced shortly after the completion of each semester to recognize those full-time students who have distinguished themselves by outstanding scholarship. To earn the honor of a place on the dean's list of one's school, a full-time undergraduate student must have attained at least a 3.30 grade point average for the term with no grade lower than a C-.

To earn this honor in The School of Continuing Education, a part-time matriculated undergraduate student earning at least six credits must achieve a grade point average of 3.50. This honor is recorded on the student's permanent academic record.

Departmental Honors

Students may, according to the program available in their chosen major, engage in study toward departmental honors. The program is designed to allow intensive study and to recognize superior performance within a major.

In order to be eligible, a student must at minimum have achieved a 3.33 for both the cumulative grade point average and the grade point average of courses within the department's program for majors between the end of the junior year and the beginning of the student's final semester before graduation. Requirements for specific seminars or coursework, senior projects or theses, and any other work will be set by individual departments. Not all departments may necessarily offer departmental honors. The full description and governing conditions of the program are set forth in Academic Regulations, published by the vice president for academic affairs.

Graduation Honors

Upon graduation, the most academically meritorious students are awarded the bachelor's degree Cum Laude, Magna Cum Laude, or Summa Cum Laude, according to their attainment of the criteria set forth in Academic Regulations, published by the vice president for academic affairs. To be considered for a graduation honors designation, transfer students must first have a minimum of 45 semester hours of credit taken at the college.

HONOR SOCIETIES

Alpha Chi Honor Society

The purpose of Alpha Chi is to encourage sound scholarship and devotion to truth, not only among its members, but also among all students on chapter campuses. The Massachusetts Alpha chapter was begun at AIC in 1949 and has remained focused on the objective to procure “the stimulation, development and recognition of scholarship and those elements that make scholarship effective.” Membership is restricted to the top 10 percent (by GPA) of members of the junior and senior classes with at least 30 credit hours taken at AIC.

Alpha Phi Sigma Honor Society

The purpose of Alpha Phi Sigma is to recognize and promote high scholarship among students actively engaged in collegiate preparation for professional services; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice professions; and to establish in the public mind the benefit and necessity of education. All students must have completed one-third of the credit hours required for graduation by a college or university accredited by the appropriate regional accrediting organization and must be recommended by a local chapter advisor or faculty member. Undergraduates must maintain 3.0 cumulative GPA and a 3.2 GPA in the criminal justice field, and graduate students are required to have a 3.4 GPA in all graduate courses. Students must rank in the top 35 percent of their class.

Alpha Sigma Lambda Honor Society

Alpha Sigma Lambda is a national honor society for students in continuing education programs at regionally accredited colleges in the United States. Omicron Chapter was established at AIC in 1961. Candidates for membership must be within 18 hours of program completion and have successfully completed at least 15 credit hours within the academic year preceding induction in The School of Continuing Education, and must have attained a cumulative grade point average of at least 3.30. Qualified candidates are inducted into the honor society in the spring.

American International College Nursing Honor Society

The American International College Nursing Honor Society, established in 1994, is an organization that recognizes academic achievement of students majoring in nursing. The society also fosters the development of leadership qualities and high professional standards, and strengthens commitment to the ideals and purposes of the profession among its membership. Membership is by invitation. Eligibility

requirements are a 3.0 GPA and a class rank of 35 percent or higher. An annual induction is held for both junior and senior candidates each May.

American Marketing Association Collegiate Chapter

This affiliation provides students the opportunity to network with professionals in the business field and continue in education beyond the classroom.

The chapter will:

- Foster scientific study and research in marketing
- Improve student methods and techniques in marketing research
- Discuss and study the changes in business particularly in marketing

Membership is open to all students in The School of Business Administration, as well as communication majors. Some of the activities scheduled are speakers, research projects, company trips, and assignments.

Psi Chi National Honor Society in Psychology

The purpose of Psi Chi is to encourage, stimulate and maintain scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology. For active student membership, the student must be enrolled in an accredited college or university and must have completed nine semester hours or 14 quarter hours of psychology and at least three semesters or five quarters of the college course. He or she must be registered for major or minor standing in psychology, or for a program psychological in nature that is equivalent to such standing. Undergraduate students must rank not lower than the highest 35 percent of their class in general scholarship and have a minimum overall GPA and psychology GPA (3.0); graduate students must have an average grade of B (3.0) in all graduate courses.

S.O.T.A.

The Student Occupational Therapy Associations are local occupational therapy student groups on campuses throughout the nation. The S.O.T.A at AIC is active in promoting intercollegiate relations among students interested in better understanding the discipline of occupational therapy. As a social organization, S.O.T.A. promotes communication among occupational therapy students, serving as an advocate for student concerns. It also assists its members to advance their knowledge about the profession by sponsoring AIC students for the National AOTA Annual Conference, and encouraging students to attend the MAOT State Conference. S.O.T.A. also recognizes its responsibility to the society through its commitment to sponsoring community events such as The Annual Walk for Breast Cancer and the Blood Drive for the American Red Cross, as well as participating in Habitat for Humanity projects.

Student Nurses Association

The Student Nurses Association of the Division of Nursing provides students with opportunities for public service and for student socialization. The purposes of the association are to contribute to nursing education, provide programs of professional interest and concern, and to aid in the development of the student nurse in his or her responsibility for providing health care. Members of the organization are involved in public service functions related to health care and social issues on the AIC campus and in the greater community, and participate in the National SNA Organization. All nursing students are encouraged to become members of the local and national organizations.

SPECIAL PROGRAMS

Reserve Officers' Training Corps (ROTC)

Any student at American International College who desires to earn a military commission may do so through the ROTC programs, which are offered through a cooperating agreement with Western New England University in Springfield. Interested students may participate in a two or four year program offered by the United States Army.

Four-year program students must accumulate 90 contact hours of military science academic courses and leadership and skill training during their freshman and sophomore years. During the junior and senior years, they must take a three-credit military science academic course and leadership laboratory each semester.

Two-year program students (sophomores or students who have two academic years remaining) attend a six-week basic summer camp in lieu of the first two years of the program.

Veterans or members of the National Guard or Reserves may receive up to three years of constructive credit. Two years of credit may be awarded for previous ROTC training in either high school or college.

In addition to classroom instruction, students participate in a leadership practicum, orientation visits to military bases, field trips, and briefings. Students also attend a six-week summer advanced camp at the end of the junior year, which permits application of theory presented in the classroom.

Cadets may compete for scholarships, which include tuition, a monthly stipend, and a book allowance.

Upon completion of degree and ROTC requirements, cadets are commissioned as Second Lieutenants and serve on active duty, or with a Reserve or National Guard unit. Interested students can register for ROTC academic courses at Western New England University as special students, or through the Cooperating Colleges of Greater Springfield.

Model Congress

Model Congress began in 1941 with 75 delegates, representing 17 high schools. It has now grown to several hundred delegates representing high schools from all the New England states, New York, New Jersey, and Pennsylvania. A pioneer in training high school students to emulate procedures followed in the U.S. Congress, AIC's Model Congress has featured many distinguished legislators in its past as keynote speakers, including the late Congressman Edward P. Boland, Congressman Richard E. Neal, an AIC alumnus, Congressman (later President) Gerald Ford, Senators Mark Hatfield, Mike Gravel, Joseph Biden, Leverett Saltonstall, John Kerry, several governors and mayors, and many other prominent legislators. Model Congress has received the prestigious Freedom Award from Freedoms Foundation at Valley Forge for its contribution to helping students achieve greater understanding and working knowledge of the political system. Current AIC students organize and operate this program through the Office of Student Activities.

UNDERGRADUATE CURRICULUM

The college reserves the right to alter any of the rules and regulations outlined in this catalog and also in the *Academic Regulations* (a separate publication). All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students, but also to those who already are enrolled in the college. This catalog should not be construed as constituting a contract between the college and any other person.

American International College ensures that its graduates experience the essentials of a general education. To achieve this purpose, courses basic for general education are required of all students at the college. Courses are also required to complete a specified amount of study of acceptable quality in a major field.

American International College has four schools:

School of Arts, Education and Sciences

School of Business Administration

School of Health Sciences

School of Continuing Education

All students in each of the schools must satisfy the college's general education requirements. Beyond the general education requirements, each school has its own major fields of study, the details of which are included within each departmental listing.

GENERAL EDUCATION REQUIREMENTS

Orientation (1-3 credits)

EDC 102, HON 101, AIC 101

Communication Skills (6 credits)

ENG 101 or ENG 103

ENG 102 or ENG 104

Literature (3 credits)

Any ENG200-level or higher literature course, which includes the active courses listed below.

ENG 201, 205, 206, 210, 214, 226, 227, 303, 304, 310, 377, 326, 330, 380, 382, 385, 386, 388, 389

Scientific Awareness (8 credits)

BIO Any 100- or 200- level lab course

BIO 201, BIO202 (Biology majors or with permission from instructor)

CHE 101, 103, 104, 211, 212

PHY 111, 112, 113, 115, 116, 211, 212

Cultural Awareness (6 credits)

ART 201, 202, 203, 204, 206

COM 260, 395

GEO 120

(cross listed as IBS/HST 120)

HON 201

MUS any course

PHI any 100 level course

REL 201

THE 101

Any elementary or intermediate foreign language including SLS

Social Awareness (12 credits)

ANT 101

ECO 100, 201, 202

GEO 110 (cross listed as IBS/HST 110)

HON 202

HRD 200

HST 101, 102, 105, 110, 200, 201, 202, 246

IBS 110

POL 100, 105, 106

PSY 101, 102

SOC 101, 205

Computer Applications (3 credits)

COM 105

MIS 101, 102

Quantitative Reasoning (3 credits)

CHE 214 and CHE 313

CRJ 302

MAT 205, 304, 335, 336

PSY 302

STA 335, 336

HONORS PROGRAM

Thomas Maulucci, PhD, Director

Program Description

The AIC Honors Program provides outstanding students from all majors at AIC with an intellectually enhanced learning experience. Students in the program take a variety of special classes that fulfill requirements under AIC's general education curriculum. In particular, they participate in several honors seminars that are open only to them. Then during their senior year they write an honors thesis on a subject of their choice. Upon successful completion of the program, students receive the distinction "Honors Scholar" on their diploma and permanent academic record.

One of the Honors Program's goals is to foster a community of dedicated student learners and scholars. It sponsors special activities for participants like social events and field trips. It also tries to promote cultural and academic life for the entire campus, for example by bringing in guest speakers.

There are several ways that students can become part of the Honors Program. Incoming freshmen who have been placed in English 103 and HON 101 will be invited to join the program at the start of their second semester. Transfer students who have participated in honors courses at their previous institutions may apply to the director for admission. Finally, other academically outstanding students may be nominated by an AIC faculty member and admitted with the director's approval (normally this will occur before the start of their junior year). Students must maintain a 3.3 GPA (dean's list) each semester to remain in the program.

Honors Program Curriculum

ENG 103 Advanced First-Year Composition

ENG 104 Advanced First-Year Composition and Literature

HON 101 First Semester Honors Seminar

HON 201 Honors Seminar in the Field of "Cultural Awareness"

HON 202 Honors Seminar in the Field of "Social Awareness"

HON 201 and HON 202 normally are taken during the sophomore or junior years. The topic for each will alternate from semester to semester.

Students in the program may take additional Honors Seminars as free electives.

ENG Honors Literature

This course may be taken after completion of ENG 103 and ENG 104.

ENG Honors Literature courses currently include ENG 301 (Major American Authors) and ENG 326 (Shakespeare).

HON 301 Honors Thesis Preparation

This course normally is taken in the Fall Semester of senior year.

UTP students will take this course in the Fall Semester of junior year.

HON 399 Honors Thesis

This course normally is taken in the Spring Semester of senior year.

UTP students will take this course in the Spring Semester of junior year.

All of the courses in the Honors Program curriculum meet AIC's general education requirements except for HON 301 and HON 399. Students in the program must fulfill their remaining non-Honors general education requirements in order to graduate.

With the permission of their department chair(s) and the Honors Program director, students may combine HON 301 and HON 399 with senior capstone projects or theses in their majors.

SCHOOL OF ARTS, EDUCATION AND SCIENCES

Vickie Hess, Ph.D., Dean

MISSION

In support of the college's general academic mission, The School of Arts, Education and Sciences commits itself to serve three functions:

1. To offer an integrated, multidisciplinary program of courses in the liberal arts at the introductory level for the general education of all students throughout the college.
2. To provide high quality instruction at the advanced level for preparing majors in the traditional liberal arts for admission to professional or graduate schools, or for direct entry into the work force.
3. To develop competent, dedicated individuals eager to serve the needs of people by providing professional programs based on the application of liberal arts, particularly the social sciences.

The liberal arts teach the intellectual skills and broad acquaintance with society that allows students the ability to adapt and evolve in today's global market. The liberal arts are the academic foundation for the educated person. Through a liberal arts foundation, AIC prepares graduates who can think critically and creatively, communicate effectively, understand broad societal relations and heritages, build strong relationships with others across a variety of cultural and experiential boundaries, and manage themselves well—all essential skills for success in their professions and the wider community.

The liberal arts majors offer a truly most practical career preparation for a world that is constantly changing. They prepare students not only for their first jobs after college, but also for advanced careers beyond the entry level. They equip students so that they can both shape the persons they envision becoming, as well as create the world in which they wish to live.

The professional majors build on the liberal arts foundation by teaching the specific skills and knowledge base, and building the specific values that will:

- develop in students an appreciation of the helping profession as a career choice;
- ensure that every graduate has demonstrated competencies appropriate for entering his/her profession of choice;
- encourage students to engage in practica in their fields so as to experience the realities of the workplace;
- ensure that the students possess or obtain the necessary personal qualities to serve all types of people in an equitable and sensitive manner;
- foster in students a problem-solving approach when confronted with difficult situations.

DEGREE PROGRAMS

An Associate's Degree for Early Childhood Education for those wishing to work in a preschool or daycare setting is offered. The curriculum conforms to the standards set by the NAEYC and the Core Competency Areas for Early Education and Care set by the MA Dept. of Early Childhood and Care. Students may transition to the BA-BS/M.Ed. program upon completion

Bachelor of Arts

The degree of Bachelor of Arts is conferred upon students who have satisfactorily completed a minimum of 120 semester hours of academic work.

Majors:

- American Studies
- Communication
- English
- History
- International Studies
- Liberal Studies
- Political Science
- Sociology

Bachelor of Science

The degree of Bachelor of Science is conferred upon students who have satisfactorily completed a minimum of 120 semester hours of academic work.

Majors:

- Biochemistry
- Biology
- Chemistry
- Criminal Justice
- Human Biology
- Interdepartmental Science
- Physical Therapy — Undergraduate Phase (Three-year undergraduate program leading to direct entry into the graduate program)
- Psychology

Double Majors

In some instances, it is also possible to have a second major. Students may discuss the advisability of this option with their academic advisor.

Minors

Students may also elect to fulfill the requirements of a minor field of study in some disciplines and to have the minor field officially recorded along with their major field of study on their permanent record. Requirements for minors vary according to departments. Interested students are referred to the department chairs and to the Plan of Study section.

Education Program

Undergraduates seeking a degree and Massachusetts licensure in education (early childhood education, elementary education, moderate disabilities, and various subjects on the middle school and secondary education level) are required to complete an arts and sciences major appropriate to their field of licensure and the Education minor. Upon successfully completing the BA or BS degree with a minor in Education, they will be eligible for the fifth-year program leading to the MEd degree (a cumulative GPA of 2.67 or better is required for admission). Passage of all MTELEs (Massachusetts Tests for Educator Licensure) required for the license is a pre-requisite for the practicum portion of the program. The practicum is a requirement for licensure. Students may complete the MEd degree without licensure.

DEPARTMENTS AND PROGRAMS

American Studies

Julie Walsh, PhD, director

The American studies program offers a major to students who desire an interdisciplinary preparation for careers that will demand a broad but deep knowledge of American society, including an understanding of its economics, socio-cultural patterns, political traditions, and historical heritage, especially as they fit into today's global society. Students are prepared for an extensive range of careers such as law, journalism, public affairs, politics or governmental affairs from the municipal to national levels, or specific professions in museums or cultural agencies. American Studies is a foundation for helping set political or social policy for the nation, or even advancing into graduate studies in law, history, literature, or political science.

Biochemistry

Susanne T. Swanker, PhD, director

The chemistry department offers the major and the minor in biochemistry. It is an integrated program combining focused studies in biology and chemistry, with supporting coursework in mathematics and physics.

Biology

Amelia H. Janeczek, PhD, chair

The department offers two majors, biology and human biology (see below), as well as a minor in biology. In addition, the biology department coordinates the major in interdepartmental science. Biology majors may focus their studies on one of the following areas: cell and molecular biology, ecology/environmental science, bio-medical (for pre-professional students), zoology, bio-education (for students in middle and secondary education), or general biology (a personalized program for students with unique interests).

Biology majors have pursued careers in such fields as teaching, wildlife conservation, environmental management, environmental consulting, biotechnology industry, research laboratories, laboratory management, environmental education, forensics, public health, allied health fields, museum/aquarium work and graduate school, as well as medicine, dentistry, podiatry, veterinary medicine, and optometry. Students intending to teach biology in the middle school or secondary school level are also required to major in secondary education.

Chemistry

Susanne T. Swanker, PhD, chair

The department offers the major and minor in chemistry, in which the student has the flexibility to choose courses appropriate to preparation for careers in industry, health professions, teaching, business, law, or engineering, or graduate studies and research.

Communication

The mission of the communication department is to prepare students to successfully navigate a changing world. Communication students are grounded in liberal arts and taught a broad understanding of the field with a depth of knowledge in theory and practice. We seek to engender in our students social awareness, ethical and moral concern, and a range of communication, analytical, and creative and technological competencies that prepares them to shape a technologically and culturally diverse world, engage in lifelong learning, and achieve personal and professional success.

The department offers two degrees: The Bachelor of Arts (Communication) and the Bachelor of Science (New Media). The department is “content driven,” meaning students garner theoretical knowledge from experienced practitioners and then get hands on experience in audio, visual, and emerging technologies.

Students earning the Bachelor of Arts in Communication pursue careers in broadcasting, journalism, media, public relations, television and corporate communication. Students earning the Bachelor of Science in New Media pursue careers in advertising, game design, graphics, public relations and web design.

Both degrees are offer excellent preparation for graduate study, as well as a number of entry and mid-level positions in fields where employers seek to provide unique career training to graduates with excellent communication and media skills. Students may choose to focus their course work in broadcasting, digital photography, journalism, mass media theory, new media, television or writing or more generalized learning. Minors are also offered where students can combine communication with some other major such as business, criminal justice, or social sciences.

The department has an outstanding record of placing students in careers in media. AIC communication students are working for ABC, Boston Red Sox, ESPN, and NBC, as well as local broadcasters and publishers. All communication majors must complete an internship, though a semester of study abroad can be substituted for the internship requirement.

Criminal Justice Studies

The major in criminal justice, which leads to the Bachelor of Science in Criminal Justice degree, is designed to provide the student with a solid understanding of programs and procedures in the criminal justice system. Philosophically, the system is viewed as an important area of human services. It is the intent of the major to provide to the system graduates who possess the potential for leadership and positive change.

The undergraduate program is designed to provide students with a solid understanding of the intricacy and utility of the American criminal justice system. Strong emphasis is placed on examining the various components as part of the wider sociopolitical system that exercises social control, as well as providing a wide range of human services. Course work, independent study, and field experiences, coupled with encouragement to take coursework (even minors) in other relevant social and political disciplines, are the core of the program. Successful participation in this program will enable students to:

- appreciate the role of criminal justice in our democratic society
- understand the responsibilities of the major components of the system (i.e., police, courts, and corrections)
- understand the limits that our constitutional democracy places on its practitioners by the study of ethical and legal issues in the system
- understand the basic ingredients associated with crime and its control, i.e., the law, theories of crime causation and formal and informal approaches to crime prevention and management.

At the undergraduate level, all parts of the system are given consideration, traditional as well as community based. As part of the major, courses in data processing and statistics are required in conjunction with the criminal justice offerings. Strong encouragement is given to take minors in related fields such as psychology, sociology, or political science.

Education

Esta Sobey, MA, MPhil, chair

Requirements for teacher licensure are based on Massachusetts Department of Elementary and Secondary Education regulations. The programs in education are aligned with the National Association of State Directors of Teacher Education and Certification (NASDTEC). As such, these programs come under the Interstate Certification Contract that provides licensure reciprocity with many participating states. Students must undertake an arts or sciences major and an education minor. Upon successful completion of the BA or BS degree, they will be eligible for the fifth-year program leading to the MEd degree (a cumulative GPA of 2.67 or greater is required for admission). Students must pass all the MTELEs (Massachusetts Tests for Educator Licensure) required by the field of licensure prior to the practicum experience. The practicum is a requirement for licensure and is necessary for the fulfillment of the requirements for NASDTEC credentialing.

As pre-education candidates, students begin their program by completing their general education requirements and work in a content area major drawn from among the liberal arts majors. Formal acceptance into the fifth-year education program will be granted to students who have achieved the following:

- Successful completion of an arts and science major appropriate to the field of licensure sought
- The maintenance of a 2.67 cumulative average or better
- Successful completion of the Education minor (including the required pre-practicum experiences)
- To be accepted as a licensure candidate, passage of the Communication and Literacy Skills section of the Massachusetts Tests for Educator Licensure (MTELE). Students may be accepted as a ‘non-licensure’ candidate until the passage of the MTELEs
- Completion of an application to the program
- Two recommendations from content area faculty

Prior to the acceptance into the student teaching practicum, all candidates must pass the appropriate Subject matter knowledge section(s) of the MTELE for the license they are seeking. Candidates who do not pass these tests may complete their degree with ‘non-licensure’ status. They will not be eligible for teacher licensure in Massachusetts nor be eligible for the NASDTEC stamp providing reciprocity with other states.

English

Robin Varnum, EdD, chair

The department offers the major and minor in English. Early consultation with an advisor is recommended, especially for students intending to seek admission to graduate studies after graduation and for those seeking state certification in Secondary Education in English. Students intending to teach English in secondary schools must have two majors (English and secondary education) and work with advisors in each field.

First-Year Composition

Bruce Johnson, EdD, director

The first-year composition program designs and oversees an integrated sequence of the composition courses required of all first-year students. It assures students the opportunity to develop as competent writers, readers, and critical thinkers. Its primary objective is to prepare students for all types of academic writing necessary for success in their advanced studies. As demonstration of the priority given to enhancing students' writing skills as a crucial foundation for their intellectual growth, the college commits its full-time English faculty members to teach a heavy percentage of the first-year composition courses.

History

Thomas Maulucci, PhD, chair

The department offers the major and minor in history either as the basis of a general liberal arts education or as preparation for advanced studies in such fields as history, journalism, law, public affairs or foreign service, and teaching. Students will acquire a body of material knowledge over a range of topics, as well as develop their intellectual skills in effective communication and critical thinking. Study of a foreign language is required. Students intending to teach history in secondary schools must have two majors (history and secondary education) and work with advisors in each field.

Human Biology

Amelia H. Janeczek, PhD, chair

The human biology major is intended to prepare students for graduate studies and careers in the health sciences, such as physical assistant, medical technology, cytotechnology, health administration, hematology, radiological technology, respiratory therapy, pharmacy, etc. Each of these programs has specific and slightly varied entrance requirements that should be investigated and satisfied by the student. The program is coordinated through the biology department.

Interdepartmental Science

Amelia H. Janeczek, PhD, director

The bachelor's degree in interdepartmental science offers a student the opportunity to design an individualized, multidisciplinary degree program with a solid foundation in the natural sciences. A distribution of upper-division electives may include courses in biochemistry, biology, chemistry, mathematics, physics, and/or physical therapy. The program is coordinated through the biology department.

Physical therapy students who complete the three-year undergraduate phase of the physical therapy program plus the first year of the professional phase of the graduate degree program, having earned a minimum of 120 credits, will be awarded a Bachelor of Science degree in interdepartmental science as described in the undergraduate catalog.

International Studies

Thomas Maulucci, PhD, director

The international studies program offers a major and a minor to students who desire an interdisciplinary preparation for careers that will demand a broad yet in-depth knowledge of world affairs, including an understanding of the economics, socio-cultural patterns, and historical heritages of societies around the globe. Foreign language study is a crucial component of the program. Students are prepared for an extensive range of careers in today's global community such as law, journalism, public affairs, or foreign service. International studies is a foundation for helping set political policy, working in international humanitarian and non-governmental agencies, or even advancing into graduate studies in global markets or business, history, law, or political science.

Liberal Studies

Robin Varnum, EdD, director

This is an interdisciplinary major designed primarily for students in elementary-level education, including early childhood education and special education. Students who desire a broad, multidisciplinary general education in the best tradition of the liberal arts, and who wish to avoid the specialization of a major field can also elect to major in liberal studies. Education majors work with advisors in each field.

Mathematics

Paul C. Desmarais, PhD, chair

The department offers a minor in mathematics in which the student has the flexibility to choose some mathematics courses applicable to industry, teaching, or business. The purpose of the minor is not just to expose the student to different areas of mathematics

but equally as important to enhance the student's critical thinking and problem solving skills in an appropriate context, once a fundamental calculus core has been completed. Additionally the department offers courses that support the majors in business, the natural sciences, the health sciences, and education. Some of these courses satisfy the quantitative reasoning component of the general education requirement.

Modern Languages

David Douglas, MA, MEd, Coordinator of Foreign Languages

Current offerings include coursework in Spanish, French, Italian, and American Sign Language. Offerings may vary according to student interest and is open to student request.

Physical Therapy — Undergraduate Phase

Susanne T. Swanker, PhD, coordinator

(NOTE: This is a three-year program leading to direct entry into the graduate program)

The physical therapy program educates its students to perform as entry-level physical therapists, following the earning of a Doctor of Physical Therapy degree. The program is described as a “two-phased” curriculum. The first three years are considered the undergraduate phase. (The remaining three years are the professional phase.) The undergraduate phase of the physical therapy program (UPT), during which time students will be advised by the UPT program coordinators, consists of a series of core courses and general course requirements that total 90 academic credits. Upon successful transfer into the professional phase and completion of an additional 30 credits, students will earn their Bachelor of Science degree with a major in interdepartmental science.

Physics

John K. Dayton, PhD, chair

This department offers a liberal arts minor in physics as well as courses for the lab science general education requirement for general education. It also provides offerings in support of other majors in the natural sciences, health sciences, and education.

Political Science

Julie Walsh, PhD, chair

This department offers a major and minor in political science. The department is concerned with the study of both the theoretical and functional aspects of political phenomena. Course offerings are aimed at developing a critical understanding of concepts, institutions, values, and processes of government and politics. The program

is designed for a flexible distribution of emphasis among the following fields of study: political theory, international relations, American government (national, state, and local), public law and administration, and comparative political systems. Besides broadening a student's general knowledge of the dynamics of governmental systems, an intensive study of political sciences provides a sound basis for a career in such diverse fields as foreign service, journalism, public administration, law, education, and business. Students intending to teach political science in secondary schools must have two majors (political science and secondary education) and work with advisors in each field.

Pre-Law Studies

David C. Kuzmeski, MS, JD, advisor

“Pre-Law” is not a major in itself. Students aspiring to careers associated with the law will need to select a specific major related to their intended careers. Criminal justice, English, history, and political science are common choices. Students should consult with David Kuzmeski, attorney and criminal justice professor, who is the college's pre-law advisor and provides career guidance to students.

Pre-Medical Studies

Charles Boyd, PhD, advisor

(Pre-Dental, Medical, Optometry, Osteopathy, Podiatry, Veterinary)

“Pre-Medical Studies,” in its many variations, is not a major in itself. Students aspiring to careers in the health sciences will need to select a specific major appropriate for their intended graduate studies. Biology, chemistry, and biochemistry are common choices. Students should consult with Charles Boyd, who serves as the college's pre-medical advisor, so that they may satisfy the entrance requirements for their professional training. Each student will also work with an advisor in his/her major.

First-year students are strongly advised, regardless of which major is chosen, to take Chemistry 211 and 212 (with labs), as well as mathematics courses chosen in accordance with their degree needs and backgrounds. Students planning careers in medicine are advised also to take Biology 201 and 202 (with labs) in the first year.

Psychology

Sandra Segó, PhD, chair

The psychology department prepares its majors to be well educated in the liberal arts tradition, to exhibit enthusiasm for learning and to be responsive to community needs. Students develop an awareness of ways of viewing, analyzing, measuring, and changing human behavior. Within this context, students learn to:

- design, analyze, and interpret research

- sharpen oral and written communication skills
- think critically
- solve problems
- enhance interpersonal skills.

These skills help prepare the psychology major for careers in human services, teaching, business, and personnel. The psychology major also provides preparation for successful pursuit of graduate studies leading to careers in professional psychology.

Sociology

Sociology is the study of human groups. A discipline within the social sciences, sociology increases the awareness of the impact that group behavior has on the individual. The department offers a major and minor in sociology as preparation for graduate studies or for careers in applied sociology, business, social work, law, and teaching, among others. The department also oversees offerings in cultural anthropology and social work.

PLANS OF STUDY

LIBERAL STUDIES/EARLY CHILDHOOD FOCUS (AS)

A program for undergraduates seeking to work in a preschool or daycare setting. The curriculum conforms to the standards set by the NAEYC and the Core Competency Areas for Early Education and Care set by the MA Dept. of Early Childhood and Care. Students may transition to the BA-BS/M.Ed. program upon completion.

First year:

EDC 102
ENG 101/102
Music
POL 105
MIS 102
PSY 101
Art
Lab Science
SOC 101
HST 110

Second year:

ENG 205
EDC 210
HST 200
MAT 117
EDC 105

Additional Cultural Awareness

EDC 208	Internship In Early Childhood
EDC 209	Foundations of Professional Practice

School of Arts, Education and Sciences students must earn a minimum of 120 credit hours, fulfill the general education requirements, and satisfy the requirements for at least one major as indicated below.

AMERICAN STUDIES (BA)

Major Requirements

	ENG 303	Advanced American Literature I
	ENG 304	Advanced American Literature II
	HST 201	United States History I (to 1877)
	HST 202	United States History II (since 1877)
	POL 105	Introduction to Political Science
	POL 208	State Government
or	POL 228	Local Government
	POL 343	American Political Thought
	ASM 300	American Studies Seminar (repeatable every semester, but at least one per year for a minimum of three completions)

Plus at least four additional courses from the following:

- Any of the courses listed above but not taken as a requirement above
- Any literature or cultural study offered under the auspices of the Department of Modern Languages and related to multicultural studies in the U.S.

	ECO 201	Principles of Economics I
or	ECO 202	Principles of Economics II
	ENG 225	Native American Literature
	ENG 226	African-American Literature
	ENG 300	Topics in Literature, when topic is American literature
	HST 349	The Supreme Court in American History
	POL 215	Presidency and Congress
	POL 216	Public Law
	POL 217	Civil Liberties
	POL 221	Political Parties
	POL 275	American National Elections
	POL 305	Public Administration
	POL 316	American Foreign Policy
	POL 331	Public Policy
	SOC 343	Race and Ethnic Relations

BIOLOGY (BS)

Major Requirements

All biology students must complete the required biology core of courses that include:

BIO 201	Biology I, with laboratory
BIO 202	Biology II, with laboratory
BIO 321	Ecology, with laboratory
BIO 302	Comparative Vertebrate Anatomy, with laboratory
BIO 305	Microbiology, with laboratory
or BIO 349	Cell Biology, with laboratory
BIO 331	Genetics, with laboratory
BIO 350	Evolution
BIO 403	Senior Seminar in Biology

All biology majors must complete up to 14 elective credits in biology courses at or above the 300 level in addition to the required biology core. No more than one semester of BIO 333, 334, 398, or 399 may be counted towards satisfying the requirements of the biology major. All biology majors must also complete the required core in allied fields:

CHE 211	General Chemistry I, with review and laboratory
CHE 212	General Chemistry II, with review and laboratory
CHE 311	Organic Chemistry I, with laboratory
CHE 312	Organic Chemistry II, with laboratory
MAT 140	College Algebra and Trigonometry
and MAT 207	Calculus I
or MAT 207	Calculus I
and MAT 208	Calculus II, with laboratory
PHY 211	General Physics I, with review and laboratory
or PHY 221	General College Physics I, with review and laboratory
PHY 212	General Physics II, with review and laboratory
or PHY 222	General College Physics II, with review and laboratory

Plus the following courses:

MIS 102	Applications of Microcomputers
MAT 304	Biostatistics

By appropriate selection of electives, students may focus their studies on any of the following areas:

Bio-Education (see education department information for professional requirements for teacher education)

Biomedical (for students interested in medical professions)

Cell and Molecular Biology

Ecology/Environmental Science

General Biology
Zoology

BIOCHEMISTRY (BS)

Major Requirements

CHE 211	General Chemistry I, with review and laboratory
CHE 212	General Chemistry II, with review and laboratory
CHE 214	Treatment of Experimental Data
CHE 241	Introduction to the Scientific Literature
CHE 311	Organic Chemistry I, with laboratory
CHE 312	Organic Chemistry II, with laboratory
CHE 313	Analytical Chemistry, with laboratory
CHE 315	Physical Chemistry I, with laboratory
CHE 316	Physical Chemistry II, with laboratory
CHE 331	Biochemistry I, with laboratory
CHE 332	Biochemistry II, with laboratory
CHE 342	Senior Seminar
MAT 207	Calculus I
MAT 208	Calculus II
PHY 211	College Physics I, with review and laboratory
PHY 212	College Physics II, with review and laboratory

Plus any two of the following courses:

BIO 201	Biology I
BIO 331	Genetics
BIO 332	Molecular Biology

Plus four credit hours from the following, including one credit of laboratory:

CHE 321	Advanced Inorganic Chemistry
CHE 321L	Advanced Inorganic Laboratory
CHE 323	Spectroscopy of Organic Compounds
CHE 323L	Advanced Organic Laboratory Techniques
CHE 324	Instrumental Analysis, with laboratory

CHEMISTRY (BS)

Major Requirements

CHE 211	General Chemistry I, with review and laboratory
CHE 212	General Chemistry II, with review and laboratory
CHE 214	Treatment of Experimental Data
CHE 241	Introduction to the Scientific Literature
CHE 311	Organic Chemistry I, with laboratory
CHE 312	Organic Chemistry II, with laboratory

CHE 313	Analytical Chemistry, with laboratory
CHE 315	Physical Chemistry I, with laboratory
CHE 316	Physical Chemistry II, with laboratory
CHE 324	Instrumental Analysis, with laboratory
CHE 342	Senior Seminar
MAT 207	Calculus I
MAT 208	Calculus II
MAT 209	Calculus III
PHY 211	College Physics I, with review and laboratory
PHY 212	College Physics II, with review and laboratory

Plus eight credit hours from the following, including two credits of laboratory:

CHE 321	Advanced Inorganic Chemistry
CHE 321L	Advanced Inorganic Laboratory
CHE 323	Spectroscopy of Organic Compounds
CHE 323L	Advanced Organic Laboratory Techniques
CHE 331	Biochemistry I, with laboratory
CHE 332	Biochemistry II, with laboratory

COMMUNICATION (BA)

Major Requirements

	COM 101	Introduction to Journalism I
	COM 102	Introduction to Journalism II
	COM 104	Introduction to Broadcasting
or	COM 201	Radio Programming and Production
	COM 110	Digital Photography I
	COM 112	Video Production
	COM 230	Writing for Media
	COM 320	Mass Media Law
or	COM 321	Media Ethics
or	COM 381	Introduction to Mass Communication
	COM 306	Public Relations
or	COM 385	Communication Research
or	MKT 204	Principles of Marketing
	COM 498	Internship
		(at least 3 credits, or Study Abroad one semester)

Plus a minimum of five additional courses at the 200-level or higher in communication

COMMUNICATION- NEW MEDIA (BS)

Major Requirements

ART 201	History of Art
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ART 203	Art Appreciation through Drawing
COM 101	Introduction to Journalism I
COM 102	Introduction to Journalism II
COM 104	Introduction to Broadcasting
or COM 201	Radio Programming and Production
COM 110	Digital Photography I
COM 112	Video Production
COM 230	Writing for Media
COM 235	Visual Communication
COM 240	Internet Communication
COM 330	Digital Media I
COM 340	Digital Media II
COM 369	Interactive Media I
COM 379	Interactive Media II
COM 385	Communication Research
COM 498	Internship (at least 3 credits, or Study Abroad one semester)

Plus a minimum of five additional courses at the 200-level or higher in communication

CRIMINAL JUSTICE (BSCJ)

Major Requirements

CRJ 200	Introduction to the Criminal Justice System
CRJ 302	Statistics
CRJ 322	Law Enforcement
CRJ 324	Corrections
CRJ 326	Probation and Parole
CRJ 336	Community Relations and the Criminal Justice System
CRJ 340	Criminal Procedures
CRJ 341	Criminal Law
CRJ 342	Criminology
CRJ 344	Ethics in Criminal Justice
CRJ 348	Comparative Criminal Justice System
CRJ 350*	Criminal Justice Research
CRJ 351	Legal Aspects of the Criminal Justice System
CRJ 360	Senior Seminar
CRJ 371	Criminal Justice Practicum
MIS 102	Applications of Microcomputers
or COM 105	Computers and Technology

*May substitute PSY 315 Experimental Psychology

EDUCATION

Program Requirements

The undergraduate minor in Education is part of the Five-Year program in education. Students must complete an arts and sciences major appropriate to the license sought in addition to the education courses listed below. The following licensure areas are offered and are state-approved by the Massachusetts Dept. of Elementary and Secondary Education:

EARLY CHILDHOOD EDUCATION

(PreK-2 for students with/ without special needs)

Undergraduate Minor Requirements

EDC 103	MTEL Prep
EDC 105*	Introduction to Education: Fieldwork
EDC 200*	Principles of Education: Early Childhood, Elementary, Moderate Disabilities
EDC 302	Multisensory Teaching of Language Skills
EDC 308*	Teaching Mathematics: E.C., Elem. and Mod. Dis.
EDC 317*	Teaching Reading and Language Arts: E.C., Elem. and Mod. Dis. (PreK-8)
EDC 321	Introduction to Special Education
EDC 395	Assessment and Curriculum for Early Childhood

*Field experience required

Co-requisites: PSY 101, 102, 301, 309

ELEMENTARY EDUCATION

(Grades 1-6)

Undergraduate Minor Requirements

EDC 103	MTEL Prep
EDC 105*	Introduction to Education: Fieldwork
EDC 200*	Principles of Education: Early Childhood, Elementary, Moderate Disabilities
EDC 302	Multisensory Teaching of Language Skills
EDC 308*	Teaching Mathematics: E.C., Elem., Mod. Dis.
EDC 317*	Teaching Reading and Language Arts: E.C., Elem., Mod. Dis. (PreK-8)
EDC 321	Introduction to Special Education

*Field experience required

Co-requisites: PSY 101, 102, 301, 309

MIDDLE/SECONDARY EDUCATION

(Middle School 5-8, Secondary 8-12)

Undergraduate Minor Requirements

EDC 103	MTEL Prep
EDC 105*	Introduction to Education: Fieldwork
EDC 201*	Principles of Education: Middle/Secondary
EDC 320*	Reading and Communication: Middle and Secondary
EDC 321	Introduction to Special Education
EDC 360	Application of Technology in the Classroom
or EDC 311*	Teaching Mathematics: Secondary or Middle

*Field experience required

Co-requisites: PSY 101, 102, 301, 309

TEACHER OF STUDENTS WITH MODERATE DISABILITIES

(PreK-8 or 5-12)

Undergraduate Minor Requirements

EDC 103	MTEL Prep
EDC 105*	Introduction to Education: Fieldwork
EDC 200* or 201*	Principles of Education
EDC 302	Multisensory Teaching of Language Skills
EDC 308*	Teaching Mathematics: E.C., Elem., Mod. Dis.
EDC 317*	Teaching Reading and Language Arts: E.C., Elem., Mod. Dis. (PreK-8)
and/or EDC 320*	Reading and Communication: Middle and Secondary
EDC 321	Introduction to Special Education
EDC 365	Speech and Language Development

*Field experience required Co-requisites: PSY 101, 102, 301, 309

Upon completion of the above minor, students apply to the fifth-year MEd program (see below).

ENGLISH (BA)

Major Requirements

ENG 205	Western World Literature I
ENG 326	Shakespeare
ENG 348	Writing Seminar
ENG 375	Approaches to Literary Study

Plus, all English majors must take three of the four following courses:

ENG 303	Major Authors in American Literature, 1492-1865
ENG 304	Major Authors in American Literature, 1865-Present

ENG 388 Major British Authors from the Beowulf Poet to Samuel Johnson

ENG 389 Major British Authors from William Blake to Harold Pinter

In addition, all English majors must also complete a minimum of 15 additional credit hours in area requirements from the following, including at least one course from each area:

1. Language and Rhetoric

ENG 311 History of the English Language

ENG 384 Business and Technical Writing

2. Genres

ENG 377 Modern Poetry

ENG 385 The Novel in English

ENG 310 The Drama in English

ENG 330 Women Writers

ENG 382 Verbal and Visual Languages

ENG 387 The Short Narrative

3. Literature other than British and American

ENG 201 The French Perspective

ENG 206 Western World Literature II

ENG 214 Literature of the Non Western World

ENG 227 Latin American Literature in Translation

ENG 380 The Bible As Literature

HISTORY (BA)

Major Requirements

HST 101 Western Civilization I

HST 102 Western Civilization II

HST 200 World History

HST 201 United States History to 1877

HST 202 United States History since 1877

HST 231 Introduction to Historical Research and Writing

HST 399 Senior Project

PHI 100 Introduction to Critical Thinking

At least one foreign written language course (modern or classical)

Plus 15 additional credit hours in history at the 300-level or above (in addition to the capstone course, HST 399: Senior Project), including: (1) at least one course on any topic of Western civilization before 1650; (2) at least one course on any topic of United States history; and (3) at least one course on any topic in non-Western or global history.

HUMAN BIOLOGY (BS)**Major Requirements**

BIO 103	Human Anatomy and Physiology, with laboratory
BIO 104	Human Anatomy and Physiology, with laboratory
BIO 201	Biology I, with laboratory
BIO 209	Pathophysiology
BIO 213	Principles of Microbiology, with laboratory
or BIO 305	Microbiology, with laboratory
BIO 302	Comparative Vertebrate Anatomy, with laboratory
or BIO 312	Animal Histology, with laboratory
BIO 350	Evolution
BIO 404	Senior Seminar in Human Biology

Plus a minimum of 14 semester hours of elective credits from the following:

BIO 302	Comparative Vertebrate Anatomy, with laboratory
BIO 311	Comparative Embryology, with laboratory
BIO 312	Animal Histology, with laboratory
BIO 314	Animal Physiology, with laboratory
BIO 315	Immunology, with laboratory
BIO 331	Genetics, with laboratory
BIO 332	Molecular Biology, with laboratory
BIO 336	Parasitology, with laboratory
BIO 348	Mammalogy, with laboratory
BIO 349	Cell Biology, with laboratory

Plus two of the following:

CHE 331	Biochemistry I, with laboratory
CHE 332	Biochemistry II, with laboratory
MAT 304	Biostatistics
MIS 102	Applications of Microcomputers

Plus the required core in allied fields, as listed for the biology major

INTERDEPARTMENTAL SCIENCE (BS)**Major Requirements**

BIO 201	Biology I, with laboratory
BIO 213	Principles of Microbiology, with laboratory
or BIO 305	Microbiology, with laboratory
BIO 103	Human Anatomy and Physiology, with laboratory
BIO 104	Human Anatomy and Physiology, with laboratory
BIO 302	Comparative Vertebrate Anatomy, with laboratory
or BIO 304	Botany, with laboratory
CHE 211	General Chemistry I, with review and laboratory

CHE 212	General Chemistry II, with review and laboratory
CHE 311	Organic Chemistry I, with laboratory
CHE 312	Organic Chemistry II, with laboratory
PHY 211	General Physics I, with review and laboratory
PHY 212	General Physics II, with review and laboratory
MAT 140	College Algebra and Trigonometry
and MAT 207	Calculus I
or MAT 207	Calculus I
and MAT 208	Calculus II, with laboratory
MIS 102	Applications of Microcomputers
MAT 304	Biostatistics
or CHE 214	Treatment of Experimental Data
and CHE 313	Analytical Chemistry

Plus a minimum of an additional 19-20 credit hours in any 200 or higher-level courses in either biology, chemistry, or math, with the exception of courses specified by each department

INTERNATIONAL STUDIES (BA)

Major Requirements

Modern foreign language study (ASL not eligible) through at least intermediate-level, with strong recommendation for eight semesters (may be waived at discretion of program chairperson if student demonstrates fluency in a second language)

GEO 110/HST 110/ IBS 110	World Economic Geography
or GEO 120/HST 120/IBS 120	Diverse Cultures of the World
ECO 201	Principles of Economics I
or IBS 105	Introduction to International Business
HST 200	World History
or HST 390	Twentieth-Century Global History
POL 106	Introduction to Political Science (comparative governments)
POL 209	International Relations
ISM 300	International Studies Seminar (with chairperson's permission, repeatable once to replace a course in a specialization area)

Selection of a specialization consisting of at least four courses in one of the following areas (additional specializations possible subject to approval by program chairperson):

The International Economy:

ECO201, ECO202, ECO314, ECO318, IBS105, IBS210, IBS316, IBS335, POL364, POL365

International Conflict and Diplomacy:

HST 211/POL 211 (European Integration), HST 311, HST 390, HST 392, HST 308 (Cold War), POL 105, POL 210, POL 212, POL 308, POL 316, POL 348

European Studies:

HST 201, HST 203 (PHI 203), HST 211/POL 211, HST 307, HST 308, HST 367 (PHI 310, POL 310), HST 392, PHI 328; any modern European language literature or literature in translation course. With the chairperson's permission, ISM 300 may be repeated once to fill a specialization requirement. ISM 390 (Study Abroad) and ISM 398 (Internship) may be used with the chairperson's permission to fill a specialization requirement.

LIBERAL STUDIES (BA)**Major Requirements**

Three literature courses, including:

- One course in American literature: ENG 210 or ENG 303 or ENG 304
- One course in Western literature: ENG 205 or ENG 206
- Any third course in literature

Two lab science courses, including:

- One lab science course in the physical sciences (CHE or PHY)
- One lab science course in the life sciences (BIO)

Four courses in the humanities, including:

- One philosophy course (usually PHI 100 Introduction to Critical Thinking)
- Three courses drawn from the list of courses meeting the general education requirement in humanities. (NOTE: For students planning to seek a Massachusetts teaching license, one course each is required in music and art.)

Five Social Science courses, including:

GEO 110	World Economic Geography (non-Education majors may substitute any economics course)
HST 200	World History
POL 105	Introduction to Political Science
PSY 101	General Psychology I
SOC 101	Introduction to Sociology

One math course (usually MAT 117 Elements of Mathematics).

Plus a minimum of 21 additional credit hours in any of the traditional liberal arts in which the college offers advanced courses (biology, chemistry, economics, English, foreign language beyond the first-year level, history, mathematics, philosophy, political science, psychology, or sociology.) FIVE OF THESE COURSES MUST BE

IN THE SAME DISCIPLINE. These courses should generally be at the 300-level, but the following 200-level courses will fulfill the requirement:

Any intermediate language study,

BIO 209	Pathophysiology
BIO 213	Principles of Microbiology
ECO 210	Labor Economics
ECO 213	Economic Issues
ECO 219	U.S. Economic History
HST 208	Civilization of the Ancient Mediterranean
HST 211	European Integration
HST 231	Introduction to Historical Research and Writing
MAT 209/209L	Calculus III
MAT 270	Discrete Structures

Note: SPA 300, and MAT 335/36/STA 335/36 will NOT fulfill the requirement

PHYSICAL THERAPY — UNDERGRADUATE PHASE

Core Requirements

BIO 101	General Biology I, with laboratory
BIO 102	General Biology II, with laboratory
BIO 103	Anatomy and Physiology I, with laboratory
BIO 104	Anatomy and Physiology II, with laboratory
CHE 211	General Chemistry I, with review and laboratory
CHE 212	General Chemistry II, with review and laboratory
PHY 211	General Physics I, with review and laboratory
PHY 212	General Physics II, with review and laboratory
MIS 102	Application of Microcomputers
PSY 101	General Psychology I
PSY 102	General Psychology II
ENG 338	Scientific Research Writing
PTR 101	Physical Therapy Orientation

A total of 90 credits, with a cumulative grade point average of 3.2 and a UPT core grade point average of 3.0 is required to proceed into the professional phase of the physical therapy program.

The above requirements must be completed by the end of the spring semester, prior to entering the professional phase of the physical therapy program.

POLITICAL SCIENCE (BA)

Major Requirements

POL 105	Introduction to American Politics
POL 106	Comparative Politics
POL 209	International Relations
POL 370	Seminar in Political Science

Plus 18 semester hours of additional political science courses including a minimum of six hours from:

POL 309	Political Thought I
POL 310	Political Thought II
POL 343	American Political Thought
POL 345	Issues in Modern Political Thought

PSYCHOLOGY (BS)

Major Requirements

PSY 101	General Psychology I
PSY 102	General Psychology II
PSY 200	Foundations in Psychology
PSY 302	Statistics
PSY 315	Experimental Psychology
PSY 317	Cognitive Psychology
PSY 322	Physiological Psychology
PSY 328	Advanced Statistics
PSY 328L	Advanced Statistics Lab
PSY 330	History and Systems in Psychology
PSY 340	Psychology Practicum

Plus two additional psychology courses (six credits) selected with the advisor

SOCIOLOGY (BA)

Major Requirements

SOC 101	Introduction to Sociology
SOC 205	Social Problems
SOC 210	Complex Organizations
or SOC 212	Sociology of American Institutions
or SOC 216	Deviance and Social Control
SOC 316	Classical Sociological Theory
or SOC 317	Contemporary Sociological Theory
SOC 331	Sociological Research Methods

Plus five additional upper-level sociology courses

MINORS

Biochemistry

CHE 211	General Chemistry I, with laboratory and review
CHE 212	General Chemistry II, with laboratory and review
CHE 311	Organic Chemistry I, with laboratory
CHE 312	Organic Chemistry II, with laboratory
CHE 331	Biochemistry I
CHE 332	Biochemistry II

Biology

BIO 201	Biology I, with laboratory
BIO 202	Biology II, with laboratory
BIO 321	Ecology, with laboratory
BIO 302	Comparative Vertebrate Anatomy, with laboratory
BIO 305	Microbiology, with laboratory
BIO 3__	300-level Biology elective, with laboratory as required

Chemistry

CHE 211	General Chemistry I, with laboratory and review
CHE 212	General Chemistry II, with laboratory and review

Plus 12 credits from 300-level chemistry courses that: satisfy the chemistry major, and include at least two credits of laboratory.

Communication

COM 101	Introduction to Journalism I
or COM 104	Electronic Journalism
COM 103	Introduction to Broadcasting
COM 235	Video Production
or COM 359	Basic Photography
COM 381	Introduction to Mass Media

Plus at least two elective courses in communication

Criminal Justice

CRJ 200	Introduction to the Criminal Justice System
CRJ 322	Law Enforcement
CRJ 324	Corrections
CRJ 326	Probation and Parole

or	CRJ 351	Legal Aspects of the Criminal Justice System
	CRJ 342	Criminology

Plus one other CRJ course selected with the advisor.

Education

	EDC 103	MTEL Prep
	EDC 105*	Introduction to Education: Fieldwork
	EDC 200*	Principles of Education: Early Childhood, Elementary, Moderate Disabilities
or	EDC 201*	Principles of Education: Middle/Secondary
	EDC 321	Introduction to Special Education

Plus three - six other EDC or appropriate PSY courses selected with the advisor, appropriate to the field of licensure, from the list below:

	EDC 302	Multisensory Teaching of Language Skills
	EDC 308*	Teaching Mathematics: E.C., Elem., Mod. Dis.
	EDC 311*	Teaching Mathematics: Secondary and Middle
	EDC 317*	Teaching Reading and Language Arts: E.C., Elem., Mod. Dis. (PreK-8)
	EDC 320*	Reading and Communication: Middle and Secondary
	EDC 360	Application of Technology in the Classroom
	EDC 365	Speech and Language Development
	EDC 395	Assessment and Curriculum for Early Childhood
	PSY 301	Educational Psychology
	PSY 309	Developmental Psychology

*Field experience required

A minimum of 19 credits is required for the minor in Education.

English

	ENG 205	Western World Literature I
	ENG 326	Shakespeare
	ENG ____	One 300-level course in American literature
	ENG ____	One 300-level course in British literature
	ENG ____	Any 200- or 300-level English course in literature
	ENG ____	Any 200- or 300-level English course in literature

History

Six courses in history, including at least two courses on the 100 or 200 level. Students must take HST 231: Introduction to Historical Research and Writing.

International Studies

ECO 201	Principles of Economics I
or IBS 105	Introduction to International Business
GEO 110/HST 110/IBS 110	World Economic Geography
or GEO 120/HST 120/IBS 120	Diverse Cultures of the World
HST 200	World History
or HST 390	Twentieth-Century Global History
ISM 300	International Studies Seminar
POL 106	Introduction to Political Science II
POL 209	International Relations

One semester of modern foreign language study on campus or one course on world literature in translation (may be waived at discretion of chairperson if student demonstrates ability in a second language); foreign language study through at least the intermediate level is highly recommended.

Mathematics

MAT 207	Calculus I
MAT 208	Calculus II, plus laboratory
MAT 209	Calculus III, plus laboratory
MAT 316	Linear Algebra
or MAT 309	Modern Abstract Algebra I
MAT 301	Advanced Calculus
or MAT 303	Differential Equations

Physics

- Any 4-credit course in MAT
- Any 4-credit course in CHE
- Any four courses in PHY, totaling at least 14 credits

Political Science

POL 105	American Politics
POL 106	Comparative Politics
POL 209	International Relations

Plus nine additional credit hours in political science courses, including a minimum of three hours from:

POL 309	Political Thought I
POL 310	Political Thought II
POL 343	American Political Thought
POL 345	Issues in Modern Political Thought

Psychology

To minor in psychology, a student must complete 18 credits of psychology. Neither PSY101 General Psychology I nor PSY302 Statistics will count towards the minor. A student must take PSY102 General Psychology II, one course from each of the following three areas, and two additional courses, chosen in consultation with the advisor.

Applied

PSY 210	Health Psychology
PSY 214	Human Sexuality
PSY 301	Educational Psychology
PSY 304	Abnormal Psychology
PSY 305	Psychology of Industry
PSY 312	Personality

Theoretical

PSY 307	Social Psychology
PSY 317	Cognitive Psychology
PSY 322	Physiological Psychology
PSY 328	Advanced Statistics
PSY 328L	Advanced Stats Lab

Developmental

PSY 208	Adolescent Psychology
PSY 309	Developmental Psychology
PSY 346	Psychology of Aging
PSY 350	Psychology of Death & Dying

Sociology

SOC 101	Introduction to Sociology
SOC 205	Social Problems
SOC 316	Classical Sociological Theory
or SOC 317	Contemporary Sociological Theory
SOC 331	Sociological Research Methods

Plus two additional upper-level sociology courses

Theater

The Theater minor consists of 21 hours, including:

THR 101	Theater Appreciation
THR 102	Acting I
THR 105	Theater Workshop
THR 205	Advanced Theater Workshop

Electives (9 credits) chosen from:

ENG 310	Drama in English
ENG 326	Shakespeare
MUS 210	American Musical Theater

Courses Offering Service Learning Experiences

All Arts, Education and Sciences departments may, in response to student initiative and request, offer internships or practica, travel-oriented or study abroad credit, or some form of service-learning experience for academic credit. The following departments routinely enroll students in “experiential learning.”

Communication

COM 225	Newspaper/Publishing Lab
COM 226	Video Lab
COM 227	Broadcasting Lab
COM 398	Radio Practicum (at WAIC)
COM 498	Internship (off-campus)

Criminal Justice

CRJ 371	Practicum
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Education

EDC 105	Introduction to Education: Fieldwork
EDC 200/201	Principles of Education
EDC 308	Teaching Mathematics: E.C., Elem., Mod. Dis.
EDC 311	Teaching Mathematics: Secondary and Middle
EDC 317	Teaching Reading and Language Arts: E.C., Elem., Mod. Dis. (PreK-8)
EDC 320	Reading and Communication: Middle and Secondary

Psychology

PSY 340/341	Psychology Practicum (off-campus)
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Sociology

SOC 361	Internship (off-campus)
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SCHOOL OF BUSINESS ADMINISTRATION

Lea A. Johnson, EdD, Dean

MISSION

The mission of the School of Business Administration is to provide students with broad exposure to all critical organizational functions. The students will develop the following skills and competencies:

- To communicate clearly – beginning with effective listening, oral and written skills, and persuasive presentations
- To think clearly and globally
- To work effectively within teams, foster cooperation between teams and develop organizational senses of community
- To welcome and embrace change
- To become technologically nimble and adaptive

The school's curriculum is designed and periodically modified to support the development of the above skills and competencies and to prepare students to be lifelong learners.

DEGREE PROGRAMS

Bachelor of Science in Business Administration

The degree of Bachelor of Science in Business Administration is conferred upon students who have satisfactorily completed 120 semester hours of prescribed work.

Major Programs of Study

Accounting
Economics and Finance
Healthcare Management
International Business
Management (including General Business)
Marketing
Sports Management

Minors

Students who wish to do so may also fulfill the requirements for a minor field of study in some disciplines and have the minor field officially recorded, along with the major field, on their permanent record. Requirements of minor fields vary according to departments; interested students are referred to departmental chairs. In addition, a business minor is available to non-business students upon fulfilling the following courses:

Business Minor for Non-Business Students Semester Hours

<u>Subject</u>	<u>Course</u>	<u>Credits</u>
Accounting	Elementary Accounting 1, 2	6
Economics	Principles of Economics	3
Finance	Managerial Finance	3
International Business	Introduction to International Business	3
Management	Principles of Management	3
Marketing	Principles of Marketing	3

DEPARTMENTS**Accounting**

Our rigorous program stresses accounting theory and fundamentals, balanced by practical applications provided by a seasoned CPA staff. Our students will be prepared to use accounting and financial information to plan, control and manage an organization's resources. Preparation for a specific state's CPA examination should be closely managed by the students and their advisors.

Economics

Students wishing to pursue a major in economics are directed to consult with the department chair at the earliest possible date. Thorough exposure to current economic theory and problem solving is provided. Political, social and business elements are integrated into economic decisions. Creative thinking and both individual and team projects help students develop sound economic solutions.

Healthcare Management

The healthcare management major provides an opportunity for graduates to work within a healthcare environment in a nonclinical role. Building on the core foundation of business courses, this major introduces the student to many of the major issues in healthcare management including medical ethics, healthcare marketing, new technologies and the challenges in managing in the American healthcare system.

International Business Management

Our students are provided the tools to effectively contribute and manage in a highly dynamic, complex multinational marketplace. Language, culture, diversity and history take equal place with business and technical fundamentals.

Management (including General Business)

The management department offers courses in general business and in specific disciplines – human resource management, labor and industrial relations, operations management, and organizational behavior – along with courses in business ethics and leadership. All courses stress business fundamentals, technology agility, leadership, teamwork, and opportunity recognition in a dynamic, global marketplace. All learning seeks to develop an appreciation of the need to improve organizational effectiveness through applications of management technique and theory.

Marketing

The marketing department offers a program in which students are given ample exposure to theory and practice, effective communication, planning, market analysis, decision-making and technology utilization. The entrepreneurship option focuses on the processes of small business management, identification of new opportunities, and the drafting of comprehensive business plans. For all students the opportunity to apply learning in practical applications and internships is stressed.

Sports and Recreation Management

This course of study applies management theory and business concepts to the challenges facing organizations dedicated to the sports entertainment, and recreation industry. These areas include, but are not limited to, sports marketing and public relations, sports law, sports economics and finance, business operations for sport organizations, event and facilities management, media relations, broadcasting, and management issues in collegiate athletics.

Students also gain on-the-job experience with a sports organization through internships that are arranged with a variety of organizations, including professional sports teams and leagues, collegiate athletic departments, collegiate conferences and associations, public and private facilities, sports event agencies, sports marketing and consulting firms, and various amateur sport organizations.

PLANS OF STUDY

All School of Business Administration students must fulfill general education requirements. All School of Business students must take the following introductory business courses (Common Professional Component):

ACC 101	Elementary Accounting
ACC 102	Elementary Accounting (Continued)
ECO 201	Principles of Economics I (Part of General Education Requirements)

ECO 202	Principles of Economics II (Part of General Education Requirements)
IBS 105	Introduction to International Business
LAW 300	Business Law: Contracts and Agency
FIN 203	Managerial Finance
MGT 105	Principles of Management
MKT 204	Principles of Marketing I
MAT 119	Finite Mathematics I
MAT 335	Foundations of Statistics
MIS 101	Concepts of Business Data Processing
MIS 102	Applications of Microcomputers
MGT 378	Senior Policy Seminar

The typical first year courses taken by business administration students are as follows.

First-Year Courses

International Business 105; English 101, 102; Management 105, 215; Management Information Systems 102; Marketing 204; Mathematics 119 or 335; humanities course or social science course

Students are urged by the end of their first year, and required by the end of their second year, to select a major program of study.

ACCOUNTING (BSBA)

Major Requirements

ACC 202	Intermediate Accounting
ACC 203	Intermediate Accounting (Continued)
ACC 302	Auditing
ACC 304	Cost Accounting
ACC 307	Advanced Accounting
ACC 308	Advanced Accounting (Continued)
ACC 310	Federal Income Taxation
ACC 311	Advanced Federal Taxation (Continued)
ACC 379	Accounting Capstone
FIN 3__	300-level Finance Elective
MIS 101	Concepts of Business Data Processing
MAT 120	Finite Mathematics II
MAT 336	Statistical Analysis for Business Decisions

Business electives: 12 credits

Arts, Education and Sciences electives: 4 credits

ECONOMICS/FINANCE (BSBA)

Major Requirements

ECO 210	Labor Economics
ECO 313	Microeconomic Theory
ECO 316	Macroeconomic Theory
ECO 329	Public Finance
ECO 358	Economics of Managerial Decision
FIN 303	Money and Banking
FIN 304	Advanced Managerial Finance
or FIN 326	Business Cycles
FIN 306	Investments
or FIN 309	Principles of Insurance
FIN 351	Seminar in Finance
FIN ____	Finance Elective
MGT 215	Organizational Behavior
MAT 120	Finite Mathematics II
MAT 336	Statistical Analysis for Business Decisions

Plus electives. Recommended elective: ACC 207 Managerial Accounting

GENERAL BUSINESS

Major Requirements

ENG207	Business Communication
ENG213	Public Speaking
MGT214	Organizational Behavior
IBS____	International Business Elective
MGT____	Management Elective
MGT____	Management Elective
MGT____	Management Elective
MKT____	Marketing Elective
MKT____	Marketing Elective
MKT____	Marketing Elective

Business Electives: 9 credits

HEALTHCARE MANAGEMENT

Major Requirements

HCM300	American Healthcare System
HCM310	Healthcare Management
HCM330	Ethics in Healthcare Management
HCM320	Healthcare Marketing
HCM340	Healthcare Management Technologies
ENG207	Business Communication
LAW318	Legal Aspects of Healthcare
MGT315	Human Resource Management
MGT325	Leadership

INTERNATIONAL BUSINESS (BSBA)

Major Requirements

Foreign Language 101, 102; two upper level courses; IBS 105 Introduction to International Business; IBS 110 World Economic Geography; IBS 120 Diverse Cultures of the World

IBS 314	International Economics
IBS 316	International Marketing
IBS 320	Management of Export Business
IBS 350	International Human Resource Management
IBS 380	International Business Capstone Course
or IBS 335	International Organization and Administration
IBS 395	International Management Internship
MGT 315	Business and Society

Business electives: 6 credits

Arts, Education and Sciences electives: 1 credit

MANAGEMENT (BSBA)

Major Requirements

FIN ____	Finance elective
MGT 215	Organizational Behavior
MGT 315	Business and Society
MGT 325	Leadership
MGT ____	Management elective
MGT ____	Management elective
MGT ____	Management elective
MKT ____	Marketing elective

Required: ACC 207 Managerial Accounting, MIS 361 Quantitative Methods in Business, and ECO 210 Labor Economics

Business electives: 3 credits

Arts, Education and Sciences electives: 4 credits

MARKETING (BSBA)

Major Requirements

MKT 204	Principles of Marketing
MKT 303	Distribution Strategies
MKT 305	Consumer Behavior
MKT 313	Brand and Price Strategy
MKT 315	Business and Marketing Strategy
MKT 350	Integrated Marketing Communications
MKT 395	Internship

Plus electives

SPORTS AND RECREATION MANAGEMENT (BSBA)

Major Requirements

SRM 200	Management of Sports Industries
SRM 300	Sports Marketing
SRM 301	Sports Finance and Economics
SRM 302	Human Resource Management in the Sports Industry
SRM 395	Management Practicum

OFFERING SERVICE LEARNING EXPERIENCES IN BUSINESS ADMINISTRATION

Accounting

ACCT-VITA Volunteer Income Tax Program

Economics/Finance

ECO 213 Economic Issues

ECO 229 Public Finance

Healthcare Management

HCM390 Healthcare Management Internship

International Business

IBS 120 Diverse Cultures of the World

IBS 395 (A and B) International Business Internship

Management

MGT 315 Business and Society

MGT 321 Management Practicum in Business or Government
Administration

MGT 322 Management Practicum in Business or Government
Administration

MGT 325 Leadership

MGT 376 Advanced Management Problems

Marketing

MKT 302 Advertising

MKT 313 Marketing Problems and Strategies

SCHOOL OF CONTINUING EDUCATION

MISSION

The mission of the School of Continuing Education is to serve persons of all ages and backgrounds who seek access to higher education anywhere in the world.

By utilizing the flexibility and the focus of the adult learner, the School of Continuing Education strives to extend the resources of the college to the community, the region, and the world. Degree programs at the associate and baccalaureate levels are offered to meet the educational needs of the public.

DEGREE PROGRAMS

Associate in Arts (AA)

The degree of Associate in Arts is conferred upon students who have satisfactorily completed a minimum of 60 semester hours of academic work, providing an introduction to the liberal arts and sciences.

Associate in Business Administration (ABA)

The degree of Associate in Business Administration is conferred upon students who have satisfactorily completed a minimum of 60 semester hours of academic work, providing a basic and general background in business.

Bachelor of Arts in Liberal Arts (BALA)

The Bachelor of Arts is conferred upon students who have satisfactorily completed a minimum of 120 semester hours of academic work. This program has been designed to meet two major objectives:

- To provide students with a solid introduction to a variety of academic disciplines.
- To allow students (through judicious use of their electives) the flexibility to combine those studies with their career interests.

This joining of diverse fields of study is at the heart of the traditional liberal arts curriculum, a curriculum which seeks to lead the student to develop a broad background, an ability to make sense out of a complex world, and to articulate clearly and succinctly one's thoughts to others, both orally and in written form.

Bachelor of Science in Business Administration (BSBA)

The Bachelor of Science in Business Administration is conferred upon students who have satisfactorily completed a minimum of 120 semester hours of academic

work. The BSBA degree offers the following majors: accounting, finance, general business, human resource management, management and technology, and marketing.

Bachelor of Science in Human Services (BSHS)

The Bachelor of Science in Human Services is conferred upon students who have satisfactorily completed a minimum of 120 semester hours of academic work. The degree is designed to prepare students for professional positions in the broad career area known as human services.

This degree program includes work in a variety of areas such as youth counseling, community services for special-needs populations, welfare services, health care, and many other helping professions.

Requirements provide students with a foundation in the arts and sciences, including courses in human relations, psychology, and sociology.

Weekend Classes

Weekend classes are designed for those students seeking a degree in business administration who wish to pursue an accelerated course of study or who find attending class on the weekend more convenient. Because of a unique and flexible term arrangement, it is possible to earn up to 45 hours of course credit in a calendar year. Classes meet Saturdays from 8:30 a.m. to 12 noon.

Credit by Examination

American International College realizes that the important question is not how persons acquire their competencies, but what competencies they have. Several programs are available to enable those who have reached college-level competencies in non-traditional ways to assess their level of achievement and to use test results in seeking advanced standing and credit in college. Programs available to qualified students are the College Level Exam Program (CLEP), Insurance Examination Program (LOMA, CLU), and the AIC Work-Related Examination (WRE).

Any matriculating student in the School of Continuing Education is eligible for these programs. However, students must complete the last 30 semester hours of credit for any degree at AIC, and no grade may be raised by test results. In addition to meeting eligibility requirements, a student must meet and accept the requirements and provisions established in his or her chosen degree program. All programs have a stated fee for each examination.

PLANS OF STUDY

The School of Continuing Education offers curricula leading to the following degrees:

- Associate in Arts
- Associate in Business Administration
- Bachelor of Arts: Liberal Arts
- Bachelor of Business Administration
 - Accounting
 - Finance
 - General Business
 - Human Resource Management
 - Management
 - Management and Technology
 - Marketing

Bachelor of Science in Human Services

Specific requirements for each program of study are as follows:

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)

Major Requirements

ACC 101	Elementary Accounting I
ACC 102	Elementary Accounting II
ECO 201	Principles of Economics I
ECO 202	Principles of Economics II
FIN 203	Managerial Finance
IBS 105	Introduction to International Business
LAW 300	Business Law
MAT 119	Finite Mathematics
MGT 105	Principles of Management
MIS 101	Concepts of Business Data Processing
MKT 204	Principles of Marketing
STA 335	Foundations of Statistics

ACCOUNTING (BSBA)

Major Requirements

ACC 202	Intermediate Accounting
ACC 203	Intermediate Accounting (continued)
ACC 302	Auditing
ACC 304	Cost Accounting
ACC 307	Advanced Accounting
ACC 308	Advanced Accounting (continued)
ACC 310	Federal Income Taxation
ACC 311	Advanced Federal Taxation (continued)
FIN 309	Principles of Insurance
MAT 120	Finite Mathematics II
MIS 102	Applications of Microcomputers

FINANCE (BSBA)

Major Requirements

ACC 207	Managerial Accounting
ECO ____	Economics Elective
FIN 303	Money and Banking
FIN 304	Advanced Managerial Finance
FIN 306	Investments
FIN 309	Principles of Insurance
FIN 310	Commercial Banking
FIN 311	Fundamental Elements of Real Estate
IBS 105	Introduction to International Business
MAT 120	Finite Mathematics II
MIS 102	Applications of Microcomputers
STA 336	Statistical Analysis for Business Decisions

GENERAL BUSINESS (BSBA)

Major Requirements

ACC 207	Managerial Accounting
ECO 210	Labor Economics
ECO ____	Economics Elective
FIN ____	Finance Elective
IBS 105	Introduction to International Business
MGT 215	Organizational Behavior
MGT 305	Labor and Industrial Relations
MGT 312	Production Management
MGT 313	Human Resource Management
MGT 376	Advanced Management Problems

MIS 102	Applications of Microcomputers
MKT ____	Marketing Elective
MKT ____	Marketing Elective

HUMAN RESOURCE MANAGEMENT (BSBA)

Major Requirements

ACC 207	Managerial Accounting
ECO 210	Labor Economics
MGT 305	Labor and Industrial Relations
MGT 313	Human Resource Management
MGT 376	Advanced Management Problems
MIS 102	Applications of Microcomputers
PSY 101	General Psychology I
PSY 102	General Psychology II
PSY 302	Statistics
PSY 305	Psychology of Industry
PSY 306	Psychological Testing

MANAGEMENT (BSBA)

Major Requirements

ACC 207	Managerial Accounting
ECO 210	Labor Economics
FIN ____	Finance Elective
IBS 105	Introduction to International Business
MAT 120	Finite Mathematics II
MGT 305	Labor and Industrial Relations
MGT 312	Production Management
MGT 313	Human Resource Management
MGT 376	Advanced Management Problems
MIS 102	Applications of Microcomputers
MKT ____	Marketing Elective
STA 336	Statistical Analysis for Business Decisions

MANAGEMENT AND TECHNOLOGY (BSBA)

Major Requirements

MGT 215	Organizational Behavior
MGT 305	Labor and Industrial Relations
MGT 312	Production Management
MGT 313	Human Resource Management
MGT 376	Advanced Management Problems

Technical science transfer and elective credits. Maximum of 39 credits.

MARKETING (BSBA)

Major Requirements

IBS 105	Introduction to International Business
MAT 120	Finite Mathematics II
MGT 215	Organizational Behavior
MKT 301	Professional Sales Development
MKT 302	Advertising
MKT 303	Retail Merchandising
MKT 304	Marketing Research
MKT 305	Consumer Behavior
MKT 313	Marketing Problems and Strategies
MKT 316	International Marketing
PSY 101	General Psychology
STA 336	Statistical Analysis for Business Decisions

BACHELOR OF SCIENCE IN HUMAN SERVICES (BSHS)

Major Requirements

HRD 200	Introduction to Human Relations
HRD 201	Human Relations and Human Effectiveness
HRD 205	Introduction to Human Services
HRD 310	Career Development as Life Management
HRD 370	Major Sources of Human Productivity
FIN 200	Budgeting for Human Services
LAW 318	Legal Aspects of Health Care
MAT 119	Finite Mathematics II
MGT 105	Principles of Management
MGT 215	Organizational Behavior
MGT 313	Human Resource Management
MIS 102	Applications of Microcomputers
MKT 204	Principles of Marketing I

BACHELOR OF ARTS IN LIBERAL ARTS (BALA)

Requirements

This degree consists of courses in cultural and social awareness, the sciences, General Education requirements, electives, and five courses from each of two concentrations chosen from among English, history, political science, economics, mathematics, psychology, and sociology.

SCHOOL OF HEALTH SCIENCES

Carol A. Jobe, PhD, Dean

MISSION

The faculty of the School of Health Sciences is dedicated to preparing its graduates to competently practice within their professions by providing exemplary and challenging educational opportunities in nursing, occupational therapy, and physical therapy within the classroom and clinical settings.

The educational environment of the school is rooted in the commitment to interdisciplinary involvement of faculty, students and clinicians throughout their educational experience to foster a strong respect and working relationship among health care providers.

Finally, the School of Health Sciences is committed to graduating professionals who will seek out leadership roles in shaping health care policies by working within the political system and ultimately improving the overall health care of our citizens.

PHILOSOPHY OF THE SCHOOL OF HEALTH SCIENCES

The faculty of the School of Health Sciences (SHS) believes that the attainment of health and wellness are realistic expectations for individuals in our society, regardless of age, race, gender, culture, religion, or socio-economic status. In addition, the faculty maintains that access to comprehensive qualified health care is the right of all citizens and that competent, concerned, and socially responsible health care professionals should provide the delivery of health care services. In addition, SHS believes that efficient, cost-effective health care is administered by competently educated professional and technical providers within a true collegial and cooperative environment.

The educational process of the SHS is intended to be interdisciplinary in nature and foster learning as a lifelong process necessary to promote quality patient/client management; instill in the graduate the ability to view and understand health care from national and global perspectives and ultimately to promote political activism to maintain quality health care standards of practice.

The faculty is further committed to model the development of knowledge through research. Additionally, publications and scholarship instill in students the responsibility to: advance their professions through positions of leadership, unconditionally adhere to their professional code of ethics, develop and implement clinical research and, when appropriate, mentor future professionals, thereby enhancing the quality of patient/client care throughout one's life span.

It is the further belief of the faculty that through this philosophy they are supporting and enhancing the mission and purposes of American International College.

STANDARDS FOR ESSENTIAL FUNCTIONS OF SCHOOL OF HEALTH SCIENCES STUDENT PRACTITIONERS

Observation Skills

Students must be able to acquire a defined level of necessary information as presented through educational experiences relating to both basic arts and sciences, as well as pre-professional, professional, and graduate courses. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include lectures, printed materials, visual and auditory media, laboratory experiences, and hands-on demonstrations. Consequently, students must demonstrate adequate functional use of visual, tactile, auditory and other sensory and perceptual abilities, to enable such observations and information acquisition necessary for academic and clinical performance.

Intellectual/Conceptual Abilities

Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information present in academic, laboratory and fieldwork settings. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply, and retain facts, concepts, and data related to the art and science of health care. Students must be able to apply theoretical knowledge and current research evidence to specific client populations and diagnoses, and justify the rationale for therapeutic interventions. Students must also develop sense of socio-medical ethics, and recognize and apply pertinent legal and ethical standards.

Communication Skills

Effective communication is critical for students to build relationships with faculty, advisors, fellow students, clients, clinical supervisors, other professionals, and care givers in his/her various roles of learner, peer, student practitioner, and college/program representative. Students must be able to gather, comprehend, utilize and disseminate information effectively, efficiently, and in accordance with professional standards. Students are required to communicate in the English language, both verbally and in writing, at a level consistent with competent professional practice. Students are expected to use grammar and vocabulary proficiently. They must be able to elicit information, gather information, and describe findings, verbally and in writing, (e.g., evaluation reports, treatment plans, progress notes, and discharge summaries), that are comprehensible by clients, caregivers, professionals, and non-professionals.

Students must be able to communicate accurately, sensitively and effectively with clients and professionals from different cultural and social backgrounds. They should be able to observe, recognize and understand non-verbal behavior. They must be able to establish rapport with clients and communicate evaluation and treatment information effectively, while adhering to principles of confidentiality.

Behavioral and Social Skills

Students must demonstrate emotional stability and be capable of developing mature and effective interpersonal relationships with other students, faculty, clinical supervisors, and other professionals. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and function in the face of real-world ambiguities. Students must exhibit the ability and commitment to work with individuals in fast-paced, demanding settings and to meet the needs of people from diverse cultures, age groups, and socioeconomic levels, without bias. Students must be prepared to work with individuals who: are severely medically involved, injured or disabled; are limited by cognitive, emotional, and functional impairments; and exhibit extreme behavior that may elicit an aversive reaction. The ability to successfully interact with such individuals, without being judgmental or prejudicial, is critical to establishing a therapeutic relationship and maintaining one's professionalism (AOTA's Code of Ethics).

Students may be exposed to the following conditions: wet or humid internal environments; proximity to moving mechanical parts, fumes or airborne particles, hazardous materials, and blood borne pathogens; exposure to outdoor weather conditions, risk of electrical shock, objects of hot/cold temperature, or vibration.

Professional Responsibility

Students must exhibit the ability to address unpredictable challenges of health and medical situations that require a high level of alertness and readiness for immediate and appropriate response, without interference of personal or medical problems. This includes training for emergencies (e.g., CPR and infection control). Students must adhere to policies of the college, the program, and fieldwork sites. This may include, but is not limited to, professional dress and demeanor, conforming to the academic calendar, and meeting start dates for fieldwork assignments.

Students are responsible for: travel to and from classes and level I and level II fieldwork sites, attendance at classes and fieldwork assignments, and possession of organizational skills and stamina for meeting performance criteria within assigned time frames. Students must take the initiative to self-assess their own academic progress and direct their own learning. They must work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving external evaluation of their abilities and reasoning skills.

Criminal Offender Record Information (CORI) Sex Offender Registry Information (SORI)

Prior to being accepted into courses and degree programs that require the student to work directly with vulnerable populations (such as children, the elderly, or the infirm), or in other fieldwork experiences at agencies that require such, a student will be subject to a CORI and/or SORI check. The results of this report may or may not disqualify a student from entering or completing a program. Specific details and a complete copy of the college policy and the authorization form are available at the Office of the Vice President of Academic Affairs, first floor, Adams Hall.

PROGRAM DESCRIPTIONS

Bachelor of Science in Nursing

The degree of Bachelor of Science in Nursing is conferred upon students who have satisfactorily completed 121 semester hours of prescribed academic work. Upon completion of the nursing program, the graduate will be eligible to sit for the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Upon passing this examination, the graduate will be qualified to practice as a professional registered nurse in a variety of settings.

Commonwealth of Massachusetts Regulations (CMR) require that the Board of Registration in Nursing review annually each nursing program in the Commonwealth for compliance with the board's regulations. The Division of Nursing has received full approval status annually from the Board of Registration in Nursing since 1982. The accreditation of nursing programs is conducted by the Commission on Collegiate Nursing Education (CCNE). The Division of Nursing was awarded full accreditation by the CCNE in 2009.

The NLNAC has awarded full, continuing accreditation to the Division of Nursing.

NURSING

Karen S. Rousseau, MSN, RN, director

Consistent with the mission of American International College, the faculty of the Division of Nursing believes that nursing education encompasses the intellectual, social, and professional preparation of each student.

The mission of the Division of Nursing is to provide a high quality education without regard to gender, sexual orientation, race, color, religion, ethnic background, or nationality. The curriculum is designed to enable students to think logically, act creatively, and communicate effectively.

Client/Client System

The faculty believes that the client/client system is an open system and is either an individual, family, group, and/or community system. A client system is viewed as dynamic in nature; having physiological, psychological, socio-cultural, developmental, safety, and spiritual needs that interact with internal and external environments. Nursing intervenes with clients experiencing stressors along the health illness continuum through the levels of prevention.

Environment

The faculty believes that the environment is a dynamic system composed of diverse social, cultural, spiritual, and physical elements. These elements influence and are influenced by the interaction of economic, legal, technological, and political forces. The client/client system and the environment reciprocally affect each other and create change. Nursing must be responsive to these changes in order to meet health needs.

Health

The faculty believes that health is the successful adaptive response of the client/client system to internal and external stressors that effect biophysical and psychosocial equilibrium. Illness occurs when the client's adaptive response is unsuccessful. Nursing anticipates the health needs of clients by actively participating in the promotion of health and the prevention of illness. Nursing responds to changes in health status by intervening to assist the person to regain health, achieve maximum functioning, or die with dignity.

Nursing

The faculty believes that nursing is the art and the science of assisting clients to meet needs in health and illness and to adapt to stressors throughout the life cycle. The science of nursing consists of knowledge derived from history, theories, and research. The art of nursing is skilled application of that knowledge characterized by humanistic values of caring, cooperation, collaboration, and accountability.

Philosophy of Nursing Education

The philosophy of the division of nursing is based upon the Neuman Systems Model as it relates to the accepted concepts of the nursing profession: client/system, environment, health, and nursing.

Learning is an active and continuous process, which involves the integration of cognitive, affective and psychomotor experiences which results in behavioral changes. Learning progresses from simple to complex. The process of teaching and learning requires a strong collaborative relationship between faculty and student in order to facilitate critical thinking.

The faculty believes that the student is ultimately responsible for learning. However this process is facilitated by faculty skilled in creating a climate that enhances learning. The faculty recognizes the diversity in the student population, strives to provide a variety of learning opportunities, and encourages learning as a lifelong process.

NURSING (BSN)

Major Requirements

BIO 103	Human Anatomy and Physiology I, with laboratory
BIO 104	Human Anatomy and Physiology II, with laboratory
BIO 209	Pathophysiology
BIO 213	Principles of Microbiology, with laboratory
CHE 111	General, Organic and Biological Chemistry, with laboratory
NUR 101	Introduction to Professional Nursing
NUR 102	Dosage Calculations
NUR 103	Pharmacology
NUR 106	Fundamentals of Professional Nursing Practice
NUR 206	Adult Medical Surgical Nursing
NUR 210	Nursing Research
NUR 214	Family Centered Nursing
NUR 215	Family Centered Nursing Process
NUR 302	Community Focused Nursing
NUR 304	Psychiatric/Mental Health Nursing
NUR 306	Complex Medical Surgical Nursing
NUR 307	Nursing Leadership
NUR 325	Trends and Issues in Nursing
NUR 328	Nursing Seminar
ENG 213	Public Speaking
MIS 102	Applications of Microcomputers
PSY 302	Statistics
PSY 309	Developmental Psychology
SPA 104	Spanish for Health Professionals

Note:

PSY 101, SOC 10 and SPA 104 fulfill nine credits of the general education requirements

Candidates for the degree of Bachelor of Science in Nursing will receive advising for the total curriculum by faculty of the Division of Nursing. For additional information regarding the program, contact the Office of the Director, Division of Nursing. A minimal grade of C+ must be achieved in all nursing courses. A grade of at least C+ also must be achieved in BIO 103, 104, 209, and 213, as well as in CHE 111, ENG 101/103 and 102/104, PSY 101 and 309 and SOC 101. Before students can enter the upper-division level of the nursing major, they must complete the following courses: ENG 101 and 102, BIO 103, 104, 209, 213; CHE 111; ENG 213; MIS 102; PSY 101, 302, 309; and SOC 101.

The faculty reserves the right to require withdrawal from the Division of Nursing by any student whose health, conduct, clinical performance, or scholarship is such that it interferes with professional accountability or responsibility in nursing.

Admission Requirements

The four-year undergraduate nursing program accepts candidates for freshman admission in September and January. Transfer applicants are accepted on a space-available basis for both the fall and spring semester.

Students who have no previous college or nursing study are admitted as full-time freshman students into the four-year program. Registered nurse students who have completed diploma or associate degree programs are admitted as transfer students with advanced standing. Credits may be received for selected nursing courses through successful completion of challenge examinations or through articulation agreements. Prospective students are expected to contact the director of the division to discuss program requirements.

First time freshman candidates for admission to the BSN program are expected to have completed a traditional college preparatory program of study as outlined in the college admission requirements with a minimum of 16 academic courses, including a laboratory science course in chemistry. Candidates must also present an official high school transcript demonstrating a GPA of 2.5 or above (on a 4.0 scale). Candidates, with or without reasonable accommodations, are expected to demonstrate academic readiness at the post-secondary level by submitting SAT scores that demonstrate a combined score of 900 or above on the critical reading and critical math components, or ACT scores that demonstrate a minimum score of 19.

Transfer candidates will be evaluated for admission based on the record of their college studies. Transfer candidates, with or without reasonable accommodations, are expected to demonstrate academic readiness at the post-secondary level by submitting an official college transcript demonstrating a cumulative GPA of 2.5 or above (on a 4.0 scale). The minimum acceptable grade of C+ or better is required in order for the college to accept any/all of the following courses for transfer credit:

English 101/103
English 102/104
Biology 103 & 104
Biology 209
Biology 213
Chemistry 111
PSY 101
PSY 309
SOC 101

Transfer of nursing courses is evaluated by the director of nursing and requires a grade of C+ or above (on a 4.0 scale). Nursing courses are only transferable up to and including first semester junior year.

International students must submit the Test of English as a Foreign Language (TOEFL) score documentation as outlined in the college admission requirements.

Clinical Requirements

Clinical sites require annual Criminal Offender Record Information (CORI) reviews on all nursing students, and may require Sex Offender Registry Information (SORI) review and drug screening as well. Students must provide the college with permission to conduct the CORI/SORI review or drug screen. Students admitted to the nursing program who subsequently refuse to permit a CORI/SORI review will be denied the ability to participate in any clinical affiliations, and will be dismissed from the program. All sites require evidence of a negative CORI/SORI as a requirement for participation in the clinical component of the program. Students with a positive CORI/SORI or positive drug screen who are denied the ability to participate in the clinical component of the program will be dismissed from the program. Based on Licensure Policy 08.02 of the Commonwealth Massachusetts Board of Registration in Nursing, applicants must be of “good moral character” for the board to approve the applicant to write the licensure exam (NCLEX-RN). Students applying for the licensure examination may be required by the Board of Registration in Nursing to respond to questions regarding their moral character.

Health Credentials

Nursing students are expected to be in good health and must meet all functional abilities essential for nursing practice. Nursing students are to have a completed health form, including a current physical examination. Students must also have documentation of updated immunizations, including varicella, mumps, rubeola, rubella, hepatitis B, and tetanus. A yearly Mantoux test is also required. (Students should refer to the Nursing Student Handbook.)

Nursing students are expected to hold current certification in an acceptable level of cardiopulmonary resuscitation (CPR).

DIVISION OF OCCUPATIONAL THERAPY

Cathy A. Dow-Royer, EdD, OTR/L, Program Director

Program Requirements

The Entry-Level Master of Science in Occupational Therapy (MSOT) Degree Program prepares students for generalist practice in the field of occupational therapy. The professional program provides both undergraduate and graduate entry tracks. The Track One undergraduate option allows students to earn a Bachelor of Science degree in Occupational Science and a Master of Science degree in Occupational Therapy in a five year program (BSOS/MSOT) and requires 154 credits for graduation. Credit totals include 24 weeks of full-time Level II Fieldwork within the United States or in international facilities where the supervising therapist has graduated from a program approved by the World Federation of Occupational Therapists.

BSOS/MSOT students enter the program as first-year or transfer occupational therapy students. During the first three years, students are simultaneously enrolled in general education courses required by the college, courses required to complete the occupational science degree, and graduate courses required for the occupational therapy degree. The Program also provides an accelerated option for eligible undergraduate students. Students continue to take graduate course work in the fourth and fifth year to complete the graduate phase of the program and qualify for a MSOT degree. Students are required to attend a summer session during the final two years in the program.

The School of Health Sciences requires annual CORI (Criminal Offender Registry Information) reviews on students. *Students admitted to the Occupational Therapy Program who subsequently refuse to permit a CORI review will be dismissed from the Program. Students with a negative CORI who are denied the ability to participate in academic fieldwork will be dismissed from the Program.*

Program Accreditation

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is (301) 652-AOTA. Information regarding ACOTE can be found on the AOTA website on the Academic Affairs link: www.aota.org. The school code for American International College is 22519.

Admission Requirements

Admission requirements are designed to select qualified students who are likely to successfully complete this professional program of study. Freshman entrance requirements include a high school GPA of 2.80, and a minimum of a 950 SAT combined score on math and critical reading or a 20 ACT combined score. Transfer applicants must have a minimum GPA of 2.85.

Freshman and transfer applications are accepted through July 15th for Fall Semester entry, and transfer applications are accepted through November 23rd for Spring Semester entry. Late applications will be reviewed on a space available basis. International students must submit Test of English as a Foreign Language (TOEFL) score documentation. Minimum score requirements are as follows: 577 Paper; 91 Internet; 233 Computer-based.

Program Requirements

General Education & Professional Foundation Phase

EDC 102	The Undergraduate Experience
ENG 101	English Composition I
COM 105	Information Technology
ENG 102	English Composition & Literature II
PSY 101	General Psychology I
PSY 102	General Psychology II
PSY 304	Abnormal Psychology
PSY 309	Developmental Psychology
SOC 101	Introduction to Sociology
BIO 103	Human Anatomy & Physiology
PHY 116	Physics of the Human Body
MAT 304	Biostatistics
ENG 338	Scientific Research Writing
Humanities (6 credits)	
Literature (3 credits)	
Social Awareness (3 credits)	
Electives (9 credits)	
OTR 100	Medical Terminology
OTR 204	Activity Analysis
OTR 220	Occupational Science
OTR 222	Gross Anatomy with Laboratory
OTR 623	Neuroscience
OTR 201	Group Dynamics
OTR 302	Kinesiology with Laboratory
OTR 303	Outcomes
OTR 625	Program Development/Leadership

BSOS 120 credits

Program Academic Regulations

In addition to the academic standards required of all students, occupational therapy students are required to meet benchmark GPA's that progress from 2.75 to 3.0 during the first three years in the program. Students must also meet the minimum grade requirements below:

1. a minimum of a C- grade in ENG 101, ENG 102, MIS 102, PSY 101, PSY 102 and SOC 101; and
2. a minimum of a C grade in BIO 103, PHY 116, PSY 304 & 309, MAT 205, ENG 338 and OTR 204, 220 and 222; and
3. a minimum of a C+ grade in OTR 201, 302, 303; and
4. a minimum of a B- in OTR 623 and 625.

Fieldwork

In addition to academic coursework, occupational therapy (OT) students are required to successfully complete fieldwork experiences to effectively apply knowledge within the environmental contexts of therapeutic practice. Students participate in course-related Level I Fieldwork experiences beginning in the third year and continuing through the final year in the graduate program. The fieldwork experiences differ by site type and population served, and progress in expectations for student learning outcomes.

Level I fieldwork experiences are designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. In addition, it provides opportunities for students to demonstrate professional behavior and to develop interpersonal skills including understanding and respect for diversity and effective communication. The Academic Fieldwork Coordinator and other faculty members are responsible for arranging Level I Fieldwork experiences in local hospitals, rehabilitation clinics, schools, supported employment sites and community-based programs, and for ensuring that sites meet AOTA accreditation standards and Program goals. Students are supervised by faculty and/or site supervisors. Students are responsible for transportation to and from Level I Fieldwork sites.

Program Completion

After completing the third year of course requirements for the occupational therapy program, students enter the graduate professional phase and completes a fourth year of graduate course work to qualify for a BSOS degree followed by a fifth year of graduate coursework and Level II Fieldwork to qualify for a MSOT degree. During the fourth year students begin to attend professional level graduate course work with students in the track two graduate option.

Refer to the Graduate Catalog for specific courses, program completion requirements and academic regulations relating to the graduate professional phase of the occupational therapy program.

DIVISION OF PHYSICAL THERAPY

Patrick Carley, DHA, MA, PT., Interim Director

Mission Statement

The Program educates Doctorate of Physical Therapy students to practice autonomously, effectively, and with integrity in the contemporary, multifaceted, and culturally diverse healthcare environments. In concert with the mission of the college, the program in physical therapy facilitates a teaching-learning environment through interactive and collaborative learning experiences. Students graduate with the cognitive, psychomotor, and professional skills that enable them to assume the diverse role of healthcare practitioner, which includes being an effective clinician, advocate, manager, teacher, learner, researcher, and leader. In addition, the program facilitates the development of compassionate practitioners through academic and community service experiences. The ongoing pursuit of the mission will be demonstrated through the following:

- Providing didactic and hands-on clinical preparation with a focus on the depth and breadth of clinical skills, reasoning, and problem-solving abilities to function safely and competently as autonomous generalist practitioners;
- Fostering professional development and cultural sensitivity through the development of a teaching-learning educational environment;
- Emphasizing the examination, evaluation, diagnosis and intervention of movement dysfunctions.
- Fostering a commitment to quality care which is evidenced by lifelong learning, ethical behavior, humanistic concern and the use of advanced based practice;
- Providing an educational process of excellence at both the undergraduate and professional levels resulting in a program of local and regional prominence in the field of physical therapy education;
- Promoting the humanistic and scientific basis of physical therapy practice.

Program Philosophy

The American International College's Doctorate of Physical Therapy (DPT) Program has as its pre-professional phase foundation a strong, vibrant, liberal arts education. The College community believes that a strong liberal arts education is the primary foundation leading to broad intellectual growth and diversified learning abilities. The student-focused educational process optimally prepares for the clinical and professional phase of the teaching/learning environment.

The professional phase of the DPT program embraces a philosophy of close guidance and direction through carefully structured teaching-learning experiences con-

sistent with the program's overall goals. The unique size of the College promotes a dynamic collegial environment that fosters respect for an individual's point of view, clinical judgment, responsibility to society, and a commitment to lifelong learning. The curriculum encompasses the core clinical sciences, foundational sciences, and the trans-curricular courses that unify the professional phase of the program from the simple to complex theory and practice concepts.

The educational design fosters student development, appropriate decision-making, critical thinking, social integration, clinical skill development, research, and motivation for life-long learning. The successful attainment of personal and academic developmental constructs will result in a well-rounded individual with intellectual awareness, social, and clinical skills to function as an effective entry-level physical therapist in both contemporary and future healthcare environments.

Plan of Study

Entering the undergraduate phase of an individual's education and preparation for future careers in the physical therapy professions is considered the undergraduate physical therapy (UPT) student. The program is comprised of a "two-phased" curriculum consisting of the first three years as an undergraduate taking core requirement courses in preparation for entry into the doctoral phase (DPT). The undergraduate phase of the physical therapy program consists of a series of prerequisite courses and general course requirements that prepare the student for the academic rigors of the professional phase of their education.

Core Requirements

BIO 101	General Biology I, with laboratory
BIO 102	General Biology II, with laboratory (or)
BIO 103	Anatomy and Physiology I, with laboratory
BIO 104	Anatomy and Physiology II, with laboratory
CHE 211	General Chemistry I, with review and laboratory
CHE 212	General Chemistry II, with review and laboratory
PHY 211	General Physics I, with review and laboratory
PHY 212	General Physics II, with review and laboratory
PHY 211	General Physics I, with review and laboratory
PHY 212	General Physics II, with review and laboratory
COM 105	Information and Technology
PSY 101	General Psychology I
PSY 102	General Psychology II
PTR 101	Physical Therapy Orientation
MAT 304	Biostatistics

In the three-year undergraduate phase, a cumulative grade point average of 3.2 and a UPT core grade point average of 3.0 should be attained in order to enter the professional phase of the physical therapy program. The above requirements must be completed by the end of the spring semester prior to entering the professional phase of the physical therapy program.

Admission Requirements

- High school GPA of 3.0 or its equivalent
- Class rank in upper third
- A combined score of 1050 for the critical reading and mathematics sections of the SAT-1 is general expected.
- Demonstrated some observational experiences in the field of physical therapy

Program Accreditation

American International College's physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association.

GRADUATE DEGREES CONFERRED

MASTER OF ARTS (MA)

Clinical Psychology	School Guidance Counseling
Educational Psychology	Teaching
School Adjustment Counseling	

MASTER OF BUSINESS ADMINISTRATION (MBA)

MASTER OF PUBLIC ADMINISTRATION (MPA)

MASTER OF EDUCATION (MEd)

Early Childhood Education	Moderate Disabilities
Elementary Education	Reading
International Education (Cairo)	School Administration
Middle/Secondary Education	

MASTER OF SCIENCE (MS)

Accounting and Taxation	Occupational Therapy
Forensic Psychology	Teaching
Nursing	

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)

Early Childhood Education	Reading
Elementary Education	School Adjustment Counseling
Middle/Secondary Education	School Administration
Moderate Disabilities	School Guidance Counseling

DOCTOR OF EDUCATION (EdD)

Educational Leadership and Supervision
Educational Psychology
Individual and Institutional Development (pending approval)
Psychology (pending approval)
Professional Counseling and Supervision (pending approval)
Teaching and Learning

DOCTOR OF PHYSICAL THERAPY (DPT)

PRE DOCTORAL ACTION RESEARCH PROGRAM (PDARP)

LICENSURE PROGRAMS IN EDUCATION

GRADUATE ADMISSIONS

ENTRANCE REQUIREMENTS AND PROCEDURES

Graduate programs are open to individuals with baccalaureate degrees in all academic disciplines, and in some cases a master's degree, from a regionally accredited four-year college or university. Unless otherwise specified, eligibility for admission is based upon an individual evaluation of the applicant's prior academic record, standardized test scores and including cumulative undergraduate and pre-requisite coursework GPAs as stipulated by each graduate degree program, letters of recommendation, and, if applicable, career performance.

CHARACTERISTICS OF A STRONG APPLICATION

The graduate admissions committee considers a holistic approach of each candidate's application in assessing their potential to successfully complete the program. Candidates should have both the ability and desire to thrive within a demanding and stimulating environment. Qualities sought include: academic preparedness, intellectual curiosity, and communication skills.

APPLICATION FOR ADMISSION

An application for graduate admission may be obtained in person from the Office of Graduate Admissions, located in DAR, 1000 State Street, Springfield, MA 01109, by telephone at (413) 205-3700 or (800) 242-3142, or through email: graduate.admissions@aic.edu, or via our website at www.aic.edu/admissions/graduate.

HOW TO APPLY FOR ADMISSION

Completed applications, official transcripts for all undergraduate and graduate work, if any, letters of recommendation, and standardized test scores, if applicable, may be submitted as a single package or by separate cover to: American International College, Office of Graduate Admissions, 1000 State Street, Springfield, MA 01109. ***NOTE: This is for all graduate degree programs except those related to the Master's of Education.***

Candidates will be reviewed for admission based on the strength of their ability for graduate study and the receipt of the following documentation:

1. Completed and signed application
2. Official transcript(s) of all previous academic work, undergraduate and graduate
3. Letters of recommendation
4. Personal goal statement or essay, if applicable
5. U.S. \$50 non-refundable application fee
6. Official Standardized test scores (GMAT or GRE), if applicable
7. Current resume, if applicable

8. Clinical Observation or Volunteer Experience forms (required for Doctor of Physical Therapy and Master of Science in Occupational Therapy programs)

All admissions materials must be sent directly to the Office of Graduate Admissions. Please send to:

Office of Graduate Admissions
American International College
1000 State Street
Springfield, MA 01109

Consultation with the director of the graduate program for which you are applying (found in the Program Directors section of this catalog) is advised if you have questions or need programmatic direction.

MASTER'S DEGREE PROGRAMS IN EDUCATION

Applications for admission into the master's degrees and licensure programs in education are processed by the Office of Extended Campus Programs. Applications may be obtained at www.aic.edu/requestinfo/graduate or by writing to Office of Extended Graduate Admissions, American International College, 1000 State Street, Box 2A, Springfield, MA 01109, which is also the address to which the completed application is sent with the \$50 application fee. For further information or assistance, you may call 413-205-3525.

Transcripts:

Official transcripts from all previous academic work, undergraduate and graduate, are required. International candidates must also submit an official English translation of academic credentials for evaluation. If you are currently a student, please include your current classes, even if you have not received your final grades. If admitted, you will be required to submit a final, official transcript that highlights your final grades and degree conferred. Official documents must bear the actual signatures of the registrar and the official seal or stamp of the institution.

Recommendations:

Letters of recommendation should come from professors under whom the candidate has studied or, when appropriate, from supervisors or colleagues with whom the candidate has worked. Please choose individuals who can provide an objective and frank appraisal of your capacity for graduate study and your potential for professional success. All recommendations need to be signed by the referring individual. The standard requirement for graduate admissions is two letters of recommendation. However, certain graduate degree programs require three letters of recommendation. Please consult the appropriate graduate degree program for specific details.

Personal Goal Statement:

As a graduate degree candidate you must submit a personal goal statement highlighting your desire to pursue an advanced degree and its benefits to you, both personally and professionally. The personal statement should be at least one-page, typed, on a separate sheet and submitted along with the application for graduate admission. Please note that our doctoral programs require the candidate to submit an essay. Please consult the appropriate doctoral program for specific details.

Standardized Test Scores:

The GMAT or GRE is not generally required for admission to graduate studies for the majority of our graduate degree programs, with the exception of the Doctor of Education in Educational Psychology (GRE) and Master of Business Administration (GMAT) programs. Please consult the appropriate graduate degree program for specific details.

Application Fee:

Applications must be accompanied by a U.S. \$50 non-refundable application fee. An additional fee may be assessed for the evaluation of official transcripts from colleges and universities outside of the United States. The candidate will be so notified.

INTERNATIONAL STUDENTS

American International College has welcomed international students to its campus. The college is authorized under federal law to enroll non-immigrant alien students. It is the international student's responsibility to submit all records of academic work and the letters of recommendation. It is advised that international candidates send the completed application with all supporting materials in a single package to the Office of Graduate Admissions. This approach will result in avoiding delays in the processing of an application. Please note that international students are not eligible for financial aid.

International students who are proficient in the English language, and who wish to be considered for admission, must provide the Office of Graduate Admissions with the following items:

1. A completed and signed application
2. Official transcript(s) of all previous academic work, undergraduate and graduate
3. Letters of recommendation
4. Personal goal statement or essay, if applicable.
5. Declaration and Certification of Finances form
6. Official Test of English as a Foreign Language (TOEFL) or ESL International score

7. U.S. \$50 non-refundable application fee
8. Official standardized test scores, if applicable
9. Clinical Observation or Volunteer Experience forms, if applicable

Students whose native language is not English are required to demonstrate English language proficiency through acceptable TOEFL scores. The TOEFL score is valid for two years from the exam date. Applicants will be granted an automatic TOEFL waiver if they have earned an undergraduate degree in a country whose official language is English.

GRADUATE CREDIT EARNED PRIOR TO ADMISSION

All master's degree programs permit the transfer of up to nine semester hours of graduate credit taken at another college or university for graduate courses that are substantially similar in content to the degree program courses at the college. At minimum, an earned grade of B or better for the equivalent semester hours of credit is required. Please consult the appropriate graduate degree program for specific details.

Qualified students may earn up to nine semester hours at American International College prior to acceptance into the graduate program, but such enrollment does not constitute or guarantee formal acceptance into the degree program. Students must apply for admission before proceeding with course work beyond nine credits. Any qualified student interested in taking graduate-level coursework as a non-matriculated student is encouraged to contact the Office of Graduate Admissions at 413.205.3700 for more information.

ADMISSIONS DEADLINES

To be considered for admission, applicants are responsible for garnering and submitting all necessary application materials by the designated graduate program application deadlines.

Many programs offer various entry points and will accept applications for fall, spring, and summer admission. In some instances, the Office of Graduate Admissions employs a “rolling” admissions deadline whereby admissions applications are received throughout the year and up to two weeks before the first day of classes. However, few graduate degree programs only accept applications for fall admission.

Please be sure to consult specific graduate program requirements or refer to our website at http://www.aic.edu/admissions/graduate/application_deadlines for more information regarding program options and admission requirements.

ACCEPTANCE DEPOSIT

Upon acceptance into a graduate program, candidates who intend to enroll are required to send a non-refundable deposit of (amount varies by graduate program) to the Office of Graduate Admissions, American International College, 1000 State Street, Springfield, MA 01109. Enrolled students will have their deposits credited to their student accounts.

NON-DEGREE STATUS

An individual, qualified for graduate study, may file for “Non-Degree Status” if he or she desires to take one or more specific graduate-level courses, but does not plan to follow a graduate degree program. Permission will generally be granted provided the applicant meets the admission requirements and possesses the necessary background for the desired courses.

CORI/SORI SCREENING

Criminal Offender Record Information (CORI)

Sex Offender Registry Information (SORI)

Prior to being placed or accepted into certain programs that require the student to work directly with vulnerable populations (such as children, the elderly, or the infirm), or in other fieldwork experiences at agencies that require such, a student will be subject to a CORI and/or SORI check. The results of this report may or may not disqualify a student from entering or completing a program. Specific details and a complete copy of the college policy and the authorization form are available at the Office of Academic Affairs, Adams Hall.

FINANCIAL AID

We encourage all students to apply for financial assistance when they apply for admission. Qualified graduate students are eligible to borrow up to \$20,500 in student loans to cover tuition and living expenses. Students who wish to receive aid must complete the Free Application for Federal Student Aid (FAFSA). Please remember to enter AIC's code of 002114. In addition, students must be formally accepted into a graduate program and enrolled for six credits per semester before financial aid can be awarded to them. International students are not eligible for financial aid. To learn more about financial aid, please visit our website at www.aic.edu/financial-aid for more details.

GRADUATE ACADEMIC REGULATIONS

Academic Standards

Graduate students must attain and maintain a 3.00 cumulative grade point average (CGPA) on all credits earned at AIC and no grade below a B-. A cumulative GPA is based on a scale of 4.0.

The academic standing of each student shall be determined at the end of the Fall term and at the end of the Spring term by the Vice President for Academic Affairs and the Academic Deans. A student who falls into unsatisfactory academic standing due to a CGPA below a 3.0 is considered to be in probationary status, and will be informed of this status in writing by the Dean of the respective School or the appropriate Graduate Program Director. If the student does not raise the CGPA to a 3.0 or better by the end of the subsequent semester, the student may be dismissed from the graduate program.

Grading System

The letter grades and their significance:

Letter Grade	Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C	0.00

A grade of C will be posted on the transcript but will not fulfill requirements toward graduation.

A graduate degree candidate must have a minimum cumulative grade point average of “B” (3.00) to be eligible for graduation.

Academic Status

A graduate student must take at least nine (9) credits to be a full-time student. Full-time students wishing to take more than 12 credits during a semester must obtain the permission of the appropriate program director.

All international students certified by American International College with the U.S. Department of Immigration must carry a full-time course load during each semester.

Statute of Limitations

The student must complete the requirements for the degree within seven years of matriculation for a masters degree; ten years for a doctorate. The student may apply to the Graduate Program Director for an extension of the Statute of Limitations

Withdrawal from Program

Students wishing to withdraw from a program should contact the appropriate director for procedures. No refunds can be made until a withdrawal form is completed and clearance is obtained from the business office. Refunds are not authorized after the first full week of the semester or after the second class meeting of intersession or summer sessions.

Leave of Absence

A student may apply to their Graduate Program Director for a leave of absence. For each semester's leave of absence, the student's statute of limitations is extended by one semester. Students who discontinue attending the College without having obtained a formal leave of absence shall be considered withdrawn from the program. Any student considered withdrawn from the program who wishes to re-enter must reapply for admission.

Incompletes

A grade of "Incomplete" (I) is applied to work of acceptable quality when all of the course work has not been completed because of illness or other legitimate reasons. A "Contract for Incomplete Grades" form must be submitted to the dean/director of the school in which the course is offered and to the Registrar by the end-of-semester deadline for submission of grades. An "Incomplete" (I) must be completed by the last day of examinations of the following semester. If the student has not completed the work, the Registrar will change the grade to "IE" for the course.

Final Exams

A student may not miss a final examination without first obtaining the written permission of the appropriate faculty member. Exceptions to this rule may be allowed, under special circumstances, by the director.

General Policies

The Schools of Business Administration, Health Sciences, and Arts, Education and Sciences offer graduate programs. Each school is responsible for the professional integrity of programs offered in its discipline areas. Individual graduate programs may have policies that are more stringent than those outlined here. Students are responsible for reading the appropriate program policy handbook and being aware of any program specific requirements. Pro-

gram policy handbooks are available in the office of the appropriate Graduate Program Director and electronically.

Intellectual Property and Use of College Computers

Respect for the intellectual work and property of others has traditionally been essential to the mission of colleges and universities. The college does not tolerate plagiarism, and as an academic community, we do not condone unauthorized copying of software including programs, applications, databases, and code. The faculty, staff and administration of this institution recognize their obligation to provide continuing guidance as to what constitutes academic honesty and to promote procedures and circumstances that will reinforce this principle.

The inappropriate use of college computers, including, but not limited to, the use of threatening, sexist, and/or racist communication is strictly prohibited.

Discrimination Policy

American International College does not discriminate in its admission, education or employment policies and practices on the basis of factors such as race, sex, sexual orientation, age, color, religion, national origin, disability, or status as a veteran of the Vietnam War era or as a disabled veteran. The college complies with federal and state legislation and regulations regarding non-discrimination.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Nicolle Cestero
Associate Vice President for Human Services
American International College, Box HR
Springfield, MA 01109
(413) 205-3246
nicolle.cestero@aic.edu

Blaine K. Stevens
Coordinator of Compliance and Student Disability Services
Vice President for Student Affairs/Dean of Students
American International College, Box 3A
Springfield, MA 01109
(413) 205-3264
blaine.stevens@aic.edu

In all areas of education and employment the college complies with all applicable federal and state laws and guidelines, including Titles VI and VII of the Civil Rights Act of 1964, Executive Order 11246 of 1965 as amended by Executive Order 11375 of 1967 and Title IX of the Educational Amendments Act of 1972; with Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1992; with the Family Educational Rights and Privacy Act of 1974 (PL 93-380) as amended (PL 93-568), also known as the Buckley Amendment; and with Titles I and II of the Student Right-to-Know and Campus Security Act (PL 103-542).

Title I of the Education Amendments of 1976, Title IV of the Higher Education Act of 1965, both as amended, and Title 45 Public Welfare, Code of Federal Regulations 177 and 178, are primarily designed to protect the interests of the student consumer and to improve student information; it is a requirement that one or more persons at each institution be designated to assist students or prospective students in obtaining information.

These rules and regulations have been implemented and policies published, in their respective areas, by the following:

- (a) Director of Human Resources
- (b) Director of Financial Aid
- (c) Vice President for Admissions Services
- (d) Vice President for Academic Affairs
- (e) Vice President for Student Affairs
- (f) Comptroller

In addition, the comptroller has been designated as overall coordinator, and therefore any inquiry that does not fall naturally into any of the listed categories should be referred to that office for assistance.

The college reiterates its desire to do everything possible to provide on an accurate, prompt and systematic basis, data on availability and eligibility for financial aid, application procedures, rights and responsibilities of students under the programs, costs of attendance, refund policies, academic programs and employability of its graduates.

GRADUATE REGISTRATION

Degree Programs

Registration for all degree programs may be completed with admissions or the student's advisor. It is advisable to register early for all graduate courses. Courses that do not have a minimum number of five students are subject to cancellation.

The Office of Graduate Admissions is open Monday through Friday, 8:30 a.m. to 4:30 p.m. Holiday hours will be posted at the appropriate time.

Last Date for Course Withdrawal

Students are permitted to withdraw from courses up to the fifth week of a regular semester, or during the equivalent of the first week of a semester for courses offered during the summer sessions, intersession, or having special schedules. Graduate students who withdraw from class after the fifth week of classes (full semester) or its intersession and summer session equivalent, will receive a WP (withdrawal passing, i.e., B- or above) or WF (withdrawal failing, i.e., C+ or below) based upon their academic standing at the time of withdrawal. For financial responsibilities associated with dropped courses, see "Refund Policy."

Student Identification Cards

All new students are issued identification cards soon after classes start and financial arrangements have been made with the business office. The student ID entitles the student to full use of the library and campus center. Until cards are issued, new students may obtain needed services by showing a photo identification. Returning students will have their old identification cards validated upon completing financial arrangements with the business office each semester.

SCHOOL OF ARTS, EDUCATION AND SCIENCES

Vickie L. Hess, PhD, Dean

The common thread that binds the programs under the aegis of the School of Arts, Education and Sciences is the goal of developing competent, dedicated individuals eager to serve the needs of people. The four divisions within the school prepare students for careers in education, psychology, school guidance and adjustment counseling and human resource development. All programs within the school have the following goals:

1. To develop in students an appreciation of the helping profession as a career choice
2. To ensure that every graduate has demonstrated competencies appropriate for entering his or her profession of choice
3. To encourage students to engage in practica in their fields so as to experience the realities of the workplace
4. To ensure that the students possess or obtain the necessary personal qualities to serve all types of people in an equitable and sensitive manner
5. To foster in students a problem-solving approach when confronted with difficult situations.

EDUCATION

The education department at American International College has developed several programs to further the professional development of educational practitioners today.

Programs Offered

The programs offered are as follows:

1. Initial licensure programs in early childhood, elementary education, moderate disabilities, 10 subject areas on the middle/secondary level, reading specialist; and initial license programs in school guidance counselor, school adjustment counselor, and four school administration programs.

All AIC educator preparation programs are approved for licensure by the Massachusetts Department of Elementary and Secondary Education. For further information, contact the director of each program.

Students are required to submit documentation of successful completion of the Massachusetts Communication and Literacy Skills Test from the Massachusetts Tests for Educator Licensure (MTEL), before being formally accepted into the graduate program leading to licensure. Up to nine credits of AIC graduate course work is allowable prior to formal acceptance. The successful completion of the

appropriate MTEL Subject Matter Knowledge test(s) is required for all candidates prior to placement in the student teaching practicum.

a. For undergraduates, the Five-Year BA-BS/M.Ed. program provides undergraduates with an opportunity to complete the AIC teacher preparation program with both licensure* and a master's degree in five years. Undergrads major in an arts and sciences subject appropriate to their licensure field and complete an Education minor. They receive their BA/BS after four years (upon completing an arts and science major and 120 credits). They then attend a summer session for nine graduate credits, and complete a fifth (graduate-level) year for their MEd degree. Their practicum or field-based research project (for non-licensure candidates) takes place during their final semester in the spring of their fifth year.

*For licensure, candidates must pass the appropriate MTEs prior to the practicum experience

A non-licensure route is also available. Students in the initial licensure programs are guided in the development of a cumulative program portfolio based on Massachusetts Professional Standards for Teachers or School Administrators. The portfolio is required for program completion in the initial licensure programs.

The Education minor consists of a minimum of 19 credits:

Required:

EDC 103

EDC 105*

EDC 200*/201*

EDC 321

Plus appropriate courses for the field of licensure from:

EDC 317*

EDC 320*

EDC 308*

EDC 311*

EDC 360

EDC 365

EDC 302

EDC 395

PSY 301

PSY 309

*Field experience required

b. Post-baccalaureate candidates who already possess a bachelor's degree apply to the two-year XCP program for initial licensure and a M.Ed. or CAGS in the above named fields. See program description below.

2. Professional licensure programs for teachers with initial licensure in certain fields.

The education department offers both a master's program and a Certificate of Advanced Graduate Study (CAGS) for licensed teachers. Various specialization areas are offered and include the following:

- Early Childhood (M.Ed., CAGS)
- Elementary Education (M.Ed., CAGS)
- International Education (M.Ed., non-licensure only)
- Middle/Secondary Education (MAT, M.Ed., MST, CAGS)
- Moderate Disabilities (M.Ed., CAGS)
- Reading (M.Ed., CAGS)
- School Administration (M.Ed., CAGS)
- Education (Ed.D.)
- Educational Psychology (see Psychology Department)
- School Guidance Counseling (M.A., CAGS)
- School Adjustment Counseling (M.A., CAGS)

Graduate degree programs have a minimum requirement of 30 credits and a seven-year time limit for completion. All course work at the graduate level must be a B minus or better to receive credit. A candidate must also have an overall cumulative grade point average of 3.0 to be eligible to receive a degree or to engage in any field-based practicum.

Admission to the graduate degree program is based upon the following:

1. The candidate must be a graduate of an accredited four-year college to be considered for the master's level program. Candidates for the Certificate of Advanced Graduate Study must possess a master's degree in a field related to their licensure from an accredited institution.
2. A cumulative grade point average of 2.67 in undergraduate course work.
3. Successful completion of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure for admission to the licensure track. Up to nine (9) graduate credits at American International College may be taken prior to formal program acceptance.
4. Other requirements indicated in each program, such as completion of coursework in developmental, adolescent, or educational psychology.

NOTE: Up to nine credit hours of relevant graduate course work (12 credits in the professional program for teachers in fields other than Early Childhood, Elementary, and Moderate Disabilities) may be transferred to the AIC graduate program from other accredited institutions of higher education in certain circumstances.

All programs are based upon a core of requirements and a culminating experience that involves the actual implementation of the student's new skills in an appropriate educational setting. Work in the field is an integral part of our education programs and reflects our belief that valuable knowledge can be gained not only through coursework, but through the expertise provided by practitioners in the schools.

3. The "SILO" program (Second Initial License Opportunity) for initial licensed teachers who have completed a prior education program at AIC and who wish to obtain a second initial license. Students work with the chair of the Education Dept. to determine course work, MTEs, and practicum requirements, which vary depending upon the field of licensure.

Five-Year BA-BS/MEd program

This program is for undergraduates who wish to pursue a master's degree with or without teacher licensure. The course sequence is as follows:

Freshman Year:

Student focuses on Gen Ed requirements and selects appropriate major

Sophomore Year:

EDC 103

EDC 105*

PSY 101, 102

Continue focus on Arts & Sciences

Junior Year:

EDC 200*/201*

EDC 321

PSY 309

EDC 103 + 105* for transfer students

Continue taking courses in major

Senior Year:

EDC 317* and/or 320*
EDC 308* or 311* or 360
EDC 365
EDC 302
EDC 395
PSY 301
Bachelor's degree awarded (120 credits)

Summer after Senior Year:

EDC 547 or PSY 408
EDC 412
EDC 409
(9 graduate credits)

The Fifth Year

Fall Semester:

EDC 504* or 460
EDC 400* or 406*
EDC 554
EDC 551
(12 credits)

Spring Semester:

EDC 546
EDC 439 or 511 (if all MTELs are passed) OR
EDC 477/478/479 (if non-licensure)
(9 credits)

*Field experience required

M.Ed. awarded (after 30 credits)

Students are eligible for initial teacher licensure upon completion of the above licensure program, which includes passage of the appropriate MTELs, field experiences, the practicum, and the portfolio.

EARLY CHILDHOOD – INITIAL LICENSE

Barbara R. Dautrich, EdD, program director

The program in early childhood education is intended for individuals who have a bachelor's degree and wish to work with young children, with or without disabilities, from Pre-K through grade 2. An individual transcript review by the dean will be conducted to evaluate fulfillment of subject matter knowledge requirements for the license. Students study the foundations and principles of early childhood education to better formulate a developmental framework which provides a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children. A prior course in Developmental or Child Psychology is required prior to EDC 595. The program meets requirements for Initial Teacher Licensure in the Commonwealth of Massachusetts.

Requirements

EDC 521	Introduction to Special Education
EDC 400*	The Reflective Practitioner
EDC 516*	Teaching Reading and Language Arts: EC, Elementary, Moderate Disabilities (PreK-8)
EDC 508*	Teaching of Mathematics: Early Childhood, Elementary, Moderate Disabilities
EDC 402	Multisensory Teaching of Language Skills
EDC 595	Assessment and Curriculum for Early Childhood
EDC 406	Assessment, Methods and Materials for Teaching Special Education
EDC 412	Behavior Management
EDC 439	Student Teaching Practicum
or EDC 511	Practicum in Education
or EDC 477	Field Based Research (non-licensure)

Candidate is endorsed for Initial Teacher Licensure and is employable upon successful completion of the course sequence, all MTEL requirements and the program portfolio.

Master of Education degree or CAGS awarded

Total Credits: 30

*Field experience required.

ELEMENTARY EDUCATION – INITIAL LICENSE

Barbara R. Dautrich, EdD, program director

This program is designed for those with a bachelor's degree who wish to become elementary classroom teachers in grades 1-6. An individual transcript review by the dean will be conducted to evaluate fulfillment of subject matter knowledge requirements for the license. Coursework is designed to develop curriculum knowledge and provide practical experiences for planning and implementing instruction in the regular education setting to meet the needs of diverse learners including children with disabilities, limited English proficient students, and children from low income families. The program meets the requirements for Initial Teacher Licensure in the Commonwealth of Massachusetts.

Requirements

EDC 521	Introduction to Special Education
EDC 400*	The Reflective Practitioner
EDC 516*	Teaching Reading and Language Arts: EC, Elementary, Moderate Disabilities (PreK-8)
EDC 508*	Teaching of Mathematics: Early Childhood, Elementary, Moderate Disabilities
EDC 402	Multisensory Teaching of Language Skills
EDC 554	Classroom Assessment
EDC 412	Behavior Management
EDC 439	Student Teaching Practicum
or EDC 511	Practicum in Education
or EDC 477	Field Based Research (non-licensure)
EDC 546	Education Seminar

Candidate is endorsed for Initial Teacher Licensure and is employable upon successful completion of the course sequence above, all MTEL requirements and the program portfolio.

Master of Education Degree or CAGS awarded

Total Credits: 30

*Field experience required

MIDDLE/SECONDARY EDUCATION – INITIAL LICENSE***Está D. Sobey, MA, MPhil, program director***

This program is designed for those with a bachelor's degree with an arts and science or business major who wish to become teachers on the middle or secondary level. The program meets the requirements for Initial Licensure in the Commonwealth of Massachusetts for teaching in grades 5-8 or 8-12 in biology, business, chemistry, English, French, general science, history, mathematics, political science, or Spanish.

Additional Prerequisites:

Earned baccalaureate degree from an accredited institution with a background in the subject planned to teach. An individual transcript review by the dean will be conducted for candidates who do not have a major corresponding to the subject area they wish to teach.

Requirements

EDC 521	Introduction to Special Education
EDC 400*	The Reflective Practitioner
EDC 520*	Reading and Communication in the Secondary and Middle Schools
PSY 408	Adolescent Psychology
ED C412	Behavior Management
EDC 504*	Secondary and Middle School Methods
or EDC 512*	Teaching Mathematics: Secondary and Middle (for Math 5-8 or 8-12 candidates only)
EDC 554	Classroom Assessment
EDC 439	Student Teaching Practicum
or EDC 511	Practicum in Education
or EDC 478	Field Based Research (non-licensure)
EDC 546	Education Seminar

Candidate is endorsed for Initial Teacher Licensure and is employable with the successful completion of the course sequence above, MTEL requirements and the program portfolio.

Master of Education degree or CAGS awarded

Total Credits: 30

*Field Experience Required

MODERATE DISABILITIES – INITIAL LICENSE

Karen Noone-Yvon, EdD, interim program director

This program is designed for those with a bachelor's degree who wish to become teachers of students with moderate disabilities, either in grades PreK-8 or 5-12. An individual transcript review by the dean will be conducted to evaluate subject matter knowledge requirements specific to the desired level of licensure. A prior course in General Psychology is a pre-requisite to the practicum experience. The program meets the requirements for Initial Licensure in the Commonwealth of Massachusetts. Requirements

Requirements

EDC 521	Introduction to Special Education
EDC 565	Speech and Language Development
EDC 516*	Teaching Reading and Language Arts
EDC 508*	Teaching Mathematics: Early Childhood, Elementary, Moderate Disabilities
EDC 402	Multisensory Teaching of Language Skills
EDC 554	Classroom Assessment or EDC520* Reading and Communication in the Secondary and Middle School (5-12 candidates)
EDC 406*	Assessment, Methods and Materials for Teaching Special Education
EDC 412	Behavior Management
EDC 439	Student Teaching Practicum
or EDC 511	Practicum in Education
or EDC 479	Field Based Research (non-licensure)

Candidate is endorsed for Initial Teacher Licensure and is employable upon successful completion of the course sequence above, MTEL requirements and the program portfolio.

Master of Education degree or CAGS awarded

Total Credits: 30

*Field Experience Required

READING SPECIALIST – INITIAL LICENSE

Sarita Belmont, EdD, program director

The core of the reading program trains students to use scientifically-based research strategies while in the roles of reading teacher and diagnostician, writing instructor and literacy leader/coach. Students apply theory in their courses as they complete projects designed to help them to synthesize literacy skills related to teaching, assessing, collecting and analyzing data while designing programs to meet individual and group's needs. Universal Design is used as a tool for teaching literacy program development. Key assessments and instructional approaches to meet the needs of ELL students and other diverse learners are threaded throughout each course. 21st century skills are woven into the program through internet inquiry-based projects and use of key diverse media and technological tools. Opportunities to shadow a reading specialist will be given.

The program is composed of three major elements: the theoretical perspective that explores the process of reading as it relates to the other language components of listening; speaking and writing in regular education, the diagnostic component that gains insight into a child's reading process through in-depth training in literacy assessments and analysis, and an application component, in which research and assessment data are related to practice. Reading-strategy instruction will be applied and refined in direct contact with children. A variety of print, technology and other media will be incorporated into the format of each course. Upon successfully passing the Communication and Literacy portions of the MTEL, and the Reading Specialist MTEL, students complete a 150-hour practicum in a school under the supervision of a college supervisor and supervising practitioner. Successful completion of the licensure program will entitle candidates to be endorsed for initial licensure as a reading specialist in Massachusetts. The program will also serve to elevate initial licenses in Early Childhood, Elementary, and Moderate Disabilities (PreK-8) to the professional level. There is a non-licensure opportunity for those not seeking the license.

Requirements

EDC 403	Advanced Developmental Reading
EDC 565	Speech and Language Development
EDC 498	Specialized Practices in Reading
EDC 517	Theories of Learning Disabilities
EDC 485	Advanced Analysis of Reading and Language Arts
EDC 444	Organization, Administration and Supervision of Reading Programs in the Elementary and the Secondary Schools
EDC 545	Teaching Language Arts and the Writing Process
EDC 547	Children's and Adolescent Literature

EDC 439 Student Teaching Practicum
 or EDC 511 Practicum in Education
 or EDC 480 Field Based Research (non-licensure)

Students will shadow a reading specialist for 30 hours prior to the practicum experience. Candidate is endorsed for Initial Licensure and is employable upon successful completion of the course sequence above, MTEL requirements and the program portfolio.

Master of Education degree or CAGS awarded
 Total Credits: 30

SCHOOL ADMINISTRATION – INITIAL LICENSURES

Joseph Ruscio, MEd, program director

The program is designed to prepare educators for a role in school administration. Four tracks are offered: school principal/assistant principal, supervisor-director, administrator of special education and superintendent/assistant superintendent based upon a common core of requirements. All programs meet the requirements for licensure in Massachusetts.

Additional Prerequisites

- Possession of an appropriate teaching license where required
- Three years of appropriate school employment
- Candidates for Supervisor/Director with a teaching license in a core academic subject area will have additional credit requirements in their field for licensure.
- Students seeking licensure as Principal/Assistant Principal must show evidence of prior teaching experience. Students seeking licensure as Superintendent/Assistant Superintendent are required to possess a prior administrative license.

There is an expectation that all students in the administration program will demonstrate effective written communication skills at the level of a practicing administrator.

Core Requirements

EDC 401*	Introduction to School Administration and Management
EDC 418*	Supervision and Evaluation of Instruction
EDC 459*	Education, Organizations, Leadership and Institutional Change Process
EDC 472*	Foundations of Educational Administration
EDC 475*	Curriculum Design and Development
EDC 510	Staff Development

EDC 509 Pre-Practicum in Administration

EDC 420 Practicum in Administration

Major Requirements

School Principal/Assistant Principal

EDC 434 School Law

EDC 427 School Finance and Budget Administration

Supervisor-Director

EDC 486 Administrator of Special Education

Superintendent/Assistant Superintendent

EDC 427 School Finance and Budget Administration

EDC 434 School Law

EDC 514 School Personnel Management

*15 hours pre-practicum experience required

Master of Education degree or CAGS awarded

Total: 30 - 36 Credits

INTERNATIONAL EDUCATION

Howard D. Schultz, MA, Cairo campus dean

This program is intended for practicing teachers, school administrators, and others with professional interest in education outside the United States. Students may or may not be U.S. nationals, but the language of instruction is English.

Currently, the program is offered in quasi-modular format only in Cairo, Egypt. The degree is broadly based and requires 30 semester hours of credit for completion.

Requirements

EDC 417 Essentials of Quality Education

EDC 521 Introduction to Special Education

EDC 472 Foundations of Administrative Leadership

EDC 516 Teaching Reading and Language Arts (Elementary)

or EDC 520 Reading & Communication in the Secondary and Middle Schools

EDC 475 Curriculum Development & Design

EDC 412 Behavior Management

EDC 554 Classroom Assessment

or EDC 486 Diagnostic Teaching

EDC 541 Multicultural Communication for Educators
or PSY 523 Child and Adolescent Development
EDC 477/8/9 Field-Based Research
Master of Education degree
Total Credits: 30

MASTER'S DEGREE OR CAGS LEADING TO PROFESSIONAL TEACHER LICENSURE

This graduate program is designed for those educators with an Initial Teaching License in early childhood, elementary education, or moderate disabilities (PreK-8) who are seeking professional licensure in the same field and at the same level. Teachers on the middle/secondary level and moderate disabilities (5-12), according to current MA DESE regulations, will qualify for professional licensure by earning a master's degree with 12 graduate credits in their field of knowledge (e.g. biology) and three years of successful teaching under their initial license. (Commonwealth of Massachusetts, Department of Education, Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.04c, p. 14, 2005). Such teachers may transfer into the AIC professional program 12 graduate credits in their field in lieu of the 12 credits in advanced reading and will apply individually to the state for their license upon completion. Teachers who already hold a professional license are welcome to take this program for the degree only.

Prerequisites

- Possession of an Initial Teaching License in the field and at the level of licensure sought
- Completion of three years of employment in the role of the license sought. This requirement may be completed prior or concurrent to the approved master's degree.
- An undergraduate transcript reflecting a minimum GPA of 2.67

Early Childhood, Elementary, Teacher of Students with Moderate Disabilities (PreK-8) – Professional License

EDC 403	Advanced Developmental Reading
EDC 460	Applications of Technology in the Classroom
EDC 498	Specialized Practices in Reading
EDC 517	Theories of Learning Disabilities
EDC 485	Advanced Analysis of Reading and Language Arts
EDC 545	Teaching Language Arts and the Writing Process
EDC 486	Diagnostic Teaching
EDC 409	Issues of Urban Education

EDC 446 Professional Seminar I

EDC 503 Professional Seminar II

Candidate is endorsed for professional licensure (in Early Childhood, Elementary or Moderate Disabilities, PreK-8) upon successful completion of the course sequence above.

Master of Education degree or CAGS awarded

Total Credits: 30

Middle School (5-8)

Secondary (8-12)

Teacher of Students with Moderate Disabilities (5-12) –

Professional License

EDC 460 Application of Technology in the Classroom

EDC 517 Theories of Learning Disabilities

EDC 486 Diagnostic Teaching

EDC 409 Issues of Urban Education

EDC 446 Professional Seminar I

EDC 503 Professional Seminar II

12 graduate credits in the subject matter of the initial license (transferred from an accredited institution). Students apply for their license individually without the college endorsement.

Master of Education degree or CAGS awarded

Total Credits: 30

Twelve credit hour (non-degree) Program for Professional Licensure

This program is for candidates who already possess a master's degree, an initial license in teaching, and are seeking Professional Licensure in early childhood, elementary education, or teacher of students with moderate disabilities (PreK-8).

Coursework in the academic discipline consists of the following:

Advanced course work in reading:

EDC 403 Advanced Developmental Reading

EDC 485 Advanced Analysis of Reading and Language Arts

EDC 498 Specialized Practices in Reading

EDC 547 Children's & Adolescent Literature

For middle and secondary licenses, and for teachers of students with moderate disabilities (5-12), 12 graduate credits of advanced coursework in the academic discipline of the license sought, i.e., history, English, math, is required to meet state regulations for professional licensure.

The Second Initial Licensure Opportunity (SILO)

This program is for initial licensed teachers who have completed a prior education program at AIC and who wish to obtain a second initial license. Students work with the chair of the Education Dept. to determine course work, MTELs, and practicum requirements, which vary depending upon the field of licensure.

SCHOOL GUIDANCE COUNSELING

Toni Spinelli-Nannen, EdD, program director

The program in guidance is designed to prepare educators for a role as a school practitioner in guidance and counseling. Two tracks are available, based on a common core of requirements. The first prepares an individual for the role of guidance counselor in elementary and middle school, the second in middle school and high school. After completing course requirements, the individual chooses the practicum experience in the level for which they intend to pursue licensure. Emphasis is on the development of effective counseling, consultation, and collaboration skills.

Individuals are prepared to sensitively serve the needs of a culturally diverse group of children in the public school setting. In addition, the individual will be trained to keep abreast of current research in order to apply appropriate, up-to-date, and empirically valid research findings to effective educational practice.

The goals of the program are:

- To prepare individuals to take on the role of guidance counselor in the public schools
- To develop an awareness of the need, meaning, ethics and scope of counseling services in the schools and the community
- To learn how to understand individuals and their needs: racial, sexual, social, developmental, and ethnic
- To develop an understanding of learning and motivation, both in the process of normal development and in the case of special needs and learning disabilities
- To explore career and educational goals, to collect, record, use, and evaluate relevant data to the end of more effective practice
- To effectively understand and utilize the results of testing, both formal and informal, and especially group mandated tests, in order to determine when testing is advantageous and when it is destructive to the student
- To apply psychological knowledge for appropriate educational intervention in the classroom and in the understanding of parents, teachers, and students
- To write clear reports, to carry through with placement and service

- To organize and evaluate guidance curricula for teaching and to keep up with federal and state regulations applying to guidance programs
- To establish the consultative and collaborative role and communicate effectively with other professionals, community agencies, prospective employers, students, and families.

Initial License

Students are required to submit documentation of successful completion of Part I and Part II, the Communication and Literacy Skills Test from the Massachusetts Tests for Educator Licensure (MTEL), before being accepted into graduate programs leading to licensure. This is also a requirement for initial license by the Department of Elementary and Secondary Education.

Requirements

PSY 425	Theories of Counseling
PSY 483	Principles and Practice of Guidance
PSY 519	History and Theories of Learning
PSY 614	Psychology of Development
PSY 657	Psychology of the Exceptional Child
PSY 516	Issues and Ethics
PSY 517	Theories of Learning Disabilities
PSY 505	Group Counseling
PSY 558	Therapeutic Techniques and Consultation
PSY 407	Research Methods/ Culminating Experience

Master's of Arts in Educational Psychology completed.

Total - 30 credits

PSY 515	Advanced Abnormal Psychology
PSY 532	Psychopharmacology and Substance Abuse
PSY 409	Diagnostic Psychoeducational Assessment
PSY 525	Advanced Counseling Theory and Practice
PSY 401	Group Testing
PSY 488	Occupational Information
PSY 471	Advanced Practicum with Seminar

Eligible for Initial License in Guidance upon completion of all course work and advanced practicum field work. With completion of the Program Portfolio and the Initial License, the student is employable as a guidance counselor. The initial license expires at the end of five (5) years. (This 5 year period begins with the individual's first job as a guidance counselor.)

The professional license requires

- three years working in the field as a guidance counselor and
- a college supervised clinical experience which can be done on the job,
- as well as sixty (60) college credits total.

PSY 604B

Clinical Experience in Guidance

With the completion of the college supervised clinical experience, the student has the sixty (60) graduate credits required for both professional level licensure and for a Certificate of Advanced Graduate Study (CAGS). The CAGS is the specialist level degree and is thirty (30) credits above the Master's Degree. With the completion of the National Counselor's Licensing Exam, the CAGS, and three years of work experience as a guidance counselor, the candidate is eligible for the professional level license. The student must provide documentation of these experiences to the Massachusetts Department of Elementary and Secondary Education.

Candidate receives CAGS and is eligible for Professional License in Guidance.

SCHOOL ADJUSTMENT COUNSELING

Toni Spinelli-Nannen, EdD, program director

The program in school adjustment counseling is designed to prepare educators for a role as a practitioner in the school setting with those skills necessary for work with community agencies and the juvenile court system. Emphasis is on effective counseling and consultation skills necessary for individuals to sensitively serve the needs of culturally diverse groups of children and families. While emphasis is on interpersonal and counseling skills, a knowledge of the use of technology to facilitate effective practice and the use of data collection and analysis to refine interventions is necessary. The school adjustment counselor will be prepared to help students make a transition from alternative schools or juvenile facilities back to the regular public school when necessary.

Finally, the individual will be trained to keep abreast of current research in order to apply appropriate and up-to-date, and empirically valid research findings to effective educational practice.

Successful participation in this program will enable students to take on the role of a school adjustment counselor in private and public schools.

Students in the program will learn to:

- Develop an awareness of the need, meaning, ethics, and scope of counseling services in the school, the juvenile justice system, and the community

- Develop an understanding of learning and developmental stages both in the process of normal development and in the case of learning, behavior, social, and emotional difficulties
- Identify adjustment problems of children in educational settings
- Be able to identify, describe, and interact with community agencies and referral services available to students and families
- Establish the consultative role and to develop communication with other professionals, community agencies, alternative programs, students, and families
- Apply psychological knowledge for appropriate intervention in urban, rural, and suburban educational environments

Initial License

Students are required to submit documentation of successful completion of Part I and Part II, of the Communication and Literacy Skills Test from the Massachusetts Tests for Educator Licensure (MTEL) before being accepted into the graduate programs leading to licensure. This is also a requirement for initial license by the Department of Elementary and Secondary Education.

A Master of Arts degree is awarded after 30 credits. With completion of the course work, the program portfolio, and the advanced practicum the candidate is eligible for an initial license. With the initial license, the individual is employable as a school adjustment counselor and has five years to finish the CAGS which is necessary for the professional license. The initial license expires at the end of five years. In addition to the CAGS, the individual must work for three years as a school adjustment counselor in order to get the professional license.

Therefore, the individual can get the professional license in as little as three years but must take no longer than five years. The internship for the CAGS is 6 college credits and 1200 clock hours. This can be done on the job. There are many options for school adjustment counselors. Some of our graduates are working in the prison system, Department of Social Services, and juvenile justice system, the courts and other agencies, as well as schools.

Requirements

PSY 425	Theories of Counseling
PSY 483	Principles and Practice of Guidance
PSY 519	History and Theories of Learning
PSY 614	Psychology of Development
PSY 657	Psychology of the Exceptional Child
PSY 516	Issues and Ethics
PSY 517	Theories of Learning Disabilities
PSY 505	Group Counseling

PSY 558	Therapeutic Techniques and Consultation
PSY 407	Research Methods/Culminating Experience

Masters of Arts in Educational Psychology completed (30 credits)

PSY 515	Advanced Abnormal Psychology
PSY 532	Psychopharmacology and Substance Abuse
PSY 409	Diagnostic Psychoeducational Assessment
PSY525	Advanced Counseling Theory and Practice
PSY 429	The Juvenile Justice System
PSY 495	Substance Abuse Issues in the CJ System
PSY 560	Advanced Practicum with Seminar

Eligible for Initial License upon completion of all course work and advanced practicum field work.

With completion of the initial license, the student is employable as a school adjustment counselor The initial license expires at the end of five (5) years.

The professional license requires

- three years working in the field as a school adjustment counselor and
- a college supervised clinical experience which can be done on the job
- as well as sixty (60) college credits total.

PSY 604A	Clinical Experience in School Adjustment Counseling
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CAGS is now completed. Educational requirements for Professional License in School Adjustment Counseling are finished.

With the completion of the college supervised clinical experience, the student has the sixty (60) college credits required for both professional level licensure and for a Certificate of Advanced Graduate Study (CAGS). The CAGS is the specialist level degree and is thirty (30) credits above the Master's Degree. With the completion of the National Counselor's Licensing Exam, three years of work as a school adjustment counselor and the CAGS, the candidate is eligible for the professional level license. The student must provide documentation of these experiences to the Massachusetts Department of Elementary and Secondary Education.

Total program credits: 60

PRE-DOCTORAL PROGRAM IN EDUCATION (PDARP)

The Pre-Doctoral Action Research Program is a one-year, 15 credit certificate program designed by AIC in partnership with the Massachusetts Association of School Superintendents (M.A.S.S.) to serve the specific needs of educators in a climate of educational reform and accountability – specifically, researched-based, data –driven inquiry for best practices towards school improvement. The educator who is able to help lead a successful school improvement process is the one who understands the collection and interpretation of data, as well as the larger contexts in which today’s schools must function. The program is totally on-line; all 15 credits are directly transferable to the Doctor of Education program, once the student is admitted to that program.

To be admitted to PDARP, the applicant must have completed a master’s degree in education or a related area from a regionally accredited institution. Admission is based upon

- AIC’s Online Application
- Official transcript(s) for all post-baccalaureate level coursework
- One page personal goal statement highlighting your desire to pursue a mentored action research project
- Two official letters of recommendation: professional and/or academic

The program consists of the five courses listed below; students will produce an action research study by the end of the sequence.

Courses

EDC 701	Action Research in the Schools
EDC 702	Advanced Research with Technological Enhancement
EDC 703	Contemporary Issues in Education
EDC7 04	Action Research Data Collection and Analysis
EDC 705	Action Research Product

DOCTORAL PROGRAM IN EDUCATION

The Doctor of Education program at American International College is an innovative, non-traditional doctoral program for mid-career practitioners in education and educational leadership and supervision who already hold an accredited master’s degree in education, educational administration or a closely aligned field. Students will be able to choose from two majors: teaching and learning or educational leadership and supervision through a non-traditional delivery model to mid-career professionals who wish to advance their scholarly knowledge and refine their skills

as scholar-practitioners. The program is not designed to aid students with earning an educator license.

This doctoral program is designed for working adults in light of changes confronting higher education, including:

- Changing professional requirements that seek educators at all levels with increased academic qualifications
- Changing communications and information technologies

Educational Leadership and Supervision is designed to prepare scholar-practitioners to become effective advocates who can successfully operate within the social, cultural, organizational, political, and educational contexts of their institutions and communities.

Teaching and Learning is designed to prepare scholar-practitioners to function effectively within a chosen educational niche such as special education, elementary/middle/secondary school education, adult learning, global or alternative education.

Program Framework:

The program will consist of a series of core courses, professional seminars, and structured, mentored study carried out by the student under the watchful eye of an assigned team of advisors. The overall program will encompass four years of professional study spanning two distinct levels, to include:

Level 1: Will consist of a series of core courses, professional seminars and mentored study that seeks to build upon the individual student's professional interests. Students will complete the equivalent of 18 credits per year for a total of 54 academic credits. Throughout this period each learner will be assigned two core advisors, as well as work with additional advisors via professional seminars and core courses. Students will attend five three-day residencies annually.

Level 2: Will consist of at least one final year of study (18 credits) to encompass the completion of a professional portfolio (to document the attainment of identified program competencies to demonstrate program rigor) and the approval of an action project-oriented dissertation.

Time in Program/Time to Degree

From the date of initial enrollment, the student must complete all requirements for the degree within a minimum of three years (six semesters—granted only to students who are awarded 18 transfer credits) and a maximum of seven years (14 semesters).

Admissions requirements

Admission to the Ed.D. program is open to applicants who hold an earned master's degree or higher from a regionally accredited institution or a recognized international institution of higher education. The admission decision is based upon the following:

- A grade point average of 3.0 or better (on a 4.0 scale) in the major field of study. Under special circumstances, a candidate with an extensive work history or other overriding qualifications may be admitted with a slightly lower GPA.
- An interview with the director or a member of the faculty, if deemed necessary.
- A completed application detailing personal, academic and professional goals and reasons for pursuing doctoral study; chosen academic concentration; and several key questions for inquiry that guide the development of the degree plan.
- Three professional recommendations, one of which should be from individuals qualified to evaluate the candidate's academic and practitioner skills, as well as suitability for mentored study.
- A minimum TOEFL score of 500 for applicants whose native language is not English.

Program Degree Requirements

The Ed.D. with concentrations in educational leadership and supervision and teaching and learning requires students to complete coursework in the following areas:

Common Core Requirements (required of both concentrations: 18 credits)

EDU 751	Ethics in Educational Practice
EDU 752	Inclusive Leadership
EDU 753	Adult Development and Transformation
EDU 754	Individual and Institutional Change
EDU 755	Reflective Practice, Mentoring, and Professional Self-Renewal
EDU 756	Social and Cultural Influences

Common Core Research Requirements (both concentrations: 15 credits)

EDU 980	Educational Research Methods
EDU 981	Action Research for Educators
EDU 982	Individualized Research Design
EDU 983	Dissertation Research I
EDU 983	Dissertation Research II

Concentration Requirements—Teaching and Learning (15 credits)

EDU850	Teaching in a Diverse Society
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EDU851	Interaction of Classroom Management and Instruction
EDU852	Educational Implications of Learning and Developmental Theories
EDU853	Thinking about Teaching
EDU854	Advanced Curriculum Practices and Models

Concentration Requirements—Educational Leadership and Supervision

(15 credits)

EDU 870	Advanced School Finance
EDU 871	Advanced Educational Leadership
EDU 872	Advanced Instructional Supervision
EDU 873	School Law
EDU 874	Human Resources in Educational Settings

Sample Electives (both concentrations: 9 credits)

With faculty permission, students choose from among concentration requirements that they have not previously taken, or from a list of electives. This is a sample of some electives to be offered:

EDU 880	Resiliency Theory in Educational Settings
EDU 881	Teacher as Leader
EDU 882	Collaborative Models of School-Parent Interaction
EDU 883	Brain-based Ways of Thinking and Learning
EDU 884	Positive Organizational Scholarship
EDU 885	Global Education
EDU 886	Educational Technology
EDU 889	Diversity in Learning
EDU 890	Leadership and Diversity
EDU 891	Planning and Organizational Change
EDU 898	History of Higher Education in the United States
EDU 899	Foundations of Higher Education
EDU 900	Governance and Administration of Higher Education
EDU 901	Higher Education and the Law
EDU 902	Higher Education's International Role
EDU 892	Directed Study
EDU 893	Directed Study
EDU 894	Directed Study
EDU 895	Directed Study
EDU896	Directed Study

Field Work/Internship (both concentrations: 3 credits)

EDU 800	Applied Field Work/Internship
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Professional Portfolio (both concentrations: 3 credits)

EDU 950 Professional Portfolio

Dissertation (both concentrations: 3 credits each)

EDU 990 Dissertation I

EDU 991 Dissertation II

EDU 992 Dissertation III

DOCTORAL FACULTY AND ADMINISTRATION

Nadine Binkley, PhD, University of British Columbia

Lynne Celli, PhD, Boston College

Linda DeNault, EdD, University of Massachusetts

Richard Holzman, EdD, University of Massachusetts

Dean, Special Academic Projects

Judith Klimkiewicz, EdD, Nova Southeastern University

Christine Michael, PhD, University of Connecticut

Frank Vargo, EdD, American International College

Nicholas Young, PhD, Union Institute and University; EdD, American International College

Associate Dean, EdD Program

Inquiries should be addressed to:

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American International College

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(413) 205-3328

PSYCHOLOGY

John J. DeFrancesco, PhD, chair of graduate studies

Graduate study in psychology is based on a commitment to intellectual freedom, personal integrity and respect for the freedom and integrity of others. The graduate program strives to maintain a high standard of excellence and seeks to instill in its students a desire for continuing self-education for both personal and professional development. Each of the school's graduate psychology programs has been developed in accordance with the highest national standards in its respective field. They are designed to develop educational depth, as well as skills and the creative independence that prepares graduates to both practice and contribute to their professions. This is accomplished by requiring students to demonstrate an understanding of specified subject matter areas, apply the theory and methodology of their fields, use appropriate bibliographic techniques, and to be aware of the role of research and methodology by which research is conducted. Each is aimed at fostering a concern for helping people. All of the graduate psychology programs are people oriented: all designed to provide training for the student who is truly concerned with human problems and the quality of human life.

American International College takes seriously its trust of providing only the highest level of training to those students whose goal is to become service providers. The college views the service provider role within a broad context, from direct person-to-person intervention, to the production of basic research in areas of human growth and development. The objective is the same for all programs: to produce competent professionals whose skills and knowledge will produce a difference in someone's life.

Programs Offered

The psychology department offers master's programs and a doctoral degree. Specializations include the following:

- Clinical Psychology (MA)
- Forensic Psychology (MS)
- Doctoral Program in Educational Psychology (Ed.D.)

CLINICAL PSYCHOLOGY

Concentrations in Mental Health and Forensic Psychology

The Program

The Master of Arts program in clinical psychology at American International College is based on an integrated curriculum intended to produce clinicians trained in theory, research, and clinical skills. Students accepted into the Master of Arts program can elect to specialize in mental health or forensic psychology.

The Mental Health Concentration

This concentration is designed to meet the educational requirements for a licensed mental health counselor (LMHC) in the Commonwealth of Massachusetts, and similar professional designations in other states. The 60 semester hour mental health concentration includes coursework in research, assessment, counseling, psychopathology, human development, and ethics. A pre-internship clinical practicum is required, and is followed by a 600 hour clinical internship.

The Forensic Psychology Concentration

This concentration is also designed to meet the educational requirements for an LMHC. This concentration is a 66 semester hour program that incorporates courses from the mental health concentration. The forensic psychology concentration also includes six semester hours of forensic psychology coursework, along with a pre-internship practicum and a 600 hour forensic internship.

Students are responsible for ensuring that they meet all state licensing requirements as promulgated by the Massachusetts Board of Registration of Allied Mental Health Professionals or by the appropriate board in the state in which they wish to practice.

Requirements

PSY 407	Applied Research Methodology
PSY 425	Counseling Theory and Practice
PSY 488	Occupational Information
PSY 500	Diagnostic Assessment I: WISC and WAIS
PSY 501	Diagnostic Assessment II: Diagnostics and Projectives
PSY 505	Group Counseling
PSY 512	Systems and Theories in Psychology
PSY 514	Psychology of Learning
PSY 515	Advanced Abnormal Psychology
PSY 516	Issues and Ethics in Psychology
PSY 521	Family Counseling
PSY 531	Pre-clinical Practicum (2 semesters, 6 credits)

PSY 532	Psychopharmacology and Substance Abuse
PSY 540	Clinical Internship (2 semesters, 9 credits)
PSY 558	Therapeutic Techniques and Consultation
PSY 614	Psychology of Development
PSY 615	Social Bases of Behavior
PSY 580	Principles in Forensic Psychology #
PSY 585	Assessment Techniques in Forensic Psychology #

*An abbreviated 48 semester hour program is available for those who do not wish to pursue licensure. With this option, students are exempt from taking PSY488, PSY505, PSY516, PSY615.

Forensic Concentration only.

FORENSIC PSYCHOLOGY

This program is designed for students with a baccalaureate degree in psychology, criminal justice or a closely related field. The forensic psychology program is primarily concerned with the application of psychological principles and skills to the understanding and functioning of the legal and criminal justice system.

The primary focus of the master's degree program in forensic psychology at American International College is to prepare students for future graduate study. Upon completion of the degree, however, many students choose to obtain positions in a wide variety of public and private agencies and institutions, including prisons, juvenile facilities, social service and mental health agencies. Careers as forensic researchers and positions with Federal and State agencies are also possible with the growing major at American International College.

Requirements

Psychology Component

PSY 402	Behavioral Statistics
PSY 407	Applied Research Methodology
PSY 515	Advanced Abnormal Psychology
PSY 580	Principles of Forensic Psychology
PSY 585	Assessment Techniques in Forensic Psychology
PSY 590*	Externship in Forensic Psychology
PSY 614	Psychology of Development

Criminal Justice Component

CRJ 434	Interpersonal Violence
CRJ 438	Psychological Aspects of the Criminal Justice System
CRJ 44	Ethics in Criminal Justice
CRJ 451	Legal Aspects of the Criminal Justice System
CRJ 493	Counseling Skills for the Criminal Justice Professionals

Optional Courses

PSY 470	Applied Research in Criminal Behavior
PSY 581	Directed Study in Forensic Psychology
PSY 516	Issues and Ethics in Psychology
PSY 425	Counseling Theory and Practice

Master of Science awarded

Total Credits: 36

*One (1) semester field-based experience

DOCTOR OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

The Ed.D. program in Educational Psychology provides professional preparation in applied educational/school psychology with an emphasis on learning disabilities and child development. The program is based on a balanced sequential scientist/practitioner model and emphasizes the interrelatedness of theory, research, and practice. Students may be able to design a program of study that may lead to certification or licensure in various professional areas.

Those who are interested in pursuing certification or licensure will generally meet academic, experiential, and other requirements depending on the type of certification/licensure sought, however, each state or jurisdiction may have additional requirements. For specific information, your state or provincial certification/licensing board should be contacted.

The Program of Study

The program consists of four major components:

1. The psychology component consists of courses, in both theory and practice, which address advanced topics in graduate-level psychology.
2. The assessment/process component includes practica/courses in psychological testing, diagnosis, and intervention.
3. The learning disability/child development component consists of courses that address developmental psychology, diagnosis and remediation of learning disorders, and behavioral management.
4. The research component includes courses in statistics, research methodology, and dissertation preparation and completion.

Required Curriculum – The Four Components

Psychology Component

PSY 425	Counseling Theory and Practice #
PSY 505	Group Counseling
PSY 512	Systems and Theories in Psychology * #
PSY 514	Psychology of Learning * #
PSY 515	Advanced Abnormal Psychology #
PSY 516	Issues and Ethics in Psychology #
PSY 521	Family Counseling
PSY 532	Psychopharmacology and Substance Abuse
PSY 615	Social Bases of Behavior and Cultural Diversity
PSY 620	Racial and Ethnic Bases of Behavior
PSY 550	Practicum in Psychology – school psychology
PSY 551	Practicum in Psychology – mental health

PSY 630	Pre-doctoral Internship – school psychology (2 semesters)
PSY 631	Pre-doctoral Internship – mental health (2 semesters)
PSY 900	Cognitive Psychology *
PSY 920	Physiological Bases of Behavior

Assessment/Process Component

PSY 409	Diagnostic Psychoeducational Assessment * #
PSY 500	Theory and Practicum - Diagnostic Assessment I: WISC and WAIS *
PSY 501	Theory and Practicum - Diagnostic Assessment II: Personality and Projectives *
PSY 558	Therapeutic Techniques and Consultation

Learning Disability/Child Development Component

PSY 412	Psychology of Behavior Management for Special Needs Children #
PSY 517	Theories of Learning Disabilities *
EDC 550	Seminar in Learning Disabilities *
PSY 614	Psychology of Development *
PSY 657	Psychology of the Exceptional Child #
PSY 998	Directed Study in Learning Disabilities (optional and by permission)

Research Component

PSY 402	Behavioral Statistics * #
PSY 407	Applied Research Methodology * #
PSY 911	Multivariate Research Methods
PSY 999	Dissertation in Educational Psychology (12 Credits)

Total: 93 Credit Hours

A total of 93 credit hours is required with some exceptions. Previous graduate credit is considered. No credit is given for courses with grades below B-.

* Indicates courses required for Qualifying Exam

See section on Admissions, Requirement 1

Admissions Process

Requirements:

1. Candidates must hold a bachelor's degree in psychology, or a closely related-field. Preference will be given to those who have already proven themselves at the graduate level (i.e., holders of MA or MS degrees). Undergraduate and graduate transcripts must be submitted. A GPA of 3.25 is recommended. Students admitted with a bachelor's degree will be awarded an MA in Educational Psychology upon completion of 30 specific graduate credits. These are designated with # in the Curriculum Components section.
2. Candidates must submit a completed application for graduation admission form, along with the non-refundable application fee.
3. Candidates must submit three letters of recommendation.
4. Candidates must submit GRE verbal and quantitative scores.
5. Candidates must submit a curriculum vitae.
6. No more than 33 hours of transfer credit will be accepted from another institution provided that these are graduate level hours and relevant to specific courses in the doctoral program. The student, however, is entirely responsible for the content of the transferred course(s) in terms of meeting the requirements of the doctoral program in educational psychology. Accordingly, the student is held solely responsible for the competencies covered by the course(s) whether such competencies are addressed in other courses, practica, exams or other academic endeavors.
7. Full time AIC faculty/staff or any person with faculty responsibility will not be eligible for admission.
8. The deadline for all application materials is May 1.

Selection:

The Doctoral Admissions Committee is composed of the chair of graduate studies in psychology, the vice president of academic affairs, dean of the School of Arts, Education and Sciences, and doctoral faculty.

The committee meets once per year in early May. The committee will review all applications and make decisions based on the applicants overall level of academic performance and other submitted materials. The committee will also closely review each applicant's background in psychology and education. An interview with the applicant may be recommended. The committee will select no more than 15 applicants each year for admission. There may be years when a waiting list may be necessary.

Applicants are notified of their status by late May. Each selected student must submit a deposit of \$500, applicable to the first semester's tuition, by June 15.

All academic advising and interviewing of new and prospective students will be conducted by the chair of graduate studies in psychology or his designee.

Retention:

Student progress will be monitored by doctoral faculty. Credit is not awarded for any course when student performance falls below a B-. Further, each student must maintain at least a 3.25 overall academic record to be eligible for the Doctoral Comprehensive Qualifying Examination.

Any student receiving three (3) grades below a B- in the Ed.D. program will be dismissed from the program. Further, students are only allowed one re-take of the Doctoral Comprehensive Qualifying Examination. Failure of the re-take will result in dismissal from the program (refer to section on Doctoral Comprehensive Qualifying Examination for specifics).

A student can also be dismissed if, in the judgment of the chair of graduate studies in psychology, the student is not making satisfactory progress, shows no indication of being professionally committed, or engages in inappropriate behavior. Appeals can be filed and will be heard by a retention committee composed of the chair of graduate studies in psychology, vice president for academic affairs, dean of Arts, Education and Sciences, and doctoral faculty.

Residence:

Students must complete a course of studies which encompasses a minimum of three academic years of full-time graduate study, or its equivalent, of which a minimum of one academic year of full-time, or its equivalent, academic graduate study in psychology must be completed in residence at AIC.

- “Completed in residence” is generally meant to include the following factors:
- frequent interaction between faculty and students
- opportunities for appropriate and adequate supervision and evaluation
- student access to psychology faculty
- student access to other matriculated students in the Ed.D. program at AIC.

Statute of Limitations:

Requirements for the Ed.D. should be fulfilled within a period of 10 calendar years from the student’s initial registration for graduate study (eight years if the student has received transfer credit for a master’s degree).

Fellowships:

There are two (2) Ethel S. Blake Fellowships awarded each year to students who

demonstrate significant academic progress, outstanding scholarship, and financial need. Each recipient receives a stipend of \$1,500 plus full tuition remission (up to 18 credit hours) per academic year. In turn, recipients will be assigned to a professor and are expected to be available for approximately 15 hours per week to perform various functions (i.e., teaching, research, assisting). These hours are at the discretion of the supervising professor. The fellowship is renewable annually, provided the student is performing positively, for up to three years. Students must reapply each year by April 1.

Doctoral Comprehensive Qualifying Examination:

All doctoral candidates must pass a two-day qualifying examination. This examination is administered in June, must be taken before beginning dissertation work, and can only be taken after completing 60 hours of graduate course work. Students must demonstrate proficiency in core competency areas. Students who fail the examination may retake the examination only once.

Practicum Training:

Students in the Ed.D. program must obtain supervised practicum training in the delivery of professional psychological and psychoeducational services. Such training can be obtained through practica, practicum courses, full-time pre-doctoral internships, and other course-based and experiential experiences. The goal of practicum training is to provide students with a theoretical foundation and the opportunity to develop strong assessment, diagnostic, and psychotherapeutic skills. Students apply theoretical knowledge, implement clinical and psychoeducational techniques based on this knowledge, and develop the professional and personal traits important to the identity of a professional practitioner. Upon completion of their training, AIC students are ethical, competent professionals with highly developed assessment and psychotherapeutic skills.

Ed.D. students must complete a minimum of three practica over the course of three semesters. Practica cover assessment, diagnosis, and therapeutic process. Practica are based on classroom participation and field based experiences. Students must also complete a pre-doctoral internship. The pre-doctoral internship is typically completed after 60 credit hours of doctoral work and after the Doctoral Qualifying Exam is passed. The pre-doctoral internship is an intensive supervised experience in psychotherapeutic and assessment procedures in an approved clinical school or related facility. On campus meetings and seminars with a supervising professor are also required as part of the process. Students are responsible for securing their placement. Each state or provincial certification/licensing board has specific pre-doctoral training requirements that must be satisfied. If students wish to pursue certification or licensure they should contact the certification/licensing board in the state or province in which they wish to practice. These contacts should be made early in their doctoral studies.

The Proposal and Dissertation:

Proposal

Successful completion of the Doctoral Comprehensive Qualifying Examination allows a student to begin the dissertation process. The dissertation represents the culminating doctoral experience. The initial step in this process requires each student to assemble a dissertation committee consisting of a chairperson and two additional committee members. Under the supervision of the chairperson and guidance of committee members, a student then develops a dissertation proposal. The proposal is a vital component in the process leading to the successful completion of the dissertation. It is through preparation of the proposal that the student and the committee reach an acceptable action plan.

Upon completion of the proposal and approval by the committee chairperson and committee members, it is forwarded to the chair of graduate studies in psychology for approval. Once this proposal has been approved, the student then makes arrangements to present their proposal to the AIC Human Subjects Committee. The purpose of the Human Subjects Committee is to ensure that research complies with regulations concerning human subjects in research. Students should contact the chair of the Human Subjects Committee to schedule an appointment. Given this approval, the candidate is now prepared to begin the final work on their dissertation.

Dissertation

The dissertation is the culminating event of your doctoral study. Students are prepared for the dissertation by completing all course and program requirements and by completing the research sequence of Behavioral Statistics (3 credits), Applied Research Methodology (3 credits), and Multivariate Research Methods (3 credits). Dissertation in Educational Psychology (12 credits) is completed while preparing the proposal and dissertation. The dissertation may be an empirical study, a theoretical contribution, or a program assessment, but the student must demonstrate doctoral level scholarship. Each dissertation will be monitored by the committee and must reflect:

1. Original research that is psychological in nature
2. A high degree of scholarly proficiency, methodological sophistication (publication quality), and consistent with ethical principles of the profession
3. The potential for significant contribution to the psychological literature

When the dissertation is completed, the student then prepares for his or her oral defense. The defense takes place in the presence of the full dissertation committee and other college personnel as necessary. Each member of the committee must sign the signature page indicating that the student has passed their defense.

SCHOOL OF BUSINESS ADMINISTRATION

Lea A. Johnson, EdD, Dean

The business environment in the early 21st century is complex, fast-paced and diverse. Leaders who succeed and thrive will possess innovative, practical, and nimble approaches to this dynamic environment. At American International College our programs emphasize current, real-world applications that enhance our students' breadth of knowledge, as well as their grasp of both management and technical skills.

American International College focuses on the education of its customer: the student. Personal, individualized attention is the norm. The student benefits from frequent contact with the faculty and the graduate business advisor. This contact is at the core of our programs' successes.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Lea A. Johnson, EdD, graduate advisor

American International College takes pride in its MBA program, which is designed to develop future managers through emphasis on academic excellence and business effectiveness.

The MBA curriculum provides our students with an understanding of the economic, functional, behavioral, legal, ethical, and quantitative aspects of the practice of business administration in a competitive market economy. Students are exposed to the common body of knowledge and the concepts and techniques involved in the various functional areas of business. The program stresses development of decision-making skills, an analytical approach to management problems, and an appreciation of the relationships between technology and people in profit-seeking and nonprofit organizations. The curriculum prepares students for managerial positions and enhances the managerial skills of senior or general managers.

Students apply to one of two MBA degree programs depending on their background. Both programs are 36 credits in length and are completed in less than two years. The Traditional MBA is a part-time evening program for working adults with less than five years of work experience. The High Performance MBA is a weekend program for corporate executives with five or more years of work experience.

THE TRADITIONAL MBA

Admission Requirements

The Traditional MBA program practices “rolling admissions” where applications for admission are received throughout the year and up to two weeks prior to the start of orientation weekend for each cohort. The Graduate Admissions Committee carefully assesses each individual’s ability to successfully complete the program. Candidates should have both the ability and desire to thrive within a demanding and stimulating environment. Qualities sought include: academic preparedness, intellectual curiosity, and communication skills.

This program requires an undergraduate GPA of 2.75 or better, GMAT scores, a personal goal statement, two letters of recommendation, current work experience and the ability to contribute to the classroom setting. Students whose native language is not English are also required to submit either a TOEFL or IELTS score.

In addition to the required GPA of 2.75 (on a 4.0 scale), students need to have taken one semester of the following undergraduate foundation courses to satisfy the MBA program’s prerequisite requirements: Statistics, Economics, Accounting, Finance, and Marketing.

In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the applicant must demonstrate the ability to succeed in a fast-paced and rigorous graduate environment. Such students are encouraged to enroll for three graduate courses as a nonmatriculated student at another institution of higher education. Should they receive a grade of A or A- in their graduate courses, they are welcome to apply to the MBA program and submit a complete application (including GMAT and transcript with their graduate grades). Based on their completed application and graduate transcript with grades of A or A-, the Graduate Admissions Committee will give serious consideration to their application for admission to the MBA program, despite their low undergraduate GPA.

GMAT Requirement: The AIC MBA program requires the Graduate Management Admissions test. This test is offered weekly at many cities throughout the United States. The AIC GMAT code is 9FH-XT-79MBA.

Occasionally the Graduate Admissions Committee will consider an applicant’s petition for a waiver of the GMAT requirement when a candidate can document advanced academic credentials combined with a substantial history of professional achievement. A candidate is exempt from the GMAT if they have proof of a previous master’s degree, a professional degree (JD, or MD) or hold CPA licensure. Those individuals who seek a GMAT waiver should contact the Office of Graduate Admissions.

Traditional MBA Curriculum

This lock-step, cohort program consists of 12 courses for a total of 36 semester hours. Students take one course every eight weeks for a total of two courses each semester. Students take courses throughout the summer in order to complete their program in less than two years.

MBA 500	Management Principles and Processes
MBA 505	Managerial Accounting
MBA 510	Marketing Management
MBA 515	Operations Management
MBA 535	Human Resource Management
MBA 520	International Business
MBA 525	International Comparative Study
or MBA 530	The Consultancy Project
MBA 540	Quantitative Analysis for Decision Making
MBA 545	Managerial Finance
MBA 550	Managerial Economics
MBA 555	Information Systems for Business Strategy
MBA 560	The MBA Capstone

THE HIGH PERFORMANCE MBA

Admission Requirements

The High Performance MBA program practices “rolling admissions” where applications for admission are received throughout the year and up to two weeks prior to the start of orientation weekend for each cohort. The Graduate Admissions Committee carefully assesses each individual’s ability to successfully complete the program. Candidates should have both the ability and desire to thrive within a demanding and stimulating environment. Qualities sought include: academic preparedness, intellectual curiosity, and communication skills.

This program requires an undergraduate GPA of 2.75 or better, GMAT scores, a personal goal statement, two letters of recommendation, current work experience and the ability to contribute to the classroom setting. Students whose native language is not English are also required to submit either a TOEFL or IELTS score. In addition to the required GPA of 2.75 (on a 4.0 scale), students need to have taken one semester of the following undergraduate foundation courses to satisfy the MBA program’s prerequisite requirements: Statistics, Economics, Accounting, Finance, and Marketing.

In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the applicant must demonstrate the ability to succeed in a fast-paced and rigorous graduate environment. Such students are encouraged to enroll for three graduate courses as a nonmatriculated student at another institution of higher education. Should they receive a grade of A or A- in their graduate courses, they are welcome to apply to the MBA program and submit a complete application (including GMAT and transcript with their graduate grades). Based on their completed application and graduate transcript with grades of A or A-, the Graduate Admissions Committee will give serious consideration to their application for admission to the MBA program, despite their low undergraduate GPA.

GMAT Requirement: The AIC MBA program requires the Graduate Management Admissions test (GMAT). This test is offered weekly at many cities throughout the United States. The AIC GMAT code is 9FH-XT-79MBA.

Occasionally the Graduate Admissions Committee will consider an applicant's petition for a waiver of the GMAT requirement when a candidate can document advanced academic credentials combined with a substantial history of professional achievement. A candidate is exempt from the GMAT if they have proof of a previous master's degree, a professional degree (JD, or MD) or hold CPA licensure. Candidates are also exempt if they have five or more years of business experience and an undergraduate GPA of 3.2 or better. Those individuals who seek a GMAT waiver should contact the Office of Graduate Admissions.

High Performance MBA Curriculum

The High Performance MBA program is a program designed for the working corporate executive.

This Saturday cohort program consists of 12 courses for a total of 36 semester hours. Students take courses throughout the summer in order to complete their program in less than two years. The program is divided into three parts: The MBA Core, the MBA Concentrations and The MBA Capstone.

MBA Core Courses

HPMBA 500	Management Principles and Processes
HPMBA 505	Managerial Economics
HPMBA 510	Managerial Accounting
HPMBA 515	Marketing Management
HPMBA 520	Managerial Finance
HPMBA 535	International Business
HPMBA 525	International Comparative Study
HPMBA 540	Quantitative Analysis for Decision Making

High Performance MBA Concentrations

Students select one concentration after beginning their MBA program, and are required to complete all three courses in their concentration.

Fraud & Financial Crimes

HPMBA 503	Theories of Fraud and Financial Crimes
HPMBA 538	Fraud Examination
HPMBA 528	Prevention and Detection of Fraudulent Financial Reporting

Green Business Management

HPMBA 521	Green Business Management
HPMBA 531	Marketing and Entrepreneurship in a green economy
HPMBA 541	Case Studies in Environmental Business

Healthcare Management

HPMBA 509	Health Policy, Economics and Ethics
HPMBA 519	Management of Healthcare Operations
HPMBA 529	Healthcare Informatics

International Business

HPMBA 827	Big Emerging Markets
HPMBA 802	US Foreign Policy and the Impact on International Business
HPMBA 818	International Marketing

Operations Management

HPMBA 700	Operations Management
HPMBA 701	Process Improvement with Six Sigma
HPMBA 702	Supply Chain Management

Strategic Marketing

HPMBA 502	Strategic Marketing
HPMBA 512	Managing Integrated Marketing Communications
HPMBA 522	Managing the Brand

Workforce & Leadership Development

HPMBA 504	Introduction to HRD
HPMBA 514	Performance Improvement
HPMBA 524	Leadership and New Capital Development

Educational Transformation (Courses also applicable to Ed.D. program)

EDU 753	Adult Development and Transformation
EDU 754	Individual and Institutional Change
EDU 755	Reflective Practice, Mentoring, and Professional Self-Renewal

High Performance MBA Capstone Course

In order to graduate from the HPMBA programs, all students are required to complete an in-depth capstone project which is later presented to the college community during the Graduate Research Forum.

HPMBA 545	The MBA Capstone Project
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MASTER OF SCIENCE IN ACCOUNTING AND TAXATION (MSAT)

Lea A. Johnson, EdD, graduate advisor

The Master of Science degree program in Accounting and Taxation (MSAT) has been designed to comply with the standards of the American Institute of Certified Public Accountants (AICPA). All AICPA members are required to complete 150 semester hours of college education, 30 hours beyond a baccalaureate degree. This MSAT program fully meets the AICPA requirements in the three mandated areas: general knowledge, organizational and business knowledge, and accounting and auditing knowledge.

Admission Requirements

Admission requirements are designed to select qualified students who will most likely be successful in, and profit from, the MSAT program of study. All graduate candidates are expected to have successfully completed a baccalaureate degree with a GPA of 2.75 or above. Standardized test scores are not required at this time. A completed application should contain the following items:

- Official copies of all college or university transcripts
- Resume
- Completed application form
- Personal Statement
- Two letters of recommendation (professional or from faculty)
- Non-refundable application fee
- TOEFL or IELTS scores from students whose native language is not English

In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the applicant must demonstrate the ability to succeed in a rigorous graduate environment. Such students are encouraged to enroll for three graduate courses as a non-matriculated student, and must receive no grade less than an A- in order to be considered for full admission. Should they receive grades of A or A- in their graduate courses, they are welcome to apply to the MSAT program for full admission.

MSAT Program

A student must successfully complete a total of 10 required courses for a total of 30 credit hours.

Six Core Courses

GAT 707	Advanced Accounting I – Consolidations, International and Partnerships
GAT 708	Advanced Accounting II – Governmental and Not-for-Profit
GAT 720	Tax I
GAT 721	Tax II
GAT 725	Contemporary Issues in Business Law

GAT 890	Seminar in Contemporary Accounting Issues (Capstone Course)
18 credits	

Four Elective Courses (12 credit hours)

GAT 710	Managerial Accounting
GAT 810	Advanced Issues of Partnership and Corporate Taxation
GAT 820	Managerial Tax Planning
GAT 830	Employee Benefits and Retirement
GAT 850	Computer Security and Audit
GAT 860	Estate and Gift Taxation
GAT 815	Business Valuation
GAT 870	Accounting for Nonprofit Organizations
GAT 875	Controllership
GAT 878	International Taxation and Accounting

12 credits

One, and only one, 700 level or higher non-accounting elective (GAT 865/GBS 865 – Business Ethics is suggested).

Candidates for the MSAT degree program who qualify for admission but lack appropriate preparation courses in accounting, economics, finance, management, marketing, or statistics, are required to complete the business foundation as determined by the graduate advisor. Students with an undergraduate major in a business discipline are typically exempt from these courses. In addition, all degree candidates must complete the following accounting foundation courses:

Preparatory Accounting Courses

GAT 601	Accounting
GAT 602	Intermediate Accounting I
GAT 603	Intermediate Accounting II
GAT 613	Auditing
GAT 614	Cost Accounting

Multiple Starting Points

Each graduate program is flexible and students may begin in the fall or spring semesters or during the summer sessions. The two summer sessions help accelerate degree completion; the pace is yours to choose. All courses are offered late afternoons, evenings and weekends to accommodate both full-time and part-time students.

The Faculty

Our graduate business faculty provide a balance of full-time and adjunct staff who bring extensive business, teaching, consulting, and research backgrounds to the classroom. They are credentialed, experienced, and dedicated to teaching.

MASTER OF PUBLIC ADMINISTRATION

Lea A. Johnson, EdD, graduate advisor

The Master of Public Administration program responds to the 21st century conviction that public administrators can and must perform efficiently and effectively with an emphasis on “outcomes.”

The Master of Public Administration is a professional degree primarily for those who want to pursue public service. The degree provides the knowledge and competencies of the career-minded public official. While the program is an academic one, the faculty is drawn from both academia and the public service sector.

This program integrates a broad knowledge of administrative principles with the development of skill areas essential for the success of contemporary public administration. The degree combines the interest of theoretical and behavioral inquiry associated with the social sciences, and the emphasis on managerial principles and practices found in many schools of business and management. It reflects the conviction that the administrator in public service must possess the knowledge and skills of a strategic manager and visionary leader with sensitivity to the political, social, and cultural elements that impinge upon the public organization.

The program blends courses having a broad orienting function with those that impart definite skills. While there is a core of required courses, there is flexibility allowing students to shape the program to correspond to specific areas of interest. The program also allows for different rates of progress toward the degree.

The Master of Public Administration is a program that requires 36 credit hours for completion: 24 credit hours of core requirements and 12 credit hours of electives.

Admission Requirements

Admission requirements are designed to select qualified students who will most likely be successful in, and profit from, the MPA program of study. All graduate candidates are expected to have successfully completed a baccalaureate degree with a GPA of 2.75 or above. Standardized test scores are not required at this time. A completed application should contain the following items:

- Official copies of all college or university transcripts
- Resume
- Completed application form
- Personal Statement
- Two letters of recommendation (professional or from faculty)
- Non-refundable application fee
- TOEFL or IELTS scores from students whose native language is not English

In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the applicant must demonstrate the ability to succeed in a rigorous graduate environment. Such students are encouraged to enroll for three graduate courses as a non-matriculated student, and must receive no grade less than an A- in order to be considered for full admission. Should they receive grades of A or A- in their graduate courses, they are welcome to apply to the MPA program for full admission.

MPA Program

The Master of Public Administration is a program that requires 36 credit hours for completion: 24 credit hours of core requirements and 12 credit hours of electives.

Required Courses

MPA 401	Organizational Theory and Applications
MPA 402	Organizational Leadership and Strategic Management
MPA 403	Public Budgeting
MPA 404	Public Policy
MPA 405	Administrative Law
MPA 411	Human Resources Management
MPA 420	Structures and Function of American Government
MPA 605	Administrative Leadership

24 credits

Plus four elective courses that are chosen with the concurrence with the program advisor.

SCHOOL OF HEALTH SCIENCES

Carol A. Jobe, PhD, Dean

MASTER OF SCIENCE IN NURSING

Karen S. Rousseau, MSN, program director

Sheila Rucki, PhD, PCNS, BC, associate program director

Mission

The Division of Nursing is committed to providing high quality education within an environment of scholarly inquiry, in order to prepare competent and compassionate educators and leaders in nursing who will advance nursing practice and nursing education through the generation, transmission, and creative use of knowledge. Students from culturally diverse backgrounds will be prepared to effectively address the changing health needs and problems of the state and nation, by assuming leadership roles in nursing administration, teaching, and research.

Philosophy of Nursing Education

The faculty of the Division of Nursing believes that learning is an active, dynamic, and lifelong process. Personal and professional growth is enhanced through the experience of learning in a flexible innovative educational environment and exposure to experts, information, cultures, modes of thought, ways of being, and ideas. The learning process encourages the emergence of and respect for diverse perspectives, attitudes, and feelings, and promotes change in behavior and thought.

Learning is encouraged in an atmosphere of interpersonal interaction fostered by a trust relationship between the teacher and learner. Faculty function as facilitators, planners, supervisors, communicators, role models, and colleagues. A mutually supportive, caring, and respectful atmosphere enhances the environment of education where the participants guide each other toward increasing independence, self-knowledge, and knowledge of the art and science of nursing. Learning is enhanced by a climate of shared responsibility and ongoing personal and collective evaluation that fosters individual and professional growth.

Graduate nursing education is based on a commitment to meet the health needs of a complex and culturally diverse society. Graduate nursing students investigate the usefulness of a variety of theories and assimilate them into practice. Faculty believes students should be encouraged to be critical, inquiring, and independent in seeking their own direction in the acquisition of new knowledge.

The philosophy that underlies baccalaureate education also guides graduate education. Faculty believes that nurses must be prepared for the complex roles in which they

function as educators, leaders, and researchers. These roles demand complex intellectual analysis, effective management and leadership, scholarship, and interpersonal competence.

Graduate nursing education builds on baccalaureate nursing education and prepares registered nurses for specialized clinical and functional roles. Facilitating graduates to develop and evaluate innovative modalities of nursing education and health care leadership based on analytical and engaged ways of knowing to meet current and emerging health care needs, graduate nursing education lays the foundation for graduate education.

Goals

- Provide educational access to geographically dispersed students through innovative programs and evolving technologies
- Integrate nursing knowledge with a blend of liberal education in the arts and sciences
- Promote an educational environment that promotes critical reflection, collaboration, professionalism, and life-long learning
- Develop inquiring scholars who think critically and independently and seek their own direction in the acquisition of knowledge
- Develop leaders who will apply research and new knowledge to the design, implementation, and evaluation of innovative nursing practice and/or nursing education

Outcomes

- Apply knowledge gained from theoretical and empirical study in nursing and related disciplines to inform and/or initiate change in nursing education and nursing administration
- Demonstrate the use of scholarly inquiry to inform educational and administrative practices
- Apply ethical decision-making in research, evaluation, nursing education, and nursing management
- Analyze the effect of health policy, finance, healthcare technologies, and organizational structure on the development and implementation of quality educational programs and healthcare delivery systems
- Demonstrate the use of leadership strategies that advance the design and implementation of quality education programs and improve clinical practice
- Analyze the effect of sociopolitical and cultural influences on nursing education and healthcare practices
- Integrate advances in healthcare technology into nursing education and healthcare
- Demonstrate a commitment to ongoing personal and advanced professional development through professional involvement, life-long learning,

and appreciation of doctoral study

- Apply leadership strategies to contribute to the ongoing development of the profession of nursing and nursing education

Nursing Education

Grounded in theoretical perspectives of nursing and education, graduates are prepared for advanced roles related to nursing education, educational research, and educational policy and decision making. This program of study addresses the goal of improving nursing and healthcare through the professional development of educators at baccalaureate and graduate levels, while incorporating the role of research into the development of excellence in nursing education.

Nursing Administration

Grounded in theoretical perspectives of management of complex healthcare systems, graduates are prepared for leadership roles in nursing administration, health systems research, and healthcare quality. This program of study addresses the social, ethical, technological, economic and policy forces that are shaping and reshaping the context of healthcare organizations and defining the management agenda.

Required Core Courses

NUR 400	Theory and the Science of Nursing
NUR 410	Nursing Research Seminar
NUR 425	Analysis of Healthcare Systems
NUR 430	Advanced Analysis of Special Topics
PSY 407	Applied Research Methodology

15 credits

Nursing Education

NUR 440	Clinical Nursing Education
NUR 450	The Nursing Curriculum
NUR 455	Special Topics in Education
NUR 460	The Nurse Educator (Practicum)

15 credits

Nursing Administration

NUR 470	Administration and Leadership
NUR 480	Economics and Financial Management for Nurse Administrators
NUR 485	Special Topics in Administration
NUR 490	The Nurse Administrator (Practicum)

15 credits

DIVISION OF OCCUPATIONAL THERAPY

Cathy A. Dow-Royer, EdD, OTR/L, Program Director

Definition

According to the American Occupational Therapy Association (<http://www.aota.org>) occupational therapists (OT) help people to live life to the fullest. Guided by a belief in the power of being physically, mentally, spiritually and socially active, OT's assist people who are at risk for medical/psychological problems to prevent injury or health conditions by leading healthy and productive lives.

Mission Statement

In keeping with the College's mission, the mission of the Occupational Therapy Program is to provide a high quality, challenging, professional graduate education. Our dual entry program delivery system welcomes first generation undergraduate students, non-traditional and transfer students, and students who have earned undergraduate degrees. Our urban environment provides the setting for multi-cultural integration, and our academic program fosters intellectual diversity by respecting the varied talents and experiences of each individual student. The Program is committed to the academic preparation of practitioners who will advance occupation-based, client-centered, and evidence-driven occupational therapy within the medical, educational and social service delivery systems.

Program Philosophy

The faculty members in the Occupational Therapy Program believe that:

1. people define their humanity and are enabled to achieve health and wellness through occupation, i.e. the performance of valued tasks, meaningful activities and life span roles. Although human beings seek active involvement in occupation naturally, disruptions in a person's health and life patterns that are brought on by disability may negatively affect his/her occupational performance and ability to interact productively with others. Occupational therapy facilitates health, well being and quality of life by increasing functional performance in day-to-day occupations, thereby restoring opportunities for purposeful participation in life activities and roles;
2. academic professional programs must demonstrate a commitment to maintaining the accountability, integrity and long-term viability of the profession. By providing a curriculum that combines an in-depth understanding of an evidence-based occupational therapy process and knowledge of service delivery systems, program management, and issues regarding controlling costs, the practice issues and fiscal realities within service delivery systems and settings can be addressed;
3. occupational therapists must assess the occupational impact of disease and injury and provide occupation-based intervention using ethical, scientific, economic, and legal knowledge. By having students examine the biological,

psychological, cultural and socio-environmental factors that contribute to the maintenance or recovery of function, they come to understand how to facilitate client-centered and occupation-based outcomes through evidence-driven practice;

4. students should be engaged in the investigation of “best practice” through didactic coursework, literature searches, simulated laboratory activities, research projects and real world fieldwork experiences in current and emerging occupational therapy practice areas; by providing students with a liberal arts foundation and professional training they will grow personally by developing a concern for humanity, a sense of social responsibility, and an interest in the practice and business of health care at home and abroad. By providing students with opportunities for professional socialization with occupational therapists, administrators and managers, and other health professionals as they work toward the mutual goal of effectively assisting individuals with disabilities to live more productive and meaningful lives, they will grow professionally by embracing collaboration.

Program requirements

The Professional Entry-Level Master’s Degree Program prepares students for generalist practice in the field of occupational therapy. The Track Two program option is designed for students who have earned a BS or a BA degree in a field other than occupational therapy and requires 94 credits for graduation with a Master of Science in Occupational Therapy (MSOT) degree. Credit totals include 24 weeks of full-time Level II Fieldwork within the United States or in international facilities where the supervising therapist has graduated from a program approved by the World Federation of Occupational Therapists.

The School of Health Sciences requires annual CORI (Criminal Offender Registry Information) reviews on students. Students admitted to the Occupational Therapy Program who subsequently refuse to permit a CORI review will be dismissed from the Program. Students with a negative CORI who are denied the ability to participate in academic fieldwork will be dismissed from the Program.

Program Accreditation

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA. Information regarding ACOTE can be found on the AOTA website on the Academic Affairs link: www.aota.org. The school code for American International College is 22519.

Admission Requirements

Admission requirements are designed to select qualified students who are likely to successfully complete this professional program of study. Graduate applications to the MSOT program are accepted through June 1st. Late applications will be reviewed on a space available basis.

International students must submit Test of English as a Foreign Language (TOEFL) score documentation. Minimum score requirements are as follows: 577 Paper; 91 Internet; 233 Computer-based.

Graduate students applying to the MSOT program must have earned a BS or BA degree from an accredited four-year institution with a minimum GPA of 2.85. GRE scores are preferred but not required. If GRE scores are provided they will be considered in the admission decision. Successful completion of 23 credits of prerequisite coursework is also required.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT) DEGREE REQUIREMENTS (MSOT - 94 TOTAL PROGRAM CREDITS)

Prerequisite Courses

Human Anatomy & Physiology

General Psychology I
Abnormal Psychology
Developmental Psychology
Introduction to Sociology or Anthropology
Physics or Chemistry
Statistics (Biological, Psychological or Educational)

Professional Foundation Phase

OTR 100	Medical Terminology
OTR 220	Occupational Science
OTR 623	Neuroscience
OTR 201	Group Dynamics
OTR 204	Activity Analysis
OTR 222	Gross Anatomy with Laboratory
OTR 302	Kinesiology with Laboratory
OTR 303	Outcomes

Graduate Professional Phase

(Child./Adolescence)

*OTR 506	Psychosocial Occupations 1
*OTR 516	Physical Occupations 1
*OTR 526	Assistive Technology 1
*OTR 592	Fieldwork/Service Delivery
*OTR 705	Research 1

(Adults/Elders)

*OTR 606	Psychosocial Occupations 2
*OTR 616	Physical Occupations 2
*OTR 625	Program Development/Leadership
*OTR 626	Assistive Technology 2
*OTR 692	Fieldwork/Service Delivery
*OTR 792	Management
**OTR 800	Foundations of Occupational Therapy
**OTR 806	Occupational Therapy Process: Pediatrics
**OTR 816	Occupational Therapy Process: Mental Health
**OTR 826	Occupational Therapy Process: Physical Dis.
**OTR 881	Research 2/Seminar
**OTR 885	Fieldwork Seminar
**OTR 896	Level II Fieldwork
**OTR 897	Level II Fieldwork
**OTR 982	Research 3

(Identifies courses taken by students in the Track One option to complete: * the BSOS degree; ** the MSOT degree)

Fieldwork

In addition to academic coursework, occupational therapy (OT) students are required to successfully complete fieldwork experiences to effectively apply knowledge within the environmental contexts of therapeutic practice. Students participate in course-related Level I Fieldwork experiences beginning in the professional foundation phase and continuing through the final year in the program. The fieldwork experiences differ by site type and population served, and progress in expectations for student learning outcomes.

Level I fieldwork experiences are designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. In addition, it provides opportunities for students to demonstrate professional behavior and to develop interpersonal skills including understanding and respect for diversity and effective communication. The Academic Fieldwork Coordinator and other faculty members are responsible for arranging Level I Fieldwork experiences in local hospitals, rehabilitation clinics, schools, supported employment sites and community-based programs, and for ensuring that sites meet

AOTA accreditation standards and Program goals. Students are supervised by faculty and/or site supervisors. Students are responsible for transportation to and from Level I Fieldwork sites.

Students are also required to successfully complete twenty four weeks of full- time, supervised, Level II Fieldwork (12 credit hours) during the second year of the graduate phase to fulfill the academic requirements for graduation. These advanced field experiences provide students with opportunities for skill and task mastery, and demonstration of their role as practitioners. Level II Fieldwork experiences must be completed within one year of completing didactic coursework, unless otherwise approved by the program director. Level II Fieldwork courses (OTR896 and OTR897) are graded on a Pass/Fail basis. Students must earn the minimum criterion score based upon performance in the areas of fundamentals of practice, basic tenets, evaluation and screening, intervention, management of OT services, communication and professional behaviors, as assessed on AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student.

Program Completion

Following the successful completion of the academic and fieldwork components of the Program, a graduate of the Occupational Therapy Program will be qualified to sit for the national certification examination as a candidate for occupational therapist, as administered by the National Board for Certification in Occupational Therapy (NBCOT). Upon passing the certification examination administered by the NBCOT, the individual will be qualified to practice as a professional Occupational Therapist, Registered (OTR). Most states, Massachusetts included, require licensure in order to practice. State licenses are usually based upon the results of the NBCOT Certification Examination. Information regarding NBCOT's procedures can be obtained by contacting the NBCOT at 800 S. Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150; phone (301) 990-7979; or on-line at www.nbcot.org.

Program Academic Regulations

Graduate students must maintain a 3.0 CGPA throughout the program. Students must also meet the minimum grade requirements below:

1. a minimum of a C grade in ENG 338 and OTR 204, 220 and 222; and
2. a minimum of a C+ grade in OTR 201, 302, 303; and
3. a minimum of a B- grade in OTR graduate courses, 506, 516, 526, 592, 606, 616, 623, 625, 626, 692, 705, 792, 800, 806, 816, 826, 881, 885 & 982. (Passing grades must be earned in OTR 100.OL and OTR 896 and 897.)

DIVISION OF PHYSICAL THERAPY

Patrick Carley, DHA, MS, PT, Interim director

Mission Statement

The Program educates Doctorate of Physical Therapy students to practice autonomously, effectively, and with integrity in the contemporary, multifaceted, and culturally diverse healthcare environments. In concert with the mission of the college, the program in physical therapy facilitates a teaching-learning environment through interactive and collaborative learning experiences. Students graduate with the cognitive, psychomotor, and professional skills that enable them to assume the diverse role of healthcare practitioner, which includes being an effective clinician, advocate, manager, teacher, learner, researcher, and leader. In addition, the program facilitates the development of compassionate practitioners through academic and community service experiences. The ongoing pursuit of the mission will demonstrated through the following:

- Providing didactic and hands-on clinical preparation with a focus on the depth and breadth of clinical skills, reasoning, and problem-solving abilities to function safely and competently as autonomous generalist practitioners;
- Fostering professional development and cultural sensitivity through the development of a teaching-learning educational environment;
- Emphasizing the examination, evaluation, diagnosis and intervention of movement dysfunctions.
- Fostering a commitment to quality care which is evidenced by lifelong learning, ethical behavior, humanistic concern and the use of advanced based practice;
- Providing an educational process of excellence at both the undergraduate and professional levels resulting in a program of local and regional prominence in the field of physical therapy education;
- Promoting the humanistic and scientific basis of physical therapy practice.

Program Philosophy

The American International College's Doctorate of Physical Therapy (DPT) Program has as its pre-professional phase foundation a strong, vibrant, liberal arts education. The College community believes that a strong liberal arts education is the primary foundation leading to broad intellectual growth and diversified learning abilities. The student-focused educational process optimally prepares for the clinical and professional phase of the teaching/learning environment.

The professional phase of the DPT program embraces a philosophy of close guidance and direction through carefully structured teaching-learning experiences consistent with the program's overall goals. The unique size of the College promotes a dynamic collegial environment that fosters respect for an individual's point of view,

clinical judgment, responsibility to society, and a commitment to lifelong learning. The curriculum encompasses the core clinical sciences, foundational sciences, and the trans-curricular courses that unify the professional phase of the program from the simple to complex theory and practice concepts.

The educational design fosters student development, appropriate decision-making, critical thinking, social integration, clinical skill development, research, and motivation for life-long learning. The successful attainment of personal and academic developmental constructs will result in a well-rounded individual with intellectual awareness, social, and clinical skills to function as an effective entry-level physical therapist in both contemporary and future healthcare environments.

DOCTORATE OF PHYSICAL THERAPY PROGRAM

The Doctor of Physical Therapy (DPT) Program is a CAPTE accredited curriculum prepares the student for entry-level practice by providing professional course work and clinical experiences. American International College's Division of Physical Therapy accepts incoming undergraduate AIC students following their junior year and transfer students meeting the appropriate requirements. The Program offers a structured course matrix of study leading to the degree of Doctor of Physical Therapy (DPT). The Program is designed to prepare men and women to be practitioners of professional physical therapy, qualified for entry-level positions in a variety of healthcare settings.

The curricular format of the program enables the students to develop and mature their professional decision-making, critical thinking skills, social interaction abilities, knowledge integration, hands-on proficiency, and research competence. The faculty cultivates the student's aspiration for advanced professional skill development and life-long learning. The faculty provides an environment that fosters respect for an individual's point of view, responsibility to society and a interaction with the community. It is the program's expectation that the student will graduate as a skilled, compassionate, autonomous entry-level physical therapy practitioner. Upon successful completion of the Program, a graduate DPT student is eligible to apply for state licensure as a physical therapist. The Program is accredited by the Commission on Accreditation in Education of the American Physical Therapy Association.

Education in the humanities, the biological, physical, and social sciences serve as the undergraduate foundation and preparation for study of physical therapy. Students become eligible to apply to the professional phase of the Program once certified by the undergraduate physical therapy coordinator and after the successful completion of prerequisite courses in the undergraduate physical therapy curriculum achieving a minimum overall grade point average (GPA) of 3.2 and 3.0 in the core courses. Students can also apply as direct-entry with a bachelor's degree from

another accrediting academic institution with an overall GPA of 3.2 and a 3.0 in the core courses. The student is required to complete 20 hours of observation and volunteer time in two different physical therapy facilities. It is recommended that the student complete 20 hours in two different types of practice settings.

What is Physical Therapy?

Physical therapy is a health care profession where physical therapists provide services that aim to prevent and/or treat conditions for all ages that result from injury, disease, and other causes. Physical therapists work with patients and their families to restore an individual's physical abilities and maximize their functional interactions. Physical therapists work in collaboration with other health care providers such as physicians, nurses, psychologists, social workers, occupational therapists, and speech pathologists in a variety of healthcare settings.

Where Do Physical Therapists Work?

Physical therapists practice closely with other health care personnel in settings such as hospitals, outpatient clinics, inpatient rehabilitation, community health centers, nursing homes, home health agencies, corporate and industrial health centers, sports facilities, research institutions, and colleges and universities.

The Undergraduate Phase of the Physical Therapy Program at American International College

For incoming freshmen and meeting all the requirements, the doctoral program is a six-year program with three years at the undergraduate phase and three years within the professional phase of the program. Following the fourth year of successful undergraduate course work, the student is awarded a Bachelor of Science degree in Interdepartmental Science (refer to interdepartmental science major for specific degree requirements.)

Clinical Experience Requirements

Each physical therapy student is required to complete three 12-week clinical experiences. The student will work closely with the academic coordinator of clinical education (ACCE) to choose sites that will meet the requirements of the program and the needs of the student. A variety of healthcare institutions, agencies, and practice settings are utilized for clinical educational experiences on local, regional and national levels. Clinical Education is an integral component of the student's educational experience and is comprised of three different 12-week clinical internships in a variety of settings.

Program Accreditation

The Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association accredits the physical therapy program.

The doctoral program in physical therapy is fully accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Upon completion of the Doctor of Physical Therapy degree, graduates must pass a national licensure examination given by the Federation of State Boards of Physical Therapy to practice physical therapy. For more information regarding careers in physical therapy, contact the American Physical Therapy Association at www.apta.org. For specific information about the physical therapy program at AIC, contact Patrick.carley@aic.edu or telephone (413) 205-3320 or 205-3321. The College Catalog describes the overall Program curriculum. It is subject to revision and refinement as expected to keep abreast of current physical therapy education and practice.

Doctor of Physical Therapy Curriculum

YEAR ONE

Summer Session

PTR 403	Scientific Inquiry in Physical Therapy
PTR 405	Gross Anatomy I

Fall Semester

PTR 406	Gross Anatomy II
PTR 422	Scientific Inquiry I (on-line)
PTR 425	Fundamentals of Patient Management I
PTR 435	Foundations of Clinical Medicine
PTR 445	Fundamentals of Patient Management II
PTR 457	Kinesiology
PTR 458	Professional Foundations I

Spring Semester

PTR 407	Neuroscience I
PTR 426	Musculoskeletal Patient Management I
PTR 432	Musculoskeletal Clinical Medicine
PTR 446	Musculoskeletal Patient Management II
PTR 456	Exercise Physiology
PTR 459	Professional Foundations II
PTR 500	Scientific Inquiry II

Summer Session

PTR 700	Clinical Education (12 weeks)
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YEAR TWO

Fall Semester

PTR 408	Neuroscience II
PTR 510	Scientific Inquiry III
PTR 610	Introduction to Ergonomics
PTR 640	Neuromuscular Clinical Medicine
PTR 641	Neuromuscular Patient Management I
PTR 645	Gait, Orthotics and Prosthetics

Spring Semester

PTR 600	Pharmacology
PTR 620	Principles of Teaching and Learning
PTR 644	Neuromuscular Patient Management II
PTR 651	Integumentary Patient Management
PTR 664	Health and Wellness
PTR 686	Cardiopulmonary Patient Management

YEAR THREE

Summer Session

PTR 710	Clinical Education (12 weeks)
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Fall Semester

PTR 520	Scientific Inquiry IV
PTR 630	Differential Diagnosis and Imaging
PTR 650	Musculoskeletal Patient Management III
PTR 671	Health Policy and Administration
PTR 674	Pediatric Patient Management
PTR 690	Complex Patient: An Integrative Seminar

Spring Semester

PTR 530	Scientific Inquiry V
PTR 720	Clinical Education (12 weeks)

EXTENDED CAMPUS PROGRAMS (XCP) IN GRADUATE EDUCATION

The extended campus programs in graduate education are designed to provide an opportunity for working professionals to obtain a Master's Degree or CAGS with Initial or Professional Licensure. Students may elect to seek their degree without licensure.

AIC's Education Preparation Programs are approved by the Massachusetts Department of Elementary and Secondary Education.

XCP Program Structure

The Extended Campus Programs (XCP) in graduate education are accelerated, cohort-based, sequence-based programs designed for working professionals. Students will take one 8-week course at a time, one night a week - on the same night of the week - throughout your program. The program design enables you to schedule your studies around your family, work, and community responsibilities. Course times are from 4:30 p.m. to 9:00 p.m.

The Office of Extended Campus Programs (XCP) offers the following graduate programs:

Initial License Programs:

- Early Childhood Education
- Elementary Education
- Moderate Disabilities PreK-8; Gr. 5-12
- Reading Specialist
- Middle & Secondary Ed. (10 subject areas)
- School Adjustment Counseling (on-campus only) (Continuation to Professional Licensure and CAGS is available)
- School Guidance (on campus only) (Continuation to Professional Licensure and CAGS is available)
- School Administration (4 tracks)
- Principal/Asst. Principal (PreK-6, Gr. 5-8, or Gr. 9-12) – 33 credits
- Supervisor/Director – 30 credits*
- Administrator of Special Education – 33 credits
- Superintendent/Asst. Superintendent – 36 credits

* Note: Students in the Supervisor/Director track who teach in a core subject area on the Middle or Secondary level must have an additional 18 graduate credits in their field for licensure as a supervisor/director.

Professional License Program

- Early Childhood Education
- Elementary Education
- Moderate Disabilities PreK-8

Refer to the XCP catalog or the XCP link on the AIC web site for further information

COURSE DESCRIPTIONS

ACCOUNTING

ACC100 Accounting Principles (3)

Topics in this course include: basic structure and principles of accounting; the nature and classification of accounts; the accounting cycle and the preparation of financial statements for both service and merchandising enterprises; and coverage of accounting systems and practices. Offered periodically. PREREQUISITE(S): None

ACC101 Elementary Accounting (3)

Topics include: the basic structure, principles, and practices of accounting; the nature and classification of accounts; the accounting cycle and the preparation of financial statements for both service and merchandising enterprises; design of accounting systems, including special journals and subsidiary ledgers; and coverage of cash, receivables, inventories, deferrals, accruals, plant assets, intangible assets, and current liabilities. Lecture classes and laboratory sessions meet at least four times per week. Laboratory fee. PREREQUISITE(S): None

ACC102 Elementary Accounting (Continued) (3)

This course continues the study of basic concepts and principles, as well as accounting for the partnership and corporate forms of business organizations; coverage of plant assets, intangible assets, and current liabilities, long-term liabilities, investments financial statement analysis, and the Statement of Cash Flows. Lecture classes and laboratory sessions meet at least four times per week. Laboratory fee. PREREQUISITE(S): ACC101

ACC202 Intermediate Accounting (3)

This course expands on the topics of elementary accounting with a more comprehensive study of the principles and practices of accounting. It includes a review of the accounting process and a study of the design and content of financial statements. Detailed coverage is given to the areas of cash, receivables, and inventories. PREREQUISITE(S): ACC102

ACC203 Intermediate Accounting (Continued) (3)

This course provides further detailed coverage of accounting principles and practices in the areas of investments in stocks and bonds, plant assets, intangible assets, current and long-term liabilities, and stockholders' equity. Other areas covered in detail include financial statement analysis and the Statement of Cash Flows. PREREQUISITE(S): ACC202

ACC207 Managerial Accounting (3)

This course is a study of accounting as it serves the needs of management, principally in planning operations, controlling activities, and making decisions. Course emphasis is on the use of accounting by those seeking careers in other areas of business. Topics covered include cost terms, concepts, and classifications; job-order costing; process costing; cost behavior analysis and use; cost-volume-profit relationships; profit planning; standard costs; flexible budgets and overhead analysis; and relevant costs for decision making. PREREQUISITE(S): ACC102

ACC302 Auditing (3)

This course examines the fundamental theory, primary objectives, and working procedures of auditing. The course is designed to familiarize the student with the ethics and duties of the independent certified public accountant. The major focus of the course centers around the examination of financial statements and their supporting accounts and financial records, and the rendering of the audit report. PREREQUISITE(S): ACC203

ACC303 Advanced Auditing (3)

This course is an advanced consideration of auditing procedures. Topics include: study of statistical sampling and electronic data processing and their impact on the audit; further coverage of audit reporting; practical use of audit programs and preparation of working papers; references to publications of the American Institute of Certified Public Accountants and to materials from the Uniform CPA examination. Offered periodically. PREREQUISITE(S): ACC302

ACC304 Cost Accounting (3)

This course is a study of accounting as it serves the needs of management, principally in planning, controlling, decision making, and determining product cost for pricing, inventory valuation, and income determination. Course emphasis is on the use of this information by those seeking careers in management accounting. Topics covered include cost terms, concepts, and classifications; job-order costing; process costing; cost behavior analysis and use; cost-volume-profit relationships; profit planning with the master budget; standard costs; flexible budgets and overhead analysis; measuring managerial performance; pricing and services; and relevant costs for decision making. PREREQUISITE(S): ACC203

ACC308 Advanced Accounting (Continued) (3)

This course continues the study of advanced accounting principles and practices as they relate to nonprofit entities, including municipal governments, hospitals, universities, and voluntary health and welfare organizations. Current topics in accounting are also discussed. PREREQUISITE(S): ACC203

ACC310 Federal Income Taxation (3)

This course reviews the Federal Income Tax Law and Regulations as they relate to individuals. Topics covered include calculation of gross income, business and personal deductions, tax computations, and tax credits. Practical problems and preparation of returns are also discussed. PREREQUISITE(S): ACC203 or permission of the instructor

ACC311 Advanced Federal Taxation (Continued) (3)

This course continues the study of the Federal Income Tax Law and Regulations. Topics covered include basis and determination of gain or loss, tax credits, capital gains and losses, regular and “S” corporations, partnerships, and research methods in taxation. PREREQUISITE(S): ACC310

ACC312 Personal Income Taxation (3)

The primary focus of this course is the preparation of federal and state income tax returns for the individual. Topics covered include calculation of gross income, deductions, tax computations, and tax credits. Practical problems and preparation of returns are emphasized so as to give the student a working knowledge of the field. Offered periodically. For non-accounting majors. PREREQUISITE(S): ACC101 or permission of the instructor

ACC314 CPA Examination Review (3)

This course is an orientation to the Uniform Examination for Certified Public Accountants. Topics include: the structure and content of the examination; coverage of suggested examination approaches and techniques to maximize potential for successful results; review of multiple-choice questions, essay questions, and problems from past examinations, including the unofficial answers provided by the examining organization. PREREQUISITE(S): Senior standing or permission of the instructor.

ACC316 Computers in Accounting (3)

This course is designed to provide the student with a working knowledge of the use of computers in accounting. Topics covered include an introduction to operating systems, bookkeeping, and computerized tax preparation. Computer accounting systems and the audit of such systems are discussed. Offered periodically. PREREQUISITE(S): ACC102

ACC350 Computer Security and Control (3)

Types of controls are identified and their effectiveness is evaluated. Emphasis is on the prevention and detection of both intentional and unintentional computer abuse. Existing and proposed legislation in this area will be discussed. PREREQUISITE(S): None

ACC379 Accounting Capstone (3)

This course familiarizes the student with the resources available to professionals in the fields of financial reporting, auditing, and taxation. Topics discussed include Generally Accepted Accounting Principles, Generally Accepted Auditing Standards, the Internal Revenue Code, Internal Revenue Regulations, Revenue Rulings, and court cases. The primary focus of the course is the completion of a major research project to serve as a capstone to the student's study in the accounting program. PREREQUISITE(S): Limited to accounting majors in their senior year.

ACC395 Accounting Practicum (0)

This program will provide business majors with the opportunity to gain practical experience in the operations of accounting/business. The student will participate in managerial activities under the supervision of experienced executive and managerial personnel. Upon completion of the program, students must participate in a terminating seminar and submit a written report. An evaluation of the student's effort will be obtained from the supervisor in the organization where he or she interned. PREREQUISITE(S): Open to juniors and seniors in the School of Business Administration, with permission of the instructor.

AMERICAN INTERNATIONAL COLLEGE

AIC101 Undergraduate Experience (3)

This course is designed to help facilitate your success in college by helping you master the skills necessary to reach your personal and educational goals. The opportunity is provided to enhance your ability to participate in and benefit from your total college experience. Learning Objectives: 1) Acquire effective learning and study skills such as time management, note taking, reading and study systems, test-taking skills, library research and writing skills, listening and communication skills. 2) Applying strategies that facilitate making a successful adjustment to college life such as understanding developmental tasks in college, understanding campus culture, policies and procedures, clarifying personal values and beliefs, understanding civility and civic responsibility, exploring educational and career interests, developing stress management skills and making healthy choices, understanding and appreciating individual and group differences, exploring other issues of importance to college students. PREREQUISITE(S): None

AIC102 College Skills Review (1)

This course meets one hour per week for one semester and is intended for adult learners who are returning to college to complete their degrees and for certain non-traditional transfer students. The course is intended to help students readjust to academic pursuits. Skills to be reviewed include, but are not limited to: time management, note-taking, reading and study systems, test-taking, organization, and

paper-writing. It will also familiarize new students with some of the academic resources and facilities available to them on campus. Open to Continuing Education and non-traditional transfer students upon recommendation of the appropriate dean. PREREQUISITE(S): None

AIC103 Introduction to Career Development (1)

This course will focus on career planning and decision making for students who are undecided as to a major. It is designed to engage students in goal setting and self-assessment of interests, values and skills. The course will introduce students to activities related to the exploration of career choices, the job outlook in specific career fields, and the professionalism required for the world of work. PREREQUISITE(S): None

AMERICAN STUDIES SEMINAR

ASM300 American Studies Seminar (3)

A weekly seminar for American Studies majors, with readings, discussion, and research/writings on topics that explore the interdisciplinary connections among the various courses taken for the program during individual semesters. Course is repeatable for additional credit when topics vary. PREREQUISITE(S): International Studies major or permission of instructor and Program Director.

ANTHROPOLOGY

ANT101 Introduction to Anthropology (3)

This course presents the fundamentals of anthropology. Both physical and cultural anthropological perspectives will be utilized. A holistic focus will be on the intersection of these two perspectives as they attempt to explain human social behavior. Main topics related to the role and results of natural selection include: territoriality, food acquisition, aggression, gender roles, marriage, reproduction, religion, socialization strategies, and child rearing. PREREQUISITE(S): None

ART

ART201 History of Art (3)

This course traces world cultural development through the arts of architecture, sculpture, and painting. The emphasis is on the social, economic, political, and geographic influences on the stylistic characteristics, subject matter, and art forms of diverse world societies and epochs, from pre-history to the present. Field trip and laboratory fee may be required. PREREQUISITE(S): None

**ART202 Aesthetic Experience in the
Contemporary Visual Arts (3)**

The primary objective of this course is the development of sensitive taste in the comprehension of the contemporary arts for further enjoyment. The course will present an aesthetic approach to the appreciation of the visual arts of architecture, sculpture, and painting, with emphasis on the critical analysis and appraisal of art from recent and contemporary eras. Field trip and laboratory fee may be required. PREREQUISITE(S): None

ART203 Art Appreciation Through Drawing (3)

This introductory course in art appreciation examines mark making as the essential and primary means of expression. Lecture, visual aids, research, and writing explore the human creative impulse of artists like Leonardo da Vinci, Paul Klee, Pablo Picasso, and the untrained outsider artists. The student will develop a primary vocabulary of form, materials, and methods for creative expression. A unit of productive drawing exercises may be included. Laboratory fee required; field trip may be required. PREREQUISITE(S): None

ART204 Art Appreciation Through Painting (3)

A continuation of ART203, this course traces the development of contemporary modes of painting from their origins in early 19th-century France, England, and America. Various modes, both realistic and abstract, are studied through illustrated lectures, readings, discussions, and writings. Productive painting exercises in watercolor mediums for both creative awareness and expression may be included. Laboratory fee required; field trip may be required. PREREQUISITE(S): None

ART205 Studio Painting (3)

This is a studio art course. Note: this course does NOT count toward the humanities distribution requirement for general education. Laboratory fee required. PREREQUISITE(S): None

ART206 Craft and Design (3)

This course develops an appreciation of the arts from the aesthetic and contextual appreciation of the utilitarian, practical, and sometimes not practical, objects most frequently referred to as crafts. The student will examine the relationships of fine art to craft, the craft object as product of particular cultures, the utilitarian and ritual purposes to which these objects are put to use, and how their creation corresponds to these purposes. The course will demonstrate how craft reflects the age and culture in which it was created. There will be opportunities to learn how these crafts are made through hands-on practice. Note: this course does NOT count toward the humanities distribution requirement for general education. Laboratory fee required. PREREQUISITE(S): None

ART212 Art of Rome and Florence (Study Abroad Only) (3)

This course explores Italian culture from the Ancient Etruscans, through the Christian era, the Gothic, Renaissance and Baroque eras. Students will write assignments that analyze the characteristics of period styles, the socio/political/economic context, and that develop skills in the aesthetic appreciation of Italian painting, sculpture and architecture. Students will travel to various sites in and near Rome and Florence. This is an intensive course to be completed in 9 days with a prior class meeting time and post trip class meeting. Students will have guided tours to important sites in Rome, Florence, Siena, Castignano and Pisa. Written reflection and exercises concerning aesthetics, the formal elements of art, reasoned subjective analysis and impressions based on student's experiences will document the experiential portion of the course.

BIOLOGY**BIO101 General Biology I (4)**

This is a survey course of the basic physical and chemical principles essential to an understanding of molecular biology and its applications to the basic concepts of cellular morphology, physiology, cellular behavior, modern genetics, evolution, and ecology. One two-hour laboratory period per week with laboratory fee. This course is intended for non-science majors and may be used to satisfy the general education requirement for scientific awareness. PREREQUISITE(S): None

BIO102 General Biology II (4)

The basic concepts of BIO101 are used as background to develop an understanding of the structure and function of mammalian organ systems and their evolutionary development. One two-hour laboratory period per week with laboratory fee. This course is intended for non-science majors and may be used to satisfy the general education requirement for scientific awareness. PREREQUISITE(S): BIO101 or permission of instructor

BIO103 Human Anatomy and Physiology I (4)

This course presents the basic patterns and organizational theories of the human body, including topics of interest for students seeking careers in the health sciences, using a systems approach from cellular levels and support systems to control and regulation. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): None

BIO104 Human Anatomy and Physiology II (4)

This course continues the systematic exploration of the human body, including clinical considerations of the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO103 or permission of instructor

BIO105 Environmental Biology (4)

This is an introductory course that emphasizes the biological aspects of environmental science. It is usually taken by non-science majors to meet the general education requirement for scientific awareness, or by students who would like to consider the biology major and are interested in an ecology/environmental science focus. The course examines how ecosystems function, and covers the issues of natural resource management, population dynamics, and pollution control throughout the world. PREREQUISITE(S): None

BIO107 Human Biology (4)

This course presents human biology and current biological concerns, including biological organization, investigation of selected organ systems, diseases, and current issues of human health and function. This course is intended for non-science majors and may be used to satisfy the general education requirement for scientific awareness. One two-hour laboratory period per week with laboratory fee. PREREQUISITE(S): None

BIO109 Animal Diversity in Massachusetts (3)

This course covers the animals of Massachusetts with a focus on the mammals, birds, reptiles, and amphibians, as well as some freshwater fishes. The species found in western Massachusetts are emphasized. Diversity, conservation, and human interactions with these animals are investigated. PREREQUISITE(S): None

BIO110 Biology of AIDS and Sexually Transmitted Diseases (3)

This course studies the life cycle of HIV Retrovirus, its transmission, immunological consequences, clinical effects, control, and epidemic potential. The biology of other sexually transmitted diseases such as Gonorrhea, Syphilis, Genital Herpes, Candidiasis, and their consequences will be explored. This course does not satisfy the general education requirement for scientific awareness. PREREQUISITE(S): None.

BIO112 Introduction Biology I (3)

This course provides an introduction to the principles of biological science. Topics covered will include the process of scientific inquiry, cell chemistry, cell structure and function, genetics and inheritance. The relevance of biology to everyday life will be emphasized. This course is intended for non-science majors, and does not satisfy the general education laboratory science requirement for scientific awareness. PREREQUISITE(S): None

BIO113 Introduction Biology II (3)

This course continues an investigation into the principles of biological science. Topics covered include animal organization and diversity, microbial and plant biology, ecology, and the relationship of organisms to the environment. The relevance of biology to everyday life will be emphasized. This course is intended for non-science majors, and does not satisfy the general education laboratory science requirement for scientific awareness. PREREQUISITE(S): None, BIO112 recommended

BIO201 Biology I (4)

This course is intended for students majoring in biology. It is an introduction to living organisms through the topics of molecular biology, biochemistry, cell biology, and genetics. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): None

BIO202 Biology II (4)

This course is intended for students majoring in biology. It is an introduction to living organisms through the topics of taxonomy, evolution, the diversity of life, and physiology. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): None

BIO209 Pathophysiology (3)

A study of concepts and information about disease as it occurs in the individual, this course involves the study of pathologies pervading all systems, and those unique to specific organ systems. PREREQUISITE(S): BIO103, BIO104, and BIO213 or BIO305, CHE111 or CHE211, and CHE212

BIO213 Principles of Microbiology (4)

This course introduces the student to the biology of microorganisms and viruses. The course is geared toward students in the health science fields and covers human pathogens and their control and the immune response. Laboratory exercises cover microbial diversity and techniques used to identify bacteria. One 3 1/2-hour laboratory period per week with laboratory fee. PREREQUISITE(S): None

BIO302 Comparative Vertebrate Anatomy (4)

A comparative study of the classes of vertebrates, this course emphasizes the evolution of morphological characteristics. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO201 and BIO202

BIO304 Botany (4)

This is an introductory course in botany and includes study of algal, fungal, and plant diversity, as well as plant physiology. Laboratory sessions investigate taxonomic diversity, anatomy and physiology, and experiments in plant growth and

reproduction. One three-hour laboratory period per week with laboratory fee, and one required field trip. PREREQUISITE(S): BIO201 and BIO202

BIO305 Microbiology (4)

The student will study the biology of representative microorganisms and viruses with emphasis on prokaryotic structure, metabolism, genetics, and diversity. Food microbiology is also covered. The laboratory focuses on the diversity and identification of bacteria. One 3-1/2 hour laboratory period per week with laboratory fee. PREREQUISITE(S): CHE111, or CHE211 and CHE212 (CHE111 or CHE212 may be taken concurrently with BIO305), and either BIO103 and BIO104, or BIO201

BIO311 Comparative Embryology (4)

This course presents the general principles and concepts of comparative vertebrate embryology accompanied by an evaluation of pertinent advances in developmental biology. One 3 1/2-hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO302 or BIO103 and BIO104

BIO312 Animal Histology (4)

This course includes a comprehensive presentation of mammalian microscopic anatomy. The organization of tissues, organs, and organ systems will be examined. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO302 or BIO103 and BIO104

BIO314 Animal Physiology (4)

Physiological control mechanisms are examined on cellular and organismal levels. The laboratory includes experiments and exercises illustrating principles of homeostasis, muscle action, nerve transmission, and sensory function. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO302 or BIO103, BIO104; CHE211, CHE212, or permission of the instructor

BIO315 Immunology (4)

The principles of immunology are presented, including the general properties of the immune response, lymphocyte specificity and activation, immunogenetics, antigen-antibody interactions, congenital and acquired immunodeficiencies, the functions of cytokines and serology. The laboratory includes exercises and experiments illustrating the lecture topics. One 3-1/2 hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO201, BIO202, BIO213 or BIO305, CHE211 and CHE212 or permission of the instructor

BIO321 Ecology (4)

This course covers the fundamental concepts of how organisms interact with each other and with their environment. There is use of taxonomy and practice in finding

key characteristics of organisms to focus on keying and identifying organisms in the lab and in the field. Also, quantitative analysis of data is performed regarding basic ecological concepts in the lab, in the field, and through the use of software. One three-hour laboratory period per week with laboratory fee and three field trips per semester. PREREQUISITE(S): BIO201 and BIO202

BIO331 Genetics (4)

This course covers the principles of genetics from Mendel to modern genetic techniques used in biotechnology. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO201, BIO202, BIO213 or BIO305; CHE211, CHE212

BIO332 Molecular Biology (4)

This course explores the foundations of molecular biology, and surveys many applications of molecular biology in academic, medical, industrial, and agricultural fields. Throughout the course, ethical and social concerns related to these applications are highlighted. The laboratory portion of the course emphasizes hands-on training in recombinant DNA techniques and computational analysis of data. Recent advances in large-scale genomic sequencing, whole-genome functional analysis, computational molecular biology, and bioinformatic topics are also covered. A laboratory fee is charged. PREREQUISITE(S): BIO201, BIO202, CHE211 and CHE212. BIO331 is recommended.

BIO333 Research Problems (1-4)

Biology majors will have the opportunity to conduct supervised research on individual research problems or to assist staff members in their research. Laboratory hours, credits, and fees will be determined on an individual basis. A research paper and presentation is required. PREREQUISITE(S): Permission of department chair

BIO334 Research Problems (1-4)

A continuation of BIO333 with same stipulations. PREREQUISITE(S): BIO333

BIO345 Wildlife Biology and Conservation (4)

This course will introduce the student to the biology of wildlife management, including a brief history of conservation management and current issues in wildlife management. The primary emphasis is on techniques used in the study of vertebrate populations and their interactions with humans. Principles of vertebrate population ecology/dynamics will be investigated. PREREQUISITE(S): BIO201 and BIO202 or permission of instructor

BIO348 Mammalogy (4)

An in-depth review of anatomical and physiological adaptations is comparatively applied to a study of the mammalian orders. The evolution, geographic distribu-

tion, and taxonomy of local mammals are emphasized, and topics of particular interest to students will be examined. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO302 or instructor's permission

BIO349 Cell Biology (4)

This course is an ultrastructural examination of cellular organelles, with emphasis placed on molecular activity and the communication between the internal and external environments of the cell. The laboratory includes exercises and experiments illustrating lecture topics. One three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO201 or BIO213; BIO202, CHE211, CHE212

BIO350 Evolution (3)

Mechanisms of variation and adaptation in individuals and populations will be examined, with emphasis on historical and current concepts of speciation and systematics. PREREQUISITE(S): BIO302; BIO305 or BIO213, minimum junior standing as a biology major or permission of instructor.

BIO398 Directed Study (1-6)

Students wishing to pursue directed study in advanced or specialized areas in any of the 300-level courses may do so with departmental permission. A thesis and final oral presentation is required. Laboratory work within the area of independent studies may be pursued under the provisions of BIO333 or BIO334 with laboratory fee. PREREQUISITE(S): Permission of the department

BIO399 Directed Study (1-6)

This is a continuation of BIO398. PREREQUISITE(S): BIO398

BIO403 Senior Seminar in Biology (3)

The student will present seminars on current topics of biological research. Oral presentation techniques will be emphasized and a term paper is required. PREREQUISITE(S): Restricted to seniors majoring in biology

BIO404 Senior Seminar in Human Biology (3)

The student will present seminars on current topics of biological research. Oral presentation techniques will be emphasized and a term paper is required. PREREQUISITE(S): Restricted to seniors majoring in human biology

BIO405 Vertebrate Zoology (4)

This course involves the in-depth study of the classes of vertebrates, with emphasis placed on morphological and physiological grades of organization. The evolution, geographic distribution, and taxonomy of local vertebrates are also stressed. Independent student investigations will be designed, performed, and presented. One

three-hour laboratory period per week with laboratory fee. PREREQUISITE(S): BIO302, restricted to juniors and seniors majoring in biology

CHEMISTRY

CHE101 Introduction to Chemistry (4)

This course surveys the fundamentals of chemical science, including the structures of elements and compounds, states of matter, properties of some important substances, and the chemistry of aqueous solutions. The laboratory introduces the use of basic chemical apparatus in observing chemical phenomena and making scientific measurements. One three-hour laboratory per week with laboratory fee. This course is not accepted toward a science major. PREREQUISITE(S): None

CHE103 Chemistry and Society I (4)

This course is an introduction to some basic concepts in chemistry in the context of major issues of concern in today's world. Topics related to the environment will be covered and include: the chemistry of air pollution, ozone depletion, the greenhouse effect and climate change, energy, acid rain, and water pollution. The laboratory presents experiments that support the topics discussed in class to illustrate how chemistry is practiced and to demonstrate how chemists solve problems. One two-hour laboratory session per week with laboratory fee. The course is intended for non-science majors and may be used to satisfy the general education requirement for scientific awareness. PREREQUISITE(S): None

CHE104 Chemistry and Society II (4)

This course is an introduction to some basic concepts in chemistry in the context of major issues of concern in today's world. Topics related to the health and well being of humans will be covered and include plastics and polymers, nutrition, medicines and drugs, genetic engineering and DNA, forensic chemistry, and art and science. The laboratory presents experiments that support the topics discussed in class to illustrate how chemistry is practiced and to demonstrate how chemists solve problems. One two-hour laboratory session per week with laboratory fee. The course is intended for non-science majors and may be used to satisfy the general education requirement for scientific awareness. PREREQUISITE(S): None

CHE111 General, Organic, and Biological Chemistry (4)

This course provides the very basic principles of inorganic and organic chemistry and an in-depth understanding of the basic biological molecules that make up the cell and the biochemical reactions that allow it to function. General chemistry topics include ionic and molecular compounds, properties of liquids and solutions, and acids and bases. The organic chemistry material includes the basic principles of the major families of organic compounds, their properties, nomenclature and chemi-

cal reactions. The biological portion presents proteins and amino acids, enzyme and coenzyme chemistry, carbohydrates, and lipids. This is a one-semester course intended primarily for nursing majors. One three-hour laboratory per week with laboratory fee. PREREQUISITE(S): CHE101 or a recent high school chemistry course.

CHE211 General Chemistry I (4)

This course presents fundamental principles of chemistry, including a study of atomic and molecular structure, stoichiometry, and the states of matter. It is an introductory course for science majors, and is the course required for admission to medical school. It may also be used to satisfy the college's general requirement in science. Co-enrollment in CHE211R (review) is required. PREREQUISITE(S): MAT140 or concurrent enrollment in MAT140

CHE211L General Chemistry I Laboratory (1)

This course covers the basic laboratory techniques in chemistry and illustrates chemical principles through laboratory experiments. One three-hour laboratory session per week with a laboratory fee. COREQUISITE(S): CHE211

CHE211R General Chemistry I Review (0)

A review of CHE211, General Chemistry I.

CHE212 General Chemistry II (4)

A continuation of CHE211, this course includes a study of chemical kinetics, acids and bases, equilibrium, thermodynamics, electrochemistry, and the chemistry of aqueous solutions. Co-enrollment in CHE212R (review) is required. PREREQUISITE(S): CHE211

CHE212L General Chemistry II Laboratory (1)

This laboratory course is a continuation of CHE211L. One three-hour laboratory session per week with a laboratory fee. COREQUISITE(S): CHE212

CHE212R General Chemistry II Review (0)

A review of CHE212, General Chemistry II.

CHE214 Treatment of Experimental Data (1)

This course is an introduction to the collection, representation, and statistical analysis of experimental data and is intended primarily for science majors. PREREQUISITE(S): MAT207

CHE241 Introduction to the Scientific Literature (1)

This course provides an introduction to the ways scientists communicate their theories and findings, including scientific journals, seminars, poster sessions, etc. Students will assess the quality of journal articles, write papers in the scientific idiom, and make oral presentations. The library and computer databases will be covered. PREREQUISITE(S): CHE212 or permission of the instructor

CHE311 Organic Chemistry I (3)

This course is an integrated study of the bonding and structure of organic compounds, with emphasis on reactions, reaction mechanisms, and synthesis, with an introduction to organic spectroscopy. PREREQUISITE(S): CHE212

CHE311L Organic Chemistry Laboratory (1)

This laboratory course discusses basic techniques for the preparation and identification of organic compounds, followed by experiments dealing with mechanistic aspects of organic reactions, and qualitative organic analysis. One three-hour laboratory session per week with a laboratory fee. COREQUISITE(S): CHE311

CHE312 Organic Chemistry II (3)

This course is a continuation of CHE311. PREREQUISITE(S): CHE311

CHE312L Organic Chemistry Laboratory II (1)

This laboratory course is a continuation of CHE311L, including qualitative organic analysis. One three-hour laboratory session per week with a laboratory fee. Breakage charges will be assessed on an individual basis. PREREQUISITE(S): CHE311L and concurrent enrollment in CHE312

CHE313 Analytical Chemistry (4)

This course presents a comprehensive examination of electrolytic solutions, including acid-base, oxidation-reduction, and solubility equilibria, and provides an introduction to modern analytical methods. The laboratory consists of analysis of representative inorganic unknowns by gravimetric, volumetric, and spectrometric methods. One three-hour laboratory session per week. PREREQUISITE(S): CHE212

CHE315 Physical Chemistry I (3)

A mathematical approach to chemical laws and theories is presented, including a study of the properties of gases, chemical thermodynamics, chemical equilibrium, phase equilibrium, and electrochemistry. PREREQUISITE(S): CHE212, PHY212 or PHY222, and MAT208

CHE315L Physical Chemistry Laboratory I (1)

The student will conduct experiments that illustrate the application of fundamental laws to actual systems. Formal reports are required. One three-hour laboratory session per week with a laboratory fee. COREQUISITE(S): CHE315

CHE316 Physical Chemistry II (3)

This course is a study of chemical kinetics and an introduction to quantum mechanics and statistical mechanics with applications to chemical systems. PREREQUISITE(S): CHE315

CHE316L Physical Chemistry Laboratory II (1)

This laboratory course is a continuation of CHE315L. One three-hour laboratory session per week with a laboratory fee. COREQUISITE(S): CHE316

CHE321 Advanced Inorganic Chemistry (3)

Studies of atomic and molecular structure are applied to representative non-metal compounds and coordination compounds and topics of current interest such as inorganic reaction mechanisms, catalysis, solid-state, and bioinorganic chemistry. PREREQUISITE(S): Four semesters of college chemistry

CHE321L Advanced Inorganic Chemistry Laboratory (1)

This laboratory course is the study of the synthesis of inorganic compounds and characterization by chromatographic and spectrophotometric methods. One three-hour laboratory session with laboratory fees. PREREQUISITE(S): Four semesters of college chemistry

CHE323 Spectroscopy of Organic Compounds (3)

This course is a study of the modern spectroscopic techniques used to characterize organic compounds, including ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy. PREREQUISITE(S): CHE312

CHE323L Advanced Organic Laboratory Techniques (1)

This laboratory course explores the synthesis, separation, purification, and characterization of organic compounds using advanced techniques. One three-hour laboratory session with a laboratory fee. COREQUISITE(S): CHE323

CHE324 Instrumental Analysis (4)

This course examines the theory and instrumentation of optical electro-chemical and chromatographic methods of chemical analysis in current use in industry and research. One three-hour laboratory session per week with laboratory fees. PREREQUISITE(S): CHE313 or permission of the instructor

CHE331 Biochemistry I (3)

This course examines the structure and function of the principal molecular components of living systems, including proteins, nucleic acids, carbohydrates, and lipids. The study of enzyme function and catabolism is also included.

PREREQUISITE(S): CHE312

CHE331L Biochemistry Laboratory I (1)

This course is an introduction to methods of studying biomolecules. Techniques for the purification and analysis of DNA, proteins, carbohydrates, and lipids are explored along with some chemical reactions commonly used to manipulate these molecules. One three-hour laboratory session per week with laboratory fees.

COREQUISITE(S): CHE331

CHE332 Biochemistry II (3)

A continuation of CHE331, this course examines the control of enzymes, biochemical signaling processes, and energy metabolism. Other topics may be explored such as photosynthesis, the physiology of fuel metabolism, and others.

PREREQUISITE(S): CHE331

CHE332L Biochemistry Laboratory II (1)

A continuation of CHE331L students gain a greater command of the laboratory techniques they have been studying by starting with a bacterial culture and isolating, purifying, and characterizing the kinetics and inhibition of the organism's enzymes. Other experiments will cover methods for studying the metabolism of intact cells and cell organelles. COREQUISITE(S): CHE332

CHE338 Physical Biochemistry (3)

The principles of physical chemistry will be applied to systems of biochemical interest, including a study of the solution properties, transport, and thermodynamic and optical properties of biochemical systems. PREREQUISITE(S): CHE315 or permission of instructor

CHE338L Physical Biochemistry Laboratory (1)

This laboratory course involves the experimental study of the structure and physical properties of biochemical systems through techniques such as absorption and fluorescence spectroscopy, optical rotation, gel chromatography, electrophoresis, osmosis, and viscosity measurements. One three-hour laboratory session per week with laboratory fees. COREQUISITE(S): CHE338

CHE342 Senior Seminar (2)

In this course, each student conceives and develops a laboratory project. The investigation will be an extension of techniques and skills acquired in previous chemistry

courses, ending with a written research paper and oral presentation. This course serves as the culminating experience for the biochemistry and chemistry majors. PREREQUISITE(S): This course is limited to biochemistry and chemistry majors in their senior year.

CHE395 Internship (1-15)

Student internships provide professional learning experiences in positions relevant to the field of chemistry. Credit assignments will be determined on an individual basis. PREREQUISITE(S): Permission of the department chair

CHE399 Directed Study (1-3)

The student will conduct individual laboratory or theoretical work under the supervision of a staff member. Laboratory hours and fees will be arranged on an individual basis. PREREQUISITE(S): Permission of the instructor

CHINESE

CHN101 Introduction to Mandarin Chinese (3)

This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. The Pinyin Romanization, basic grammar, and the development of reading skills of simple texts and character writing will be covered. PREREQUISITE(S): None

CHN102 Mandarin Chinese II (3)

An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Reading and writing skills are developed to a greater extent. PREREQUISITE(S): CHN101

COMMUNICATION

COM101 Introduction to Journalism (3)

An introduction to the basics of print Journalism, including reporting, editing, newsroom management, news judgment, news writing and an overview of ethical and legal concerns. Students will analyze the way different local media cover breaking and feature news. The course provides the basic skills required for identifying, gathering, writing and editing news stories for newspapers. COREQUISITE(S): ENG101 or ENG103 or permission of instructor

COM102 Introduction to Journalism II (3)

Building on the skills taught in COM101, students will learn to develop news sources, cover beats, such as the courts and local politics, and write feature length news stories including breaking news, obituaries, and government. Students will

learn the rights of reporters and use of the Freedom of Information Act to gain access to public records. PREREQUISITE(S): COM101

COM104 Introduction to Broadcasting (3)

The Communication Department programs and operates 91.9 WAIC FM as a learning laboratory for our students. This course provides an overview of the broadcasting business and provides training in various aspects of broadcasting, including scheduling, traffic, advertising and ratings, basic engineering, announcing and practice in news and informational radio. PREREQUISITE(S): None

COM105 Information and Technology (3)

This course will provide students with the foundational knowledge and skills in the use of library resources and common computer tools. It will be broad enough in scope to enable students to continue learning independently, as well as to build discipline-related knowledge and skills both within and beyond the college curriculum. Legal and ethical considerations will be addressed. COREQUISITE(S): ENG102 or ENG104

COM107 Introduction to Human Communication (3)

Students will explore theories of human communication including interpersonal, group, organizational communication and mass media.

COM110 Digital Photography (3)

Students will apply the basics of photography and composition in the digital media using the college's digital darkroom. Students will work on weekly assignments, submit these electronically to the instructor who will critique their work. Students are required to submit a digital portfolio, either on DVD or at the student's personal photographic website. The course will include extensive work in Adobe Photoshop, discussion of ways to prepare their work for display and showing photographs in virtual galleries. Each student is required to have a basic, digital camera for the course.

COM112 Video Production (3)

This course is based on the theoretical and practical exploration of design and production techniques for video as a medium of communication. Students will learn the basics of video production, including writing scripts and treatments, the use of digital video cameras and switchers, directing and producing, sound and light direction and on-camera performance. This class is taught in the College's state-of-the-art digital television production facility. Lab fee charged. PREREQUISITE(S): None

COM201 Radio Programming and Production (3)

This course provides students with the production techniques and programming applications necessary to work at a music radio station. In addition to learning different music programming formats, students will gain hands-on experience on the air at 91.9 WAIC. Student training includes writing and producing station liners, staggers and positioning statements using state of the art digital audio editing systems, producing live broadcasts and phone drops, as well as discussion of taste and sensibility issues, FCC requirements, interpreting ratings data and developing an on-air personality. PREREQUISITE(S): None

COM202 Informational Broadcasting (3)

This course provides students with the production techniques and programming applications necessary to work at a news/talk/sports broadcasting. In addition to learning different news, sports and talk formats, students will gain hands-on experience on the air at 91.9 WAIC. Student training includes writing and producing programming using state-of-the-art digital audio editing systems. Students will also participate in live AIC Sports and Talk programming. PREREQUISITE(S): ENG101, ENG102 and COM104, or permission of instructor

COM203 Broadcast Speaking (3)

Students sharpen their public speaking and radio and television speaking skills using digital audio technology. Students participate in a range of activities from simple 'stand ups' in videos, newscasts for radio and television and even doing play by play or color for the over 100 webcasts of AIC sporting events the department produces each year.

COM220 Classic Films of Sci-Fi, Horror and the Supernatural/Occult (3)

An appreciation and examination through lecture and discussion of classic science fiction, horror and supernatural/occult films. Will focus on legendary directors, actors, composers and special effects technicians from the 1920's through recent release. Screened films will include: 'The Lost World' (1925), 'King Kong' (1933), James Whale's 'Frankenstein' (1931), 'The Invisible Man' (1933), Todd Browning's 'Dracula' (1931), and 'Freaks' (1932), 'Nosferatu' (1922), 'The Thing' and 'The Day the Earth Stood Still' (both 1950's), 'The Ghost and Mrs. Muir' and 'Blithe Spirit' (both 1940's), 'M' (1931), 'The Cabinet of Dr Caligari' (1919), 'Rosemary's Baby' (1968), The British classic thrillers, 'Rebecca' (1940) and 'Dead of Night' (1945) and 'Dr. Jekyll and Mr. Hyde' with Barrymore, March or Tracey.

COM225 Newspaper / Publishing Lab (1-3)

Students will learn the skills necessary to produce editions of the college newspaper (bi-monthly), as well as additional publications including the Criterion literary

magazine, print flyers and advertising utilizing the Mac In Design package which includes Photoshop, In Design (lay out and design) and other graphic applications. This course would be required for students working on the Yellow Jacket.

COM226L Video Lab (3)

Students will learn the skills necessary to produce television and other video projects at professional standards. The college is aggressively pursuing opportunities to broadcast and/or cablecast college events ranging from sports on NE-10 TV and local cable; campus events like My Generation or the Fall Poetry Slam for WGBY, video on demand, as well as developing additional TV content through the KCFN Project. Students will participate in these projects as videographers, writers, editors, directors, and lighting and sound technicians. PREREQUISITE(S): COM112

COM227L Broadcasting Lab (3)

Students will learn the skills necessary to produce professional quality radio programming including production values, building personality through bumpers, liners and station IDs; as well as practice in digital audio editing. PREREQUISITE(S): COM103 & COM104

COM229 Radio Station Management (3)

Students will learn the basics of managing a commercial radio station. Among the topics to be covered will be traffic, promotions, programming and ratings and administration of various radio station departments. PREREQUISITE(S): COM201

COM230 Writing for Media (3)

An introduction to the basic principles and techniques of writing for the media. Formats include informational, persuasive and entertainment content for a variety of audiences across multi-media - traditional media like radio, TV and print as well as web sites, bulletin boards and even e-mail and text messages. Students will write copy for news (print and broadcast), the web, advertising, public relations, television and the screen, as well as personal and professional correspondence. PREREQUISITE(S): COM102

COM235 Visual Communications (1)

This course focuses on issues specific to forms of visual communication. A physiological and theoretical background on visual perception will be given to students who will learn how to analyze visual messages using techniques similar to those used to evaluate written works. Students will discuss various media (including typography, graphic design, informational graphics, photography, television, cinema, video and interactive media such as video games and web sites) and the very visible role they play in our lives. PREREQUISITE(S): None

COM237 Digital Photography II (3)

Students do advanced work in digital photography and composition in the using the college's digital darkroom. Students will work on weekly assignments, submit these electronically to the instructor who will critique their work. Students are required to submit a digital portfolio, either on DVD or at the student's personal photographic website. The course will include extensive work in Adobe Photoshop, discussion of ways to prepare their work for display and showing photographs in virtual galleries. PREREQUISITE(S): COM110

COM240 Internet Communication (3)

A production course that focuses on social aspects of Internet communication and the implications of digital media on the World Wide Web. Students explore the history, structure, function and social impact of the Internet and the web. Students will critique web sites, learn Hypertext Markup Language and other appropriate codes, construct simple web pages and integrate multimedia and streaming media into their websites. PREREQUISITE(S): COM105 or MIS102

COM260 History of Photojournalism (3)

This course is a survey of photojournalism, tracing its development from the Civil War until modern times. Students will discuss the role of the news photographer in a society built on images. PREREQUISITE(S): ENG101 or ENG103 or permission of instructor

COM270 Writing Television Comedy (3)

This course examines television comedy with an emphasis on writing scripts for half hour sitcoms and shorter format comedies. PREREQUISITE(S): ENG102 or ENG104

COM290 Radio and Television Sports (3)

This course addresses critical issues in sports media in a number of different collegiate sports. Students will discuss the differences between sport and mediated sport and the symbiotic relationship between sport and media. Students participate in college sports web casts and broadcasts operating cameras, editing clips and telescopes, creating dynamic audience driven promotions and understanding the relationship between communities of fans and conventional and new media. In their final project, the student will be required to plan, produce and deliver a professional sports broadcast and/or webcast.

COM300 Seminars in Communication (3)

The department offers a wide range of special interest seminars on topics in Communication ranging from African roots in contemporary music to the role of Women in media.

COM305 Film as Literary Narrative (3)

In this course, the basis of our study is comprised of the careful viewing and detailed intensive analysis of five (5) contemporary American classics. Students analyze technique and content, as well as artistic vision, linking dramatic action to technical elements that define film as an art form.

COM306 Public Relations (3)

Students will explore theories of Public Opinion, Mass Communication and Audience Research and apply that learning toward creating targeted messages in media such as print, direct mail, broadcast and cable television, web and mobile phone applications. PREREQUISITE(S): COM102 and COM105

COM314 Reviewing the Arts (3)

Students will learn to critique television, film, theater, music, dance, art and photography. Students will review plays, movies and television programs or other art and entertainment forms each week, developing the skills needed to write professional reviews. In addition to learning the necessary terminology, print and media reviews will be analyzed.

COM316 Feature Writing (3)

Students will learn to write feature stories for newspapers and magazines. In addition to learning the elements of good feature writing, this course shows how to take story ideas and turn them into published articles for newspapers, magazines and literary journals. Current feature stories will be discussed.

COM317 Investigative Reporting (3)

Students learn how to research and write investigative journalistic pieces. Particular attention will be paid to sources, public records and global searches, as well as privacy and ethical issues. Students will be required to write a lengthy investigative reporting project. PREREQUISITE(S): COM101, COM102

COM318 Editorial and Opinion Writing (3)

This course is an introduction to writing the various journalistic forms that express personal opinions, including news analysis editorials and personal opinion columns. Current examples from local and national press will be discussed.

COM319 Sportswriting (3)

This course presupposes the student's ability to write clear and concise stories of publishable quality under deadline pressure. Topics covered include the elements of a good sports story, newspaper, television and radio coverage, and developing sources of sports information. Topical sports issues such as salary caps, women's sports, and pseudo-sports such as the WWF will be discussed. Students will also

explore participatory sports such as fishing and are free to pursue their own sports interests in print and broadcast media.

COM320 Mass Media Law (3)

The rights and responsibilities of mass media practitioners such as reporters, editors, etc., as well as the impact of conglomeration on mass media, will be discussed. Guest lecturers include journalists, attorneys and judges. PREREQUISITE(S): ENG102 or ENG104, and COM105

COM321 Media Ethics (3)

What are a reporter's moral obligations to his sources, readers and employer? This course looks at the values of those who work in the news business and the moral dilemmas they face in an increasingly complex and litigious society. The course includes lectures, case studies and guest speakers. Topics covered include privacy and an overview of libel law, and the impact of conglomeration on the news business in general. PREREQUISITE(S): ENG102 or ENG104, and COM105

COM324 History of Mass Media (3)

A survey course that traces the rise of the print, broadcast and electronic media from Guttenberg to the Internet and media's impact on the individual, families and society. PREREQUISITE(S): ENG102 or ENG104, and COM105

COM330 Digital Media Applications I (3)

This course provides an introduction to the convergence of video, audio and computers and wireless and other transmission methods. The course covers the technical and creative aspects of digital video photography, editing and sound, emphasizing the potential of multiple platform presentation including television, cable, video on demand, the web and fixed and emerging media. Compression, non-linear editing, burning to media such as DVD or CD and developing seamless interfaces are also taught. PREREQUISITE(S): COM104, COM110, COM230, COM240, and COM235

COM331 Radio Music Programming (3)

An advanced course in targeting music programming to specific demographic groups. Student will assess actual and hypothetical markets, target opportunities for new stations and using Pandora, actually create a new radio station with promos, liners and a music play list based on the audience research and listenership goals. Students will gain experience interpreting ratings.

COM332 Radio & TV News Programming (3)

An advanced course in targeting broadcast news and informational programming to specific demographic groups. Student will assess actual and hypothetical markets,

target opportunities for new programs and develop research based pitches for their programming projects.

COM340 Digital Media Applications II (3)

This course is a continuation of Digital Media Applications and offers the student more advanced knowledge in the convergence of video, audio and computers and wireless and other transmission methods. The course covers the technical and creative aspects of digital video photography, editing and sound, emphasizing the potential of multiple platform presentation including television, cable, video on demand, the web and fixed and emerging media. Compression, non-linear editing, burning to media such as DVD or CD and developing seamless interfaces are also taught. Students will be required to conceive and complete simple projects using multi-media applications.

COM359 Basic Photography (3)

This course teaches the basics of black and white and color photography utilizing the department's 35-mm cameras and state-of-the-art-dark room. Lab fee charged. PREREQUISITE(S): None

COM361 Photojournalism (3)

Students will review the basics of photography before moving on to the various principles and techniques of photojournalism. In addition to composition and lighting, students will consider selecting images for news, cropping and photo editing, and printing techniques. Students will also learn the basics of digital photography and digital photo editing. The course will include discussion on ethical considerations in photojournalism, including computer manipulation of images and privacy. Lab fee charged.

COM362 Newspaper Layout and Design (3)

This course will give students hands-on experience in the design and production of newspapers, newsletters and magazines. In addition to the basics of layout and design, desktop publishing, headline writing and the selections of graphics and images for publication will be discussed.

COM365 Advanced Photography (3)

Students with experience and previous course work in photography will learn advanced photographic and dark room techniques.

COM366 Advanced Video Production (3)

Building on the skills learned in COM112, students will write, produce and edit feature length, broadcast quality video productions.

COM367 Television News Production (3)

Expanding upon the basic video skills learned in COM364 and COM366, students will produce television news segments. Special emphasis will be placed on news judgment, script writing, production values such as sound and lighting, and the use of maps, graphics and video footage to enhance reportage. Students will gain practical experience behind and in front of the camera in the College's state-of-the-art digital television production facility. Students will learn how to direct and produce television news segments, write scripts and, ultimately, produce a half-hour television news broadcast.

COM368 Introduction to Screen Writing (3)

This course will teach students how to write screenplays. Topics covered include plot and story development, concept, and character. Students will be required to complete a screenplay as part of their course work. Other topics include writing for television and marketing screenplays. PREREQUISITE(S): Permission of instructor.

COM369 Interactive Media I (3)

Digital multimedia projects in mass communication will be developed from among advertising, journalism, public relations, radio and television genres. The purpose of this course is for students to produce multimedia projects. In the process, students will use their individual writing, reporting, photographic and audio/video skills to develop a concept, produce separate elements and finally assemble the project. This project, whether burned to a DVD or posted on the web, will include text, graphics, photos, audio and video. PREREQUISITE(S): COM104, COM110, COM230, COM240, and COM235

COM370 Editing and Producing Video (3)

Students will create, write, produce and edit video content for television and the web. Permission of the instructor is required.

COM374 Press in America (3)

This course offers an in-depth examination of news media and their effect on American society. The course is divided into three sections: First Amendment and the philosophical roots of the American media system; contemporary issues involving press ethics, law, media technology and economics and the history of the press in America. Print, broadcast and emerging media are studied.

COM375 Readings in Journalism (3)

This course is designed to enhance the student's ability to understand and critically evaluate the techniques used by various writers/reporters in gathering data and symbolically re-creating the world around them. Works from several periods are studied both as literature and journalism.

COM376 The Broadcast Commercial (3)

Development of radio and television scripts and storyboards for advertising and promotional commercials. Research data and information for assignments provided by national TV and radio industry sources. Students will gain experience using accepted commercial formats and prepare broadcast “spots” that comply with professional standards and contemporary practice. Student teams will prepare television/radio campaigns for national brands. Students will also conduct audience research to identify targeted demographics and underlying social attitudes using national research such as NORC.

COM379 Interactive Media II (3)

Building on the training and knowledge from earlier courses in the sequence, students will concentrate on technical details of the multi-media production process including sound, image, file formats, multimedia composition and building interactivity with code. The experience will allow students to apply and test all the skills developed earlier in the sequence, as well as possess a complete overview of the process - from planning to launch. Students will work individually and in production teams. PREREQUISITE(S): COM369

COM381 Introduction to Mass Communication (3)

Students will study theories of mass communication and the role that mass communicators play in modern society. The rise of print and electronic media will be discussed in detail. Special attention will be given to the rights, responsibilities and practices of mass media and merging trends. PREREQUISITE(S): ENG102 or ENG104, and COM105

COM382 Mass Media Effects (3)

Expanding on the theoretical background provided in COM381, the students will consider current topics in mass media effects such as violence, mean world syndrome, gender and race portrayals, the breakdown of regional diversity in the 3623U.S., and international media trends. In addition to the dominant role played by television in contemporary American society, emerging technologies such as the Internet and interactive media will be explored. PREREQUISITE(S): COM281

COM383 Ethnography of Communication (3)

Gerry Phillipson defines the ethnography of communication this way: “The implication of speaking, as a deeply cultured process, is to understand speaking in a particular speech community.” One must understand how communication is culturally shaped and constituted. Ethnography is the process of coming to an understanding of such shapings and is the reporting of such understandings. This course explores ethnography as a methodology to understand communication.

COM384 Interpersonal Communication (3)

This course studies major theorists in interpersonal communication. The course establishes communication as the process by which individuals define themselves and by which they are defined. Focus will be on such theorists as Sapir, Worf, Philipsen and Hymes.

COM385 Communication Research (3)

This course explains the basic concepts of media research. Included are measurement and methodologies for measuring the effectiveness and impact of mass mediated messages (from radio, newspaper and TV to web site hits). Recognition tests, recall and association tests, opinions and attitude ratings, projectile methods, laboratory testing, and content analysis are each explained and studied. Research applications focus mainly, but not entirely, on consumers of mass media. Quantitative as well as qualitative methods are discussed in detail. PREREQUISITE(S): COM101, COM102, & COM104. Students should have also completed their general education requirements in statistics. Students must have at least junior standing.

COM392 Special Topics Seminars (3)

Periodically, the department offers special seminars in specific timely subject areas. Typically, these are film courses that focus on a special topic such as Independent Films, Documentaries and Film Noire. Although other seminars have been offered from African Music to Women's issues. Students can take different seminars for credit.

COM393 History of Cinema (3)

The cinema has emerged as one of the most powerful socializing forces in modern society. This survey course traces the development of modern film in the 20th Century.

**COM394 Representation in American Cinema:
The Gangster Myth (3)**

This course considers the idea that media is a teacher of social ideas and behavior. Specifically considered in this course is the presentation of Italian-Americans in gangster films ranging from Public Enemy to the Godfather series. Other genres of film, Nature films for example, may also be offered if they consider the topic of representation in film.

COM395 Great Directors (3)

One approach to cinematic studies is to consider the films of certain recognized great directors. Among the directors to be considered in this course are Alfred Hitchcock, Spike Lee and Francois Truffault.

COM397 Advanced Sportswriting (3)

Students will develop individual voices on sports themes for broadcast, print and web-media. The department broadcasts on WAIC-FM and Hot91.9 and webcasts at aicyellowjackets.com and teamline.com over 100 AIC sports events each year. Students in this class play an integral part in pre-game, post game programming and writing for the Yellow Jacket newspaper and website.

COM400 Convergence: The Communication Revolution (3)

This course is an upper level seminar focused on emerging communication technologies and their potential applications. Students will engage in self-driven investigations of emergent technologies and their attendant social consequences. Students will use research tools such as secondary analysis of social surveys, interviews, focus groups, and experiments to develop presentations, debates, and discussions centered on the increasing significance of communication technologies in modern life, as well as concerns about dependence on and access to these technologies. **PREREQUISITE(S):** Intro to Mass Media and at least one other media theory course in communication or social sciences methods. The students should have also completed their general education requirement in statistics.

COM498 Internships (3-9)

One of the strengths of the communication program is the close relationship the program enjoys with the local, regional, and national media. Communication students are required to take at least three credits of professional learning experience in the media and are encouraged to take as many as 12 credits. Students document their professional learning through a compilation of published stories, radio air checks, and television demo tapes; this, combined with their resume and a practice interview, are the basis of the student capstone learning experience in communication. Students have completed internships at 91.9, WAIC, WWLP TV-22, WGGB TV-40, WAQY Rock 102, WHDH and WBZ in Boston, and NY1 in New York City. Summer internships can be arranged so that students continue their professional growth during recess, and the program already has a proud record of graduates being placed in media jobs. **PREREQUISITE(S):** Permission of the department chair and approval of the dean of the School of Arts, Education and Sciences.

CRIMINAL JUSTICE**CRJ200 Introduction to the Criminal Justice System (3)**

An introductory survey course designed to provide the student with an overview of the system. Theories of criminal behavior, criminal law, and procedures are introduced and studied as they apply to the criminal justice components of law enforcement, the courts, and corrections. **PREREQUISITE(S):** None

CRJ295 Substance Abuse Issues in Criminal Justice (3)

This course examines the impact of drugs and alcohol use and abuse on the individual, society, and criminal justice system. The course will focus on the various categories of abusable substances, their physical and psychological effects, and the continuum of treatment modalities used in combating chemical dependency. Because drug and alcohol use account for the single largest category of criminal arrests and convictions in the U.S., specific focus will be on the criminal justice system's responses to drug and alcohol related crimes; law enforcement; innovative treatment approaches; and drug testing technologies. PREREQUISITE(S): CRJ200

CRJ302 Statistics (3)

This course is an introduction to statistical methods as they are used in the social sciences. Both descriptive and inferential statistics are covered, including sampling, probability, and hypothesis testing. Specific parametric and non-parametric analyses include analysis of variance, the t-test, Chi-square, and correlation. PREREQUISITE(S): None

CRJ310 Introduction to Security (3)

This course presents a general survey of the major historical, philosophical, and legal basis of security. Professionalism and ethics in security will be addressed. The role of security in the public and private sectors will be discussed. An overview of security systems found in retail, schools, industry, and government agencies will be analyzed. PREREQUISITE(S): None

CRJ320 Criminal Investigation (3)

The course will introduce the student to basic criminal investigation theories and techniques. The development of contemporary criminal investigation and criminalistics will be examined, as well as crime specific investigative technology. PREREQUISITE(S): CRJ200

CRJ322 Law Enforcement (3)

This course presents an overview of the development of law enforcement within the criminal justice system. Study and discussions will focus on such topics as roles and responsibilities, departmental organization, and in-depth consideration of the law enforcement functions associated with modern enforcement agencies. PREREQUISITE(S): CRJ200

CRJ324 Corrections (3)

An overview of the correctional system. Topics for study and discussion include historical development, theories of punishment, sentencing structures, the functions of different types of institutions, management techniques, and problems in today's correctional operations. PREREQUISITE(S): CRJ200

CRJ326 Probation and Parole (3)

The course examines the development and professional practice of federal and state probation and parole systems. Emphasis is placed on organization, roles, and responsibilities of these systems, as well as the significant impact of court decisions on delivery of services. PREREQUISITE(S): CRJ200

CRJ328 Organized Crime (3)

This course furnishes the student with an understanding of the history and development of the traditional model of organized crime in the United States, and it provides an introduction to the changing landscape of the field by surveying the prominence of selected transnational criminal organizations. The organized crime groups are viewed from the perspective of their roles as economic and non-state political actors, with a focus on their capacity to provide a form of protection in the absence of effective governmental authority. PREREQUISITE(S): CRJ200

CRJ329 The Juvenile Justice System (3)

An in-depth look at the juvenile justice system from its historical origins to current practices. Special emphasis is placed on juvenile justice terminology, landmark legal cases, and procedures used with juveniles and their families. PREREQUISITE(S): CRJ200

CRJ330 Victims and Witnesses in the Criminal Justice System (3)

This course focuses on the plight of victims and witnesses of crime from legal, social, and psychological perspectives. Topics include the history of victimology, victim experiences, victim's rights, and official criminal justice system responses to victims and witnesses. Restorative justice concepts are explored throughout this study. PREREQUISITE(S): CRJ200

CRJ331 Terrorism (3)

This course examines terrorism in the post-9/11 world through the study of domestic and foreign organizations and the differing political, religious, and racial motivations of groups in the United States and abroad. The legal and law enforcement responses to terrorism are also analyzed, as is the role fear plays and has played as a political instrument. PREREQUISITE(S): CRJ200

CRJ332 Women in the Criminal Justice System (3)

A course designed to explore the roles of women in the system. Study will focus on the theories and myths about women as criminals, as victims, and as criminal justice professionals. PREREQUISITE(S): CRJ200

CRJ334 Interpersonal Violence (3)

An examination of domestic violence and its interaction with the criminal justice system. Areas of focus include causative factors, legal issues, substance abuse correlations, victim advocates, and behavior modification programs. Particular emphasis will be placed on in-depth chronic offender profiles. PREREQUISITE(S): CRJ200

CRJ336 Community Relations and the Criminal Justice System (3)

A course designed to explore the interpersonal expectations and relationships between criminal justice practitioners and community members. The content will focus on basic psychological and sociological principles (including attitudes, perception, self-image, stereotypes, subcultures, and rumor), as well as discretion, and their application to the interaction between criminal justice practitioners and community members. PREREQUISITE(S): CRJ200, SOC101, PSY101

CRJ338 Psychological Aspects of the Criminal Justice System (3)

This course looks at the behavior of people in the system and seeks to help students better understand their own values and behavior. Coverage will include the impact of roles played by people in courts, corrections, law enforcement, probation, parole, and rehabilitation. An important segment will deal with the developing use of hypnosis in recall enhancement. As time permits, issues such as child abuse and rape will be included. PREREQUISITE(S): CRJ200

CRJ339 Counseling Skills for Criminal Justice Professionals (3)

The purpose of this course is to provide the student with an understanding of counseling theory and specific skills as they relate to criminal justice professionals. The focus will be on the use of these skills with offenders who have been referred to agencies as an alternative to incarceration. Emphasis will be placed on rapport development, listening skills, and communication skills. Consideration will be given to problem-solving strategies, decision making and stress management. Some attention will be given to a review of vocational tests and interest inventories with emphasis on proper interpretation and use of results. PREREQUISITE(S): CRJ200, CRJ334, CRJ324

CRJ340 Criminal Procedures (3)

This course examines the rights of those accused of criminal wrongdoing, from the time they become suspects, through incarceration. Topics covered include issues surrounding search and seizure, right of counsel, right against self-incrimination, use of force, right to medical treatment, sentencing guidelines, identification procedures, and protection from cruel and unusual punishment. Additionally, topics

include court rules governing trial procedures and the roles the defense and prosecuting attorneys play in the adjudication of criminal cases. PREREQUISITE(S): CRJ200, CRJ322

CRJ341 Criminal Law (3)

This course explores the body of written law that defines crimes and specifies punishment. Substantive criminal law emphasizes the nature, history, and purpose of criminal law; its constitutional limits; general principles of criminal liability; the defenses of justification and excuse; and the specific elements of crimes. PREREQUISITE(S): CRJ200

CRJ342 Criminology (3)

This course examines the nature and complexity of crime as a social problem. The measurement, techniques of data collection, and patterns of crime are explored, as well as various classical, biological, psychological, and sociological theories of crime causation. Throughout the course, policy implications of the content matter will be considered. PREREQUISITE(S): CRJ200, PSY101, and SOC101

CRJ344 Ethics in Criminal Justice (3)

The ethics curriculum is designed to further the goals of professionalization of the criminal justice system. The course is designed to lay a foundation for our students to better make moral decisions as they face inevitable ethical dilemmas as practitioners in the field of criminal justice. Students will first be required to analyze various theories of moral decision making, including, but not limited to, the theories of moral imperativism and utilitarianism. Throughout the semester, students will be applying these theories to practical situations. This will be accomplished by presenting hypotheticals to the class, and requiring the class to analyze the hypotheticals individually and in-group discussions. PREREQUISITE(S): CRJ200

CRJ346 Justice Administration (3)

The purpose of this course is to introduce the student to administration techniques and organizational behavior found specifically in law enforcement agencies, court systems, and correctional institutions. Study will focus on the practical aspects of management theories, organizational structures, supervisory skills, and administrative issues. PREREQUISITE(S): CRJ200

CRJ348 Comparative Criminal Justice Systems (3)

This course compares the U.S. criminal justice system with selected foreign systems. A cross-cultural overview will study the nature, theories, and mechanisms for fighting crime and dealing with criminals in different societies. An end goal will attempt to discover innovative ways that may deal with crime in the United States. PREREQUISITE(S): CRJ200, CRJ324, CRJ351

CRJ350 Criminal Justice Research (3)

This course introduces students to scientific methodology as it is related to criminal justice, in order for students to become sophisticated research consumers and producers. This course provides students with an understanding of the methods of research available to criminologists, the connection between theory and data, and the ability to comprehend the logic behind statistical tests of significance. Understanding the development and testing of hypotheses, data collection, data analysis, and presentation of findings according to professional standards is the underlying theme of the course. PREREQUISITE(S): CRJ302

CRJ351 Legal Aspects of the Criminal Justice System (3)

The course is designed to give an overview of legal principles, which provide a framework for the criminal justice system. An analysis of cases and statutes, pertinent to areas under consideration, is emphasized together with a coverage of fundamental aspects of legal research. Areas covered include investigation, initial appearance, arraignment, preliminary examination, trial, guilty pleas or conviction, sentence, and release. PREREQUISITE(S): CRJ200

CRJ360 Senior Seminar (3)

A course designed as a culminating experience for criminal justice majors. Students will be involved in library research and discussion of critical aspects of the criminal justice system. Position papers on various questions will be prepared, presented, and defended in the course of the semester. PREREQUISITE(S): Senior status

CRJ371 Criminal Justice Practicum (3-6)

A supervised work experience for majors in criminal justice. Students will have the opportunity to observe professionals in action and to take part in the activities of the agency, thereby utilizing and improving skills learned through that observation along with those from classroom study. PREREQUISITE(S): Senior status and permission of practicum director. Minimum 2.0 GPA

CRJ399 Directed Study (3)

An individualized program of reading, library research, and interviewing, under direction of a faculty member. PREREQUISITE(S): None

CRJ429 The Juvenile Justice System (3)

An in-depth look at the juvenile justice system from its historical origins to current practices. Special emphasis is placed on juvenile justice terminology, landmark legal cases and procedures used with juveniles and their families.

CRJ434 Interpersonal Violence (3)

An examination of domestic violence and its interaction with the criminal justice system. Areas of focus include causative factors, legal issues, substance abuse corre-

lations, and victim advocate and behavior modification programs. Particular emphasis will be placed on in-depth chronic offender profiles. PREREQUISITE(S): None

**CRJ438 Psychological Aspects of the
Criminal Justice System (3)**

This course looks at the behavior of people in the system and seeks to help students better understand their own values and behaviors. Coverage will include the behaviors of professionals in the courts, corrections, law enforcement, probation, and parole. An important segment of the course will deal with causes of criminal behavior especially as to the causes of child abuse, domestic violence, and rape. PREREQUISITE(S): None

CRJ444 Ethics in Criminal Justice (3)

This course is designed to explore various ethical dilemmas facing the criminal justice professional. The content will focus on applying various theories of moral decision making, including moral rationalism, utilitarianism, and Kant's categorical imperative to hypothetical situations confronting the criminal justice practitioner. PREREQUISITE(S): None

CRJ451 Legal Aspects of the Criminal Justice System (3)

The course is designed to give an overview of legal principles, which provide a framework for the criminal justice system. An analysis of cases and statutes, pertinent to areas under consideration, is emphasized together with instruction in fundamental aspects of legal research. Areas covered include investigation, initial appearance, arraignment, preliminary examination, trial, guilty pleas or conviction, sentence, and release. PREREQUISITE(S): None

**CRJ493 Counseling Skills for Criminal Justice
Professionals (3)**

The purpose of this course is to provide the student with an understanding of counseling theory and specific skills as they relate to criminal justice professionals. The focus will be on the use of these skills with offenders who have been referred to agencies as an alternative to incarceration. Emphasis will be placed on rapport development, listening skills, and communication skills. Consideration will be given to problem-solving strategies, decision making, and stress management. Some attention will be given to a review of vocational tests and interest inventories with emphasis on proper interpretation and use of results. PREREQUISITE(S): None

CRJ495 Substance Abuse Issues in Criminal Justice (3)

This course examines the impact of drugs and alcohol use/abuse on individual, society and the criminal justice system. The course will focus on various categories of abusable substances, their physical and psychological effects, and the continuum

of treatment modalities used in combating chemical dependency. Since drug and alcohol use account for the single largest category of criminal arrests and convictions in the United States, specific focus will be on the criminal justice's responses to drug/alcohol related crimes: law enforcement, innovative treatment approaches and drug testing technologies.

ECONOMICS

ECO100 Survey of Economics (3)

This is a survey course developed for the non-economic and non-business school major, designed to explore in a non-technical manner economic issues of importance to both the macro and micro economy. Potential topics to be covered include: an examination of the workings of a market system, inflation, economic growth, unemployment, fiscal and monetary policy, international trade, consumer demand, market structure and firm theory, income distribution and poverty, and antitrust, agricultural, and environmental policies. PREREQUISITE(S): None

ECO201 Principles of Economics I (3)

This course is devoted to the study of the fundamental principles and processes of an economic system, with special emphasis on the coordination and control of the United States economy. Emphasis is on the macroeconomic approach. PREREQUISITE(S): None

ECO202 Principles of Economics II (3)

This course examines individual decision making in various applied economic environments. Areas of application include international trade, market structures, labor markets, and various U.S. institutional environments, both public and private. Basic emphasis is on the microeconomic approach. PREREQUISITE(S): ECO201

ECO210 Labor Economics (3)

This course studies the economic principles of labor markets, and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and labor unions are discussed, with emphasis on application to the U.S. institutional framework. PREREQUISITE(S): ECO201 and ECO202

ECO213 Economic Issues (3)

This course allows students to apply economic knowledge and reasoning to a wide variety of important issues. Both domestic and international topics of major importance can be considered; for example, urban decay, pollution, the re-industrialization of American industry, women in the workforce, international conflict resolution through trade, and the history of minorities in U.S. economic development. PREREQUISITE(S): ECO201 and ECO202 or permission of instructor

ECO216 Economics of Public Policy Towards Business (3)

This course examines the existence and impact of concentration of economic power in the U.S. business community, and the role of the public sector in the control of influence of concentration. Special emphasis will be placed on legislative enactments, judicial enforcement of antitrust law, and the impact of government regulation on the dispersion and decentralization of economic power and influence. PREREQUISITE(S): ECO201 and ECO202

ECO219 U.S. Economic History (3)

This course is a survey of U.S. economic history from its colonial beginnings to the present, with emphasis on the interaction of economic forces and historical development. Basic economic innovations, ranging from the utilization of unique forms of U.S. transportation to the innovative American system of manufacturing, will be analyzed. The importance of immigration policy and the status of minorities in the development of the American economy will also be examined. PREREQUISITE(S): ECO201, ECO202

ECO303 Money and Banking (3)

The course presents the essentials of money and banking with special reference to developments of recent years. Balanced emphasis upon both theoretical and practical aspects of the subject is the basis for interpretation of problems such as inflation, recession, the interest rate structure, and national debt. PREREQUISITE(S): 12 hours of economics and/or finance

ECO309 Principles of Insurance (3)

This course is designed to provide a broad understanding of general theory and practice, with emphasis upon those principles common to all special fields: property, life, disability, liability, workers' compensation, fidelity, and automobile insurance. Accounting majors may take this course for economics credit. PREREQUISITE(S): ECO201, ECO202

ECO313 Microeconomic Theory (3)

This course provides the student with an opportunity to develop a thorough analysis of demand, supply, production and cost relationships, monopoly, competition, oligopoly, labor markets, and the operation of industry in the modern American economy. Individual decisions of consumption, production, and labor supply are emphasized. PREREQUISITE(S): ECO201, ECO202

ECO314 International Economics (3)

This course provides an analysis of economic relationships among countries, including studies of the balance of payments, the international currency system, government adjustment policies, the pure theory of international trade, and inter-

national financial markets, as well as an examination of recent issues of national industrial trends towards protectionism. PREREQUISITE(S): ECO201, ECO202

ECO316 Macroeconomic Theory (3)

This course allows the student an opportunity to develop a thorough understanding of the macroeconomy through an analysis of the effects of fiscal and monetary policy on aggregate output, interest rates, the price level, and inflation in the domestic economy and abroad. Special emphasis is placed on recent U.S. experience with inflation and unemployment, and several new proposals designed to counter cyclical behavior and stagnant growth in the mature U.S. economy. PREREQUISITE(S): ECO201, ECO202

ECO318 Comparative Economic Systems (3)

This course is designed to develop comprehensive understanding of the economics of such political environments as communism, Marxism, modern socialism, fascism, and market-directed socialism. The economic systems of selected emerging countries are discussed, including the modern Russian and Eastern European economy, China, and Cuba. Comparisons are drawn with modern mixed-capitalist economic systems in the U.S., Japan, and Hong Kong and selected countries in Western Europe. PREREQUISITE(S): ECO201, ECO202

ECO319 Urban and Regional Economics (3)

This course covers the theory and applications of the economics of urban areas and regional forces. The importance of economic factors working to shape the physical environment is emphasized, using modern tools of economic analysis in an applied setting, with special emphasis on the Springfield area and New England in historical and modern contexts. Case studies of urban economic growth, urban planning, urban renewal, and financing of urban services are discussed. PREREQUISITE(S): ECO201, ECO202

ECO321 Important Economists Contributions to Economic Thought (3)

This course presents a study of the most important individuals in the development of modern economic thought. Both early and contemporary economists will be discussed, and their specific contributions will be related to current economic theory and practice. PREREQUISITE(S): ECO201, ECO202

ECO326 Business Cycles (3)

This course covers a study of the forces causing fluctuations in business activity. Possible devices to stabilize the economy will be explored. Also, the course will explore ways used by economists to attempt to predict the level of economic activity. PREREQUISITE(S): ECO201, ECO202, ECO303

ECO329 Public Finance (3)

This course presents an introduction to the economic analysis of the revenue and expenditure activities of governments. Emphasis is placed on the effects of government policies of expenditure, budget, and debt on the performance of the economy. PREREQUISITE(S): ECO201, ECO202

ECO330 Economics of Monetary Policy (3)

This course conducts a thorough study of the effects of monetary management upon economic activity in theory and practice. Recent developments in central banking policy are examined. In addition, the interdependence of financial markets, the implications of U.S. Federal Reserve policy for domestic and foreign economic activity, and the effect of government debt policy are discussed. PREREQUISITE(S): ECO201, ECO202

ECO341 Economics of Development (3)

The purpose of this course is to analyze a set of challenges that developing countries experience today, and the successes and failures of programs designed to address these challenges. Topics include health, nutrition, education, inequality, land reform, gender, corruption and infrastructure development. PREREQUISITE(S): ECO201 and ECO202

ECO342 Econometrics (3)

The purpose of this course is to introduce the theory and practice of econometric analysis to undergraduate students. Topics include basic probability theory and statistics, distribution theory, estimation and inference, bivariate regression, introduction to multivariate regression, introduction to statistical computing (using Excel). PREREQUISITE(S): ECO201 and ECO202; STA335; MAT119. Junior or senior status preferred

ECO358 Economics of Managerial Decisions (3)

The course introduces the student to the practice of economic reasoning in the solution of real world managerial decision problems. In addition to developing the theoretical and analytical tools of economic decision making, this course enables students to develop judgment skills required in the application of managerial economics. Emphasis is placed on the use and application of economic analysis in clarifying problems, in organizing and evaluating information, and in comparing alternative courses of action. PREREQUISITE(S): ECO201, ECO202 and MGT105. Open to juniors and seniors.

ECO398 Directed Study (1-3)

Selected readings chosen in accordance with the student's interests. PREREQUISITE(S): Senior standing and the permission of the instructor

EDUCATION

EDC101 Portfolio Preparation (1)

This course will teach students the skills that they need to systematically review their life experiences and to develop portfolios that demonstrate their learning in specific areas. Required for all students applying for prior learning credit through the APLE program. PREREQUISITE(S): Matriculated status and completion of at least six credits at the college. Open only to continuing studies undergraduate students.

EDC102 The Undergraduate Experience (1)

This course is designed to teach students effective learning and study skills, to provide practice in applying those skills to their course work, and to help students make a successful adjustment to college life. Skills include time management, note taking, reading and study systems, and exam taking. Required for all freshmen entering college for the first time. PREREQUISITE(S): None

EDC103 The MTEL Prep Course (1)

The MTEL preparatory course is a seven-week, one-credit course that prepares students for the communication and literacy portion of the Massachusetts Test for Educator Licensure (MTEL). While the course focuses on writing, reading, and the various types of MTEL questions, emphasis is placed on writing fundamentals (grammar, mechanics, punctuation) and on reading comprehension. Students write and edit essays, read and summarize passages, learn test-taking strategies, and take practice exams. Students take the Communication and Literacy MTEs at the conclusion of the course. Lab fee is charged. PREREQUISITE(S): ENG101, ENG102

EDC105 Introduction to Education: Fieldwork (1)

A one-credit course offered for sophomores (and junior transfer students) in the fall for undergrad Education minors. This course is designed to introduce students to public school settings in suburban and rural locations. Partnerships are established with five school districts and students will take fieldtrips to the various locations for classroom observations (early pre-practicum fieldwork). A lab fee will be charged to cover transportation costs. PREREQUISITE(S): sophomore status required.

EDC200 Principles of Education: EC, Elem., Mod. Dis. (PreK-8) (3)

An introduction to teaching that examines the dispositions, knowledge and skills of the 21st century educator. An overview of American education will focus on historical and contemporary trends in teaching, learning, and curriculum. Diversity in American classrooms, including students with special needs, limited English pro-

iciency, economic or social disadvantage, gifted and talented, etc., will be examined in keeping with current practices such as, inclusion, differentiated instruction, ELL support, and response to intervention. A review of local/district/state current assessment data will be explored. Students will engage in initial lesson plan construction selecting topics in science or social studies. Reference to the principles and learning standards of the Massachusetts Curriculum Frameworks is required. Field experience required. PREREQUISITE(S): Junior status

EDC201 Principles of Education: Middle / Secondary (3)

An introduction to teaching that examines the dispositions, knowledge and skills of the 21st century educator at the middle and secondary level. An overview of American education will focus on historical and contemporary trends in teaching, learning, and curriculum. Diversity in American classrooms, including students with special needs, limited English proficiency, economic or social disadvantage, gifted and talented, etc., will be examined in keeping with current practices such as, inclusion, differentiated instruction, ELL support, and response to intervention. A review of local/district/state current assessment data will be explored. Students will engage in content area lesson plan construction using the principles and learning standards from the Massachusetts Curriculum Frameworks. Field experience required. PREREQUISITE(S): Junior status

EDC208 Internship in Early Childhood (6)

The Internship in Early Childhood is the culminating field-based experience for the Associate's Degree program in Liberal Studies/Early Childhood. This 300-hour, supervised, internship will provide students with the opportunity to apply newly learned theories and skills within local early childcare and education settings. Students will follow a schedule of increasing responsibility in the role of an educator while working under the guidance and supervision of an experienced early childhood teacher. Activities will include planning and implementing individual and small group instruction; organization and management of large group learning experiences; and, the planning, design and evaluation of curriculum components. Site visits and consultations with the college supervisor will be arranged throughout the internship to review progress and evaluate performance.

EDC209 Foundations of Professional Practice (9)

This cluster course meets the objectives addressed by three undergraduate education courses: Introduction to Special Education, Speech and Language Development, and Assessment and Curriculum for Early Childhood. It differs from the three courses in that it is designed to provide appropriate support and focus for students seeking to be qualified as preschool/daycare teachers. For those students who proceed toward completion of an education licensure program, this course will take the place of the three courses named.

EDC210 Child Growth and Development (3)

This course is an introduction to the study of the child from conception to the onset of adolescence. Basic concepts of child development, especially those related to learning and social development are stressed, with special emphasis on pre-school and kindergarten age groups. PREREQUISITE(S): PSY101

EDC302 Multisensory Teaching of Language Skills (3)

This course will examine the basics of a multisensory, structured language curriculum for teaching reading, writing, spelling, comprehension and composition to diverse groups of students including those with reading problems, language disorders, cognitive disabilities, mild and moderate specific learning disabilities, and English Language Learners. There will be hands-on experience, as well as exemplary lessons exploring best practice strategies to facilitate the development of reading and language skills. The students will learn how and where the sounds of English are made; how to introduce phonemic awareness activities; and how to teach sound-symbol associations in a logical, scientific way according to latest research. Students explore the qualities of children's and adolescent literature, including the various genres, meaning, voices, and visual elements that are central to engaging learners through literature. Students will become proficient with regard to terminology relating to instructional standards and techniques in the areas of reading, written language, and content areas such as Science and Social Studies. They will become familiar with the use of identified best practice strategies for use in both specialized and the general education inclusive settings. PREREQUISITE(S): EDC200/EDC201, EDC321, EDC316, and senior status

EDC308 Teaching Mathematics: : EC, Elem., Mod. Dis. (3)

Prospective educators will examine theoretical and developmental models of mathematics instruction in order to plan and implement effective instruction based on the diverse cognitive, language, and developmental needs of students. Using technology to access national and local district assessment data, students will analyze and identify areas of need within the mathematics curriculum and engage in instructional decision-making. Demonstrations and micro-teaching will reference the Massachusetts Mathematics Curriculum Framework. Field experiences are required for initial licensure. PREREQUISITE(S): MAT117/MAT118 or equivalent, EDC200/EDC201, EDC321, senior status

EDC311 Teaching Mathematics: Secondary and Middle (3)

This course provides a study of secondary and middle mathematics curricula and various methods for planning instruction for all learners and evaluation in the classroom. A survey of current textbooks, instructional materials, and testing materials will be included. Changes and developments in the area of teaching mathematics will be addressed utilizing the Massachusetts Curriculum Frameworks and current

professional literature. Field experience is required. PREREQUISITE(S): EDC201, EDC321, math course work, senior status

**EDC317 Teaching Reading & Language Arts:
EC, Elem, Mod. Dis. (3)**

A survey of theories, practices, and techniques of reading instruction for children in grades preK-8. Various methods and materials used in the teaching-learning process will be examined, including the informal diagnosis and assessment of reading skills. The Massachusetts English Language Arts Curriculum Frameworks, as well as related documents for English language learners and guidelines for special education students will be central to developing and presenting reading strategy lessons. Instructional accommodations for diverse learners will explore methods in sheltered English language immersion, special education, gifted and talented enrichment, and compensatory strategies for rural and urban poverty populations. Field work experiences and a diagnostic case-study assignment will integrate all course components. On-line research of the National Reading Panel Report and other professional sources will supplement course learning. Field experience is required. PREREQUISITE(S): EDC200/EDC201, EDC321, senior status

**EDC320 Reading & Communication in the
Middle and Secondary Schools (3)**

This course addresses the developmental reading and language needs of the middle and high school student in the content area classroom spanning from “learning to read” to “reading to learn.” The strategic use of multiple texts, including 21st century technology literacies, will be presented using micro-teaching lessons to demonstrate effective practice. Using technology to access national and local assessment data, students will analyze and identify areas of need within the English language arts and their intended subject area to guide instructional decision-making. Instructional accommodations for diverse learners will explore methods in sheltered English language immersion, special education, gifted and talented enrichment, and compensatory strategies for rural and urban poverty populations. Field work experiences and a diagnostic case-study assignment will integrate all course components. On-line research of the National Reading Panel Report and other professional sources will be integral to course learning. Field experience is required. PREREQUISITE(S): EDC200/EDC201, EDC321, senior status

EDC321 Introduction to Special Education (3)

The purpose of this course is to investigate developmental factors and influences that impact child growth and learning for the special needs child. The course will provide students with the necessary knowledge and skills to identify those children who have special needs and study the ways and means that may be used to aid these children. Students will explore current early identification strategies and

techniques, as well as Response To Intervention (RTI) procedures used to facilitate struggling learners in the educational setting. State regulations (Chapt. 766) and Federal requirements (IDEA) will be covered in depth, as well as information about services provided and/or available to students by other agencies. An analysis of local/district/state data will be included. Students will acquire knowledge of how to use technology and assistive technology with special needs students and its curriculum implications. This includes Autism and Attention Deficit Disorder (w/wo hyperactivity). Course participants will gain an understanding of the educational problems which mild, moderated or severe handicaps imposes on a special needs child or youth and how this applies to the preparation and implementation of the Individual Educational Plan (IEP). PREREQUISITE(S): junior status

EDC347 Teaching Children's and Adolescent Literature (3)

The course involves a general study of the field of literature for children and adolescents, plus ways to encourage the reading of literature by children. Picture books, traditional literature, non-fiction, historical fiction, poetry, and fantasy will be explored to help promote the reader's understanding of children and adolescents and their literature. PREREQUISITE(S): EDC200 OR EDC201

EDC360 Application of Computers in the Classroom (3)

This course gives the classroom teacher a working knowledge of technology resources for designing lessons that will enhance student achievement throughout the curriculum. The course will include training in word processing, spreadsheet software, database software, presentation software, and more. Using content from the Massachusetts Curriculum Frameworks, participants will explore hands-on applications with a variety of computer hardware, including hand-held computers, laptops, workstations, and projection devices. Experiences in a fully electronic classroom will be included. Teachers will leave with a portfolio of valuable lessons, hotlinks, and other technology tools suitable for a full range of learning styles and needs. PREREQUISITE(S): EDC200 or EDC201, EDC321, senior status

EDC365 Speech and Language Development (3)

This course focuses on the components of language and their relationship to literacy and academic performance. Students will explore: speech and language development, voice and speech problems, and early language development as it relates to reading acquisition. Principles, methods and materials for teaching language development, auditory training and extra curricular activities will be examined. The nature of oral and written language, language systems, and their relationship to language-based reading and writing problems will be presented. The components of language including phonetics, morphology/semantics, syntax, discourse and pragmatics will be used as a framework for identifying speech and language disorders and learning disabilities. Phonological processing deficits as they relate to

reading disorders will be addressed. Students will become familiar with the technical terminology relating to typical and atypical language development. The current structure of English orthography with reference to historical roots and layers of orthographic representation will be applied to practical applications. Accommodation and modifications to be used within the classroom setting for the purpose of maintaining special needs students within the general education setting will be explored. PREREQUISITE(S): EDC200/EDC201, EDC321, senior status

EDC395 Assessment and Curriculum for Early Childhood (3)

This course examines a full range of effective early childhood programs and curriculum. State curriculum documents, along with a variety of assessments, materials and teaching strategies are examined for their effectiveness in addressing the diverse cognitive, language, and developmental characteristics of young learners. Particular consideration is given to special needs of children with limited English proficiency, cognitive or language deficits, learning disabilities, economic or social disadvantage, etc. The administration and interpretation of informal and formal screening and evaluation procedures will be used to assess individual students. Assessment findings are used to plan instruction for young children with and without special needs. PREREQUISITE(S): EDC200, EDC321, EDC317, PSY309, senior status

EDC400 The Reflective Practitioner (3)

Candidates for initial teacher licensure will examine the dispositions, knowledge and skills of the 21st century educator. An examination of American education will focus on historical and contemporary trends in teaching, learning, and curriculum. Diversity in American classrooms, including students with special needs, limited English proficiency, economic or social disadvantage, gifted and talented, etc., will be examined in keeping with a variety of current practices, such as, inclusion, differentiated instruction, ELL programming, and response to intervention. Students will engage in initial lesson plan construction using the principles and recommendations of the Massachusetts Curriculum Frameworks. Students respond to readings with supplemental research. Field experience required. PREREQUISITE(S): enrollment in graduate education program

EDC401 Introduction to School Administration and Management (3)

The course is designed to provide the student with an introduction to the perspectives of elementary/middle/secondary school and central office administration and management, as well as historical and current theories and practices in the field. Readings, case studies, on-site visitations, analysis of current legislative reform and situational discourse are part of the course activities. State Curriculum Frameworks will be reviewed in light of curriculum, instruction, assessment, and data analysis in a learning community. Course work will reflect upon the professional standards for

administrators which is embedded in the course expectations and will be demonstrated in the pre-practicum/practicum experiences. 15 hours of pre-practicum fieldwork is required. PREREQUISITE(S): Experience in PreK-12 teaching, enrollment in graduate education program

EDC402 Multisensory Teaching of Language Skills (3)

This course will examine the basics of a multisensory, structured language curriculum for teaching reading, writing, spelling, comprehension and composition to diverse groups of students including those with reading problems, language disorders, cognitive disabilities, mild and moderate specific learning disabilities, and English Language Learners. There will be hands-on experience, as well as exemplary lessons exploring best practice strategies to facilitate the development of reading and language skills. The students will learn how and where the sounds of English are made; how to introduce phonemic awareness activities; and how to teach sound-symbol associations in a logical, scientific way according to latest research. Students explore the qualities of children's and adolescent literature, including the various genres, meaning, voices, and visual elements that are central to engaging learners through literature. Students will become proficient with regard to terminology relating to instructional standards and techniques in the areas of reading, written language, and content areas such as Science and Social Studies. They will become familiar with the use of identified best practice strategies for use in both specialized and the general education inclusive settings. PREREQUISITE(S): enrollment in graduate education program, EDC321, EDC516 or EDC520

EDC403 Advanced Developmental Reading (3)

This course provides an overview of literacy development for K-12 students.. Current research related to the five components of reading and effective literacy instruction for English Language Learners (ELLs) will be reviewed. Potential impact of poverty on students' readiness for learning to read will be discussed. Issues related to brain-based reading and language development and acquisition will be introduced. An in-depth study of scientifically-based instructional approaches and assessment practices related to phonological awareness, phonics and advanced decoding will be presented and will serve as the foundation for designing differentiated instruction to meet the needs of diverse learners. Students will be required to collect, analyze and interpret data for their case study students using specific literacy assessments appropriate for first and second English language learners. Using the Universal Design Model, students will develop an instructional plan for their case study students. 21st Century internet research approaches will be presented to hone students' understanding of how to implement effective instruction for primary, elementary and adolescent readers. PREREQUISITE(S): EDC516 or an introductory reading course, enrollment in the graduate education program

**EDC406 Assessment, Methods & Materials
for Teaching in Special Ed. (3)**

This course involves learning techniques for teaching and assessing students with special needs both in and out of the general education environment. Class sessions will be devoted to lectures, demonstrations, discussions, audio-visual material, and topics of particular interest within the area of assessment. Course content will focus on learners (PK through adults) who are not experiencing success within the standard academic situation and on identified special needs students in need of (re)evaluation. Students are expected to become familiar with standardized assessments, interpretation of evaluation data, and acquire an understanding of regulations governing the assessment and evaluation process. Students will demonstrate an understanding of laws, regulations, and ethical concerns related to services for special needs students and regular education students relating to assessment and evaluation. Students will become proficient in communicating assessment data fluently through oral and written forms. Students will use information relating to child and adolescent development to develop instructional recommendations and ensure appropriate assessment application. Knowledge of Massachusetts Curriculum Frameworks will be used to construct and evaluate authentic classroom assessment(s). Application of evaluative information to the IEP process will be addressed as related to determination of special education eligibility criteria as outlined in Massachusetts and federal regulations and construction of IEP elements. Course participants will be proficient in the areas of: identifications of Specific Learning Disabilities using methodology outlined in current state regulations. Field experience is required. PREREQUISITE(S): enrollment in graduate education program, EDC521

EDC409 Issues in Urban Education (3)

This course looks at the various ethnic and minority/majority cultures and populations attending U.S. urban schools today, including low income, and ELL. Students will explore social, behavior, and academic needs of the urban population through researching readings, articles, short fiction, children's literature, autobiographical selections, and historical documents. The format of the class will be participatory. PREREQUISITE(S): enrollment in graduate education program

EDC412 Behavior Management (3)

Students will engage in a survey of current practices of classroom management for regular and special needs students. Theory, materials, and practical applications will be included. Special attention is given to communication, observation, group and class management skills. Students will master terminology relative to cognitive behavioral programming and educational applications. Students will become familiar with classroom management techniques and demonstrate the ability to identify specific target behaviors, develop positively based programming strategies, establish manageable data collection methods, and analyze data using empirically

based strategies. Federal and state regulatory mandates will be studied with a focus on the implementation of Functional Behavioral Assessments within the naturalistic setting. Students will become familiar with strategies that reduce or eliminate disruptiveness, aggressiveness, and defiance. They will learn practical ways of achieving better home-school relations and become familiar with services of the resource staffs, as well as services provided by other (state and private agencies) in order to meet the needs of exceptional students. PREREQUISITE(S): enrollment in graduate education program, EDC521

EDC417 Essential Foundations of Quality Education (3)

This course focuses on the elements of effective teaching: theories of learning, practical applications for educating all children, meeting the emotional needs of children, understanding the different learning styles, instructional planning, strategies for teaching, classroom management, and student assessment. PREREQUISITE(S): None

EDC418 Supervision and Evaluation of Instruction (3)

Principles and practices in a learning organization and the supervision of educational personnel and programs as defined by both traditional and current supervisory practices will be examined. The impact of the Massachusetts Education Reform Act of 1993 and the No Child Left Behind Act of 2001 will be studied as part of institutional reform. There is an emphasis on staff development, multiple aspects of evaluation, promoting personnel development to include knowledge of best practices for teaching and learning, in a variety of environments. 15 hours of pre-practicum fieldwork is required. PREREQUISITE(S): enrollment in graduate program in School Administration, EDC401

EDC420 Practicum in Administration (6)

This activity is the culminating requirement for candidates seeking licensure as a School Administrator or Director. Students engage in a 300-hour activity in the schools, working with a principal or director in the level and role appropriate for their specialization area. Supervision is provided by college faculty during this activity. PREREQUISITE(S): All prior course work in program, completion of pre-practicum hours, passage of Communication and Literacy MTEs, approval of candidate's school district, approval of AIC's Office of Field Experience, and cumulative grade point average of 3.0

EDC427 School Finance and Budget Administration (3)

The economics of education with regard to budget and finance at all levels of a school district will be studied. The focus will include revenue sources, state and federal school aid, grants, budget preparation, use of technology in the budget process, school building construction, and alternative funding. Use of data to support

budgets and budget requests will be examined. PREREQUISITE(S): enrollment in graduate program in School Administration, EDC401

EDC434 School Law (3)

Study and analysis of school law from the historical and current viewpoint. Federal, state, and local regulations and laws will be analyzed in terms of their effects on schools and districts. The influence of precedent-setting cases on all aspects of school functions will be studied and sample cases will be employed as part of the curriculum. Technology to research a variety of case law will be utilized. Pre-requisites: enrollment in graduate program in School Administration. PREREQUISITE(S): enrollment in graduate education program, EDC401

EDC439 Student Teaching Practicum (6)

Please see one of the concentrations:

EDC439A: Student Teaching Practicum: Elementary (6)

EDC439B: Student Teaching Practicum: Early Childhood (6)

EDC439C: Student Teaching Practicum: Moderate Disabilities (6)

EDC439E: Student Teaching Practicum: Reading (6)

EDC439F: Student Teaching Practicum: Secondary (6)

EDC439G: Student Teaching Practicum: Middle (6)

EDC439A Student Teaching Practicum: Elementary (6)

The practicum for initial licensure in Massachusetts involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience. PSY101 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood.

EDC439B Student Teaching Practicum: Early Childhood (6)

The practicum for initial licensure in MA involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience. PSY101 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood.

**EDC439C Student Teaching Practicum:
Moderate Disabilities (6)**

The practicum for initial licensure in Massachusetts involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELEs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience. PSY101 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood.

EDC439E Student Teaching Practicum: Reading (6)

The practicum for initial licensure as a Reading Specialist in Massachusetts involves 150 hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): a prior initial teaching license, one year experience teaching under that license, successful completion of all prior coursework in program including shadowing a reading specialist, passage of all MTELEs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience.

EDC439F Student Teaching Practicum: Secondary (6)

The practicum for initial licensure in Massachusetts involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELEs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience. PSY101 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood.

EDC439G Student Teaching Practicum: Middle (6)

The practicum for initial licensure in Massachusetts involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELEs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience. PSY101 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood.

**EDC444 Org, Admin & Superv. of Reading Programs
in Elem/Sec Schools (3)**

This course prepares students to assume responsibilities for literacy programs in K-12 diverse school districts. Study will include research-based approaches that will help literacy leaders train teachers and administrators to better meet the needs of English language learners, special education students and other diverse learners. Training in the development of effective differentiated professional development programs will include Universal Design curriculum development, 21st Century inquiry approaches and ways to maximize participants' learning while working in study groups that analyze student work and data. Theory and training related to being an effective literacy supervisor, consultant, in-service trainer, coach and mentor will be utilized during case study work throughout the course. Effective methods for supporting school-wide literacy improvement, evaluating literacy programs and assessments and implementing RtI (Response to Intervention) will be presented. Use of technology will be required as part of the students' final project. PREREQUISITE(S): EDC403, enrollment in the graduate education program

EDC446 Professional Seminar I (3)

The Professional Seminar I is designed in conjunction with the Professional Seminar II as a culminating requirement for Professional Teacher Licensure. The development of an individual teaching philosophy emerges from a review of philosophical and theoretical positions. The educator conducts a self-assessment of subject matter knowledge and pedagogical skills based on professional teaching standards. An assessment of student learning and achievement must use current local, district and state assessment data to identify area(s) of student need. This analysis will include sub-group populations within the teaching district to include ELL, special education, low economic students among others. An action research topic and professional development plan emerges from these analyses. The educator designs a plan for professional development in the identified area of need to prepare for the research project. A site visit from the college supervisor will facilitate this process. PREREQUISITE(S): initial teaching license, all prior coursework in professional program, and 3.0 GPA

**EDC459 Education Organizations, Leadership,
Institutional Change (3)**

This course is intended for prospective administrators. Students will gain knowledge that will prepare them for the important role of change agents in the school or district. A critical examination is made of the structures found in organizations today, especially in regards to leadership and the ways in which the educational leader can facilitate meaningful change. A research project on current issues in education is required. 15 hours of pre-practicum fieldwork is required. PREREQUISITE(S): EDC401, enrollment in graduate program in School Administration

EDC460 Applications of Technology in the Classroom (3)

This course gives the classroom teacher a working knowledge of technology resources for designing lessons that will enhance student achievement throughout the curriculum. The course will include training in word processing, spreadsheet software, database software, presentation software, and more. Using content from the Massachusetts Curriculum Frameworks, participants will explore hands-on applications with a variety of computer hardware, including hand-held computers, laptops, workstations, and projection devices. Experiences in a fully electronic classroom will be included. Teachers will leave with a portfolio of valuable lessons, hotlinks, and other technology tools suitable for a full range of learning styles and needs. PREREQUISITE(S): enrollment in graduate education program

EDC471 Practicum in Guidance Counseling (3)

The purpose of the practicum is to provide a culminating experience for the student in the School Guidance program in a school. The student is offered an opportunity to apply skills gained from course work in actual practice of guidance counseling. The student works under the direct supervision of a licensed guidance counselor with the assistance of a college advisor. The advisor helps the student to develop appropriate goals, to effectively use interpersonal skills, and to determine the areas to be further developed. Periodic meetings are scheduled with students and the college advisor as part of the practicum experience. The duration of the practicum is 450 clock hours, for which three credits are awarded. The clinical experience is a continuation of the practicum and builds upon the experience. At this point, the student is employable as a guidance counselor and works independently with school mentorship and college supervision. The clinical experience is 600 clock hours, for which six credits are awarded. PREREQUISITE(S): all prior coursework in program, passage of Communication and Literacy MTELs, GPA of 3.0, and approval of school district and AIC's Office of Field Experience.

EDC472 Foundations of Administrative Leadership (3)

The course is designed to study the philosophical, sociological, historical, and psychological domains and basic issues facing education today by applying this knowledge to such issues as regular, vocational, business, technical, compensatory, and special education. Researching a current educational issue is required. Pre-practicum exercises are embedded within the assignments. 15 hours of pre-practicum fieldwork is required. PREREQUISITE(S): enrollment in graduate program in School Administration

EDC475 Curriculum Design and Development (3)

In an era of standards-based instruction, administrators must have a sound working knowledge of the principles of curriculum design, development, and implementation. Educational leaders will gain knowledge on how to make important decisions regarding the content of curriculum, the selection of appropriate instructional materials, and the modification of teaching strategies to accommodate the needs of ALL learners. 15 hours of pre-practicum fieldwork is required. PREREQUISITE(S): enrollment in graduate program in School Administration, EDC401

EDC477 Field-Based Research: Elementary / Early Childhood (6)

Students majoring in one of the above specialty areas may opt for the appropriate field experience which will satisfy the degree requirement for a culminating experience. Candidates will have the opportunity to delve into data collection and analysis, designing program for diverse populations, technology, developing 21st century skills, as examples, and/or other principles learned in their coursework to the end of increasing student achievement in the classroom. An action based research project is the central activity for this course. Employed teachers may utilize their own classrooms for this culminating experience [40 clock hours per credit]. Students who complete their degree with this culminating project are not eligible for licensure as a teacher or administrator in Massachusetts, nor will they receive the NASDTEC stamp for reciprocity with other states. PREREQUISITE(S): all prior coursework in program and acceptance of research proposal by the director

EDC478 Field-Based Research: Secondary / Middle (6)

Students majoring in one of the above specialty areas may opt for the appropriate field experience which will satisfy the degree requirement for a culminating experience. Candidates will have the opportunity to delve into data collection and analysis, designing program for diverse populations, technology, developing 21st century skills, as examples, and/or other principles learned in their coursework to the end of increasing student achievement in the classroom. An action based research project is the central activity for this course. Employed teachers may utilize their own classrooms for this culminating experience [40 clock hours per credit]. Students who complete their degree with this culminating project are not eligible for licensure as a teacher or administrator in Massachusetts, nor will they receive the NASDTEC stamp for reciprocity with other states. PREREQUISITE(S): all prior coursework in program and acceptance of research proposal by the director

EDC479 Field-Based Research: Moderate Disabilities (6)

Students majoring in one of the above specialty areas may opt for the appropriate field experience which will satisfy the degree requirement for a culminating

experience. Candidates will have the opportunity to delve into data collection and analysis, designing program for diverse populations, technology, developing 21st century skills, as examples, and/or other principles learned in their coursework to the end of increasing student achievement in the classroom. An action based research project is the central activity for this course. Employed teachers may utilize their own classrooms for this culminating experience [40 clock hours per credit]. Students who complete their degree with this culminating project are not eligible for licensure as a teacher or administrator in Massachusetts, nor will they receive the NASDTEC stamp for reciprocity with other states. PREREQUISITE(S): all prior coursework in program and acceptance of research proposal by the director

EDC480 Field-Based Research: Reading (6)

Students majoring in one of the above specialty areas may opt for the appropriate field experience which will satisfy the degree requirement for a culminating experience. Candidates will have the opportunity to delve into data collection and analysis, designing program for diverse populations, technology, developing 21st century skills, as examples, and/or other principles learned in their coursework to the end of increasing student achievement in the classroom. An action based research project is the central activity for this course. Employed teachers may utilize their own classrooms for this culminating experience [40 clock hours per credit]. Students who complete their degree with this culminating project are not eligible for licensure as a teacher or administrator in Massachusetts, nor will they receive the NASDTEC stamp for reciprocity with other states. PREREQUISITE(S): all prior coursework in program and acceptance of research proposal by the director

EDC481 Field-Based Research: School Administration (6)

Students majoring in one of the above specialty areas may opt for the appropriate field experience which will satisfy the degree requirement for a culminating experience. Candidates will have the opportunity to delve into data collection and analysis, designing program for diverse populations, technology, developing 21st century skills, as examples, and/or other principles learned in their coursework to the end of increasing student achievement in the classroom. An action based research project is the central activity for this course. Employed teachers may utilize their own classrooms for this culminating experience [40 clock hours per credit]. Students who complete their degree with this culminating project are not eligible for licensure as a teacher or administrator in Massachusetts, nor will they receive the NASDTEC stamp for reciprocity with other states. PREREQUISITE(S): all prior coursework in program and acceptance of research proposal by the director

EDC483 Principles and Practices of Guidance (3)

This is an introductory course designed to acquaint the student with the basics of the need, meaning, and ethics of guidance services. Issues related to school guidance practices, with an overview of the role and function of the school counselor,

will be reviewed. Specifically, student scheduling, testing and assessment, career guidance, and college placement will be emphasized. Current trends in the field, as well as general guidance issues, will be explored. Emphasis will be placed on the fact that the guidance counselor serves as part of a collaborative team with a strong focus on consultation. PREREQUISITE(S): None

EDC485 Advanced Analysis of Reading and Language Arts (3)

Through use of informal and formal assessments, students will learn how to effectively collect, analyze, and interpret data, as well as plan appropriate programs for diverse populations such as special needs students, English language learners and struggling readers. RtI, intervention approaches and progress monitoring strategies are studied in light of scientifically based reading research on effective literacy instructional practices for struggling readers. Training will include methods to evaluate and select the best literacy assessments to diagnose specific reading difficulties and ways to use technology to aid in data collection and analysis. While working on case studies, students will learn how to develop a hypothesis, develop assessment and progress monitoring plans and analyze data. Using Universal Design, students will create an instructional plan which includes a method to determine their students' responses to intervention. PREREQUISITE(S): EDC403 and EDC498 or an equivalent reading course, enrollment in the graduate education program

EDC486 Diagnostic Teaching (3)

This course will develop a basis for creating a personal theory of instruction through knowledge of brain functions, cognitive functions, learning styles, and motivation. Skill will be developed in the use of formal and informal measures for diagnosing problems, prescribing learning tasks, and generating corrective means for solving them. PREREQUISITE(S): enrollment in graduate education program

EDC488 Occupational Information (3)

This course is designed to acquaint the student with vocational counseling practices in the guidance profession. Sources of career information, advantages and disadvantages of each source, and methods of storing and disseminating information will be explored. An understanding of career development assessment and career counseling techniques will be emphasized. Current issues in college planning and school-to-work transition programming will be explored. PREREQUISITE(S): None

EDC498 Specialized Practices in Reading (3)

A survey of current research and theories of literacy development will be presented. An in-depth study of scientifically-based instruction related to vocabulary, fluency and comprehension will be presented and the relationship between effective language and writing development and reading will be explored. This course pro-

vides the student with knowledge of significant programs and practices for teaching reading and language arts to diverse populations including English language learners, young children, adolescents and students with special needs. Students will gain proficiency in using specific reading strategies through modeling lessons and analyzing student work. Screening and diagnostic assessments will be used to identify specific strengths and weaknesses of struggling, proficient and advanced readers by analyzing and utilizing collected data. 21st Century inquiry approaches will be emphasized when teaching comprehension and writing connections and specific Web 2.0 tools will be recommended to aid remediation. The selection and use of appropriate programs, materials, and technology will be central to addressing the diverse needs in today's classroom. PREREQUISITE(S): EDC403, enrollment in the graduate education program

EDC499 Case Studies: Reading (3)

This course examines the academic and language needs of English Language Learners (ELLs) in the classroom. Course activities focus on the methods and strategies for effective language development and academic content instruction which incorporate the application of standards-based practices related to Sheltered English Immersion (SEI). A range of supports and adaptations for maximizing language access and participation of ELLs is emphasized. In addition, the review of historical, political and social underpinnings of multicultural education will build knowledge and sensitivity to the culture and language of non-English speaking children, their families and communities. PREREQUISITE(S): prior coursework in education

EDC500 Structured English Immersion (SEI): Content for ELL (3)

This course will provide a comprehensive model for instruction for preparing teachers to work with English language learners, (preK-12) in all classrooms. Using a structured immersion approach (SEI), such as the SIOP Model, students will practice the cycle of assessment, lesson design and implementation of instructional strategies that provide access to grade level content for ELL learners. Students will plan, design and present a model lesson following the SIOP Model. PREREQUISITE(S): prior coursework in education

EDC503 Professional Seminar II (3)

The individual seeking Professional Teacher Licensure will work as a teacher-researcher in the classroom (school system) with the goal of improving students' subject area learning and achievement based on specific, data and evidence collected in Professional Seminar I. The educator develops a research topic, creates a hypothesis, selects methods and materials for the intervention procedure, and carries out the research plan using a pre-post design. Data collection, control-group comparisons, observation and informal measures are used to analyze the results of

the intervention. A formal, written research paper will be submitted documenting all phases of the research process. PREREQUISITE(S): Professional Seminar I

EDC504 Secondary and Middle School Methods (3)

This course offers an analysis and a practical look at the most effective methods of planning and teaching in a middle and/or secondary classroom. The major emphasis of the course is the development of a subject-area instructional unit appropriate to their teaching situation (urban, suburban or rural) that will include activities and strategies in such areas as cross-curricular, differentiated instruction, cooperative learning, integration of technology and indirect teaching methods. Micro-teaching experiences within the student's discipline area will focus on specific components of lesson planning and lesson presentation in keeping with the Massachusetts Curriculum Frameworks. Field experience is required. PREREQUISITE(S): enrollment in graduate education program, EDC201 or EDC400

EDC506 Administration of Special Education (3)

This course covers the foundations of special education to include its history, classifications of exceptionalities, and current practices and issues. Emphasis is placed upon the field of knowledge requirements to include rights of persons with disabilities and state and federal legislation. The role of legislation, funding, programs, and technology in special education will be examined. Parent and family involvement, alternative settings for special needs students, and mainstreaming/inclusion will be studied. Educational leadership, special education program management, professional development, and equity in special education will be highlighted. PREREQUISITE(S): Initial Licensure in Special Education, enrollment in graduate program in School Administration, EDC401

EDC508 Teaching Mathematics: EC, Elem., Mod. Dis. (3)

Prospective educators will examine theoretical and developmental models of mathematics instruction in order to plan and implement effective instruction based on the diverse cognitive, language, and developmental needs of students. Using technology to access national and local district assessment data, students will analyze and identify areas of need within the mathematics curriculum and engage in instructional decision-making. Demonstrations and micro-teaching will reference the Massachusetts Mathematics Curriculum Framework and the NCTM standards. Field experience is required. PREREQUISITE(S): enrollment in graduate education program, EDC521

EDC509 Pre-Practicum in Administration (3)

This activity-centered course gives the graduate students in educational administration the opportunity to observe and assist practicing administrators in their roles. Students are individually placed in an educational setting and work with principals

and supervisors in a variety of administrative tasks. Minimum 150 clock hours. (15 hours were previously logged in each of the following courses: EDC401, EDC472, EDC475, EDC459, and EDC418.) It is expected that students will complete 75 hours in the field with a supervising practitioner and monitored by a college supervisor during this course. PREREQUISITE(S): all prior course work in program; minimum cumulative grade point average of 3.0, enrolled in graduate, enrollment in graduate program in School Administration.

EDC510 Staff Development (3)

This course emphasizes the skills and techniques needed to promote educational growth amongst school personnel in a professional learning community. Methods in developing individual staff member's abilities and their focus in a PLC will be examined. The role of the larger school community (parents, community members, business leaders) in a PLC will also be studied. Data collection and analysis as key functions of a PLC will be included in order to promote high student achievement. Pre-requisites: enrollment in graduate program in School Administration. PREREQUISITE(S): enrollment in graduate program in School Administration, EDC401

EDC511 Practicum in Education (6)

Please see one of the concentrations:

EDC511A: Practicum in Education: Elementary (6)

EDC511B: Practicum in Education: Early Childhood (6)

EDC511C: Practicum in Education: Moderate Disabilities (6)

EDC511D: Practicum in Education: Reading (6)

EDC511E: Practicum in Education: Secondary (6)

EDC511F: Practicum in Education: Middle (6)

EDC511A Practicum in Education: Elementary (6)

The practicum requirement for initial licensure in Massachusetts for those employed as classroom teachers in the field in which they are seeking licensure. 150-300 full-role hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELEs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience. PSY101 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDC511B Practicum in Education: Early Childhood (6)

The practicum requirement for initial licensure in Massachusetts for those employed as classroom teachers in the field in which they are seeking licensure. 150-300 full-role hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELEs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience. PSY101 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDC511C Practicum in Education: Moderate Disabilities (6)

The practicum requirement for initial licensure in Massachusetts for those employed as classroom teachers in the field in which they are seeking licensure. 150-300 full-role hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELEs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience. PSY101 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDC511D Practicum in Education: Reading (6)

The practicum for initial licensure as a Reading Specialist in Massachusetts for those employed in the field involves 150 hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): a prior initial teaching license, one year experience teaching under that license, successful completion of all prior coursework in program including shadowing a reading specialist, passage of all MTELEs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience

EDC511E Practicum in Education: Secondary (6)

For candidates seeking teacher licensure, this is the 300-hour practicum-equivalent for classroom teachers employed in the field in which they are seeking licensure. A minimum of 150 hours must be logged in the full-role of teaching. There is an application process. Students will be assigned a college supervisor. A portfolio and documentation for the Massachusetts Dept. of Elementary and Secondary Education is required at the conclusion. PREREQUISITE(S): passage of required coursework for the

license, minimum cumulative grade point average of 3.0, minimum of nine semester hours taken at AIC, and passage of all MTELEs required for the license.

EDC511F Practicum in Education: Middle (6)

The practicum requirement for initial licensure in Massachusetts for those employed as classroom teachers in the field in which they are seeking licensure. 150-300 full-role hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITE(S): successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELEs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district, and approval of AIC's Office of Field Experience. PSY101 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood.

EDC512 Teaching Mathematics: Secondary and Middle (3)

This course provides a study of mathematics curricula and various methods for planning instruction and evaluation in the secondary or middle school classroom. A survey of current textbooks, instructional materials, and testing materials will be included. Changes and developments in the area of teaching mathematics will be addressed through current professional literature. Field experience is required. PREREQUISITE(S): Math course work, enrollment in the graduate education program, EDC400

EDC514 School Personnel Management (3)

The course will prepare and discuss the planning and operation of the personnel function in the school system. Emphasis will be placed on practices and issues, system functions and effectiveness, and the development of a working model for dealing with personnel. The course will also provide a focus for individual and group functions in the administration of school personnel and provide theory and content of practices and issues applicable to personnel administration. Open only to students in the Superintendent/Assistant Superintendent track only. PREREQUISITE(S): enrollment in graduate program in School Administration, EDC401

EDC516 Teaching Reading and Language Arts: EC, Elem., Mod. Dis. (3)

A survey of theories, practices, and techniques of reading instruction for children in grades preK-8. Various methods and materials used in the teaching-learning process will be examined, including the informal diagnosis and assessment of reading skills. The Massachusetts English Language Arts Curriculum Frameworks, as well as related documents for English language learners and guidelines for special education students will be central to developing and presenting reading strategy

lessons. Instructional accommodations for diverse learners will explore methods in sheltered English language immersion, special education, gifted and talented enrichment, and compensatory strategies for rural and urban poverty populations. Field work experiences and a diagnostic case-study assignment will integrate all course components. On-line research of the National Reading Panel Report and other professional sources will supplement course learning. Field experience is required. PREREQUISITE(S): enrollment in graduate education program, EDC521

EDC517 Theories of Learning Disabilities (3)

This course is designed to familiarize the student with the field of learning disabilities and acquaint graduate students with the various concepts of learning disability and the changing and developing perspectives during the past 20 years. Included will be a review and evaluation of the evidence for the existence of a social learning disability and nonverbal learning disabilities. The evidence for a neurological basis of learning disabilities is explored. Definitions and terms are introduced and discussed. Particular emphasis is placed on the concept that a learning disability is not a single entity that will respond to a single remedial strategy, but exists rather as a multi-dimensional phenomenon basically occurring in the context of school-related tasks. PREREQUISITE(S): enrollment in graduate education program, prior coursework in special education

EDC520 Reading and Communication in the Middle and Secondary Schools (3)

This course addresses the developmental reading and language needs of the middle and high school student in the content area classroom spanning from “learning to read” to “reading to learn.” The strategic use of multiple texts, including 21st century technology literacies, will be presented using micro-teaching lessons to demonstrate effective practice. Using technology to access national and local assessment data, students will analyze and identify areas of need within the English language arts and their intended subject area to guide instructional decision-making. Instructional accommodations for diverse learners will explore methods in sheltered English language immersion, special education, gifted and talented enrichment, and compensatory strategies for rural and urban poverty populations. Field work experiences and a diagnostic case-study assignment will integrate all course components. On-line research of the National Reading Panel Report and other professional sources will be integral to course learning. Field experience is required. PREREQUISITE(S): enrollment in graduate education program, EDC521

EDC521 Introduction to Special Education (3)

The purpose of this course is to investigate developmental factors and influences that impact child growth and learning for the special needs child. The course will provide students with the necessary knowledge and skills to identify those children who have special needs and study the ways and means that may be used to

aid these children. Students will explore current early identification strategies and techniques, as well as Response To Intervention (RTI) procedures used to facilitate struggling learners in the educational setting. State regulations (Chapt. 766) and Federal requirements (IDEA) will be covered in depth, as well as information about services provided and/or available to students by other agencies. An analysis of local/district/state data will be included. Students will acquire knowledge of how to use technology and assistive technology with special needs students and its curriculum implications. This includes Autism and Attention Deficit Disorder (w/wo hyperactivity). Course participants will gain an understanding of the educational problems which mild, moderated or severe handicaps imposes on a special needs child or youth and how this applies to the preparation and implementation of the Individual Educational Plan (IEP). PREREQUISITE(S): enrollment in graduate education program.

EDC541 Multicultural Communications for Educators (3)

An introduction to basic issues of intercultural communication, with emphasis on their applicability to educators. Topics include: Communication and Intercultural Competence, Cultural Differences in Communication, Coding Intercultural Communication and Communicating in Intercultural Relationships. Relationships with students, parents and community stakeholders, as well as implications for learning and teaching expectations as they relate to cultural background will be explored.

EDC545 Teaching Language Arts and the Writing Process (3)

This course prepares students to plan specific practical strategies for challenging and extending student writing, spelling, and grammar usage. Students will be training in utilizing data from writing assessments in order to better plan instruction for diverse learners and for promoting 21st Century critical thinking and research skills when reading and writing. Specific consideration will be paid to instructional methods that are effective for English language learners, including use of technology and Web 2.0 tools. The relationship between reading, language and writing skill development will be studied. Universal Design will be utilized when planning instruction for a case study student. Effective approaches for standards-based writing instruction will be studied. Students will be encouraged to use specific web-resources to expand their knowledge of the needs of writers from all grade level and to use technological resources to motivate student writers. PREREQUISITE(S): EDC403, EDC498 and enrollment in the graduate education program

EDC546 Education Seminar (3)

The seminar sequence is arranged across the culminating semester to integrate specific topics and competencies with the teaching experience. Various areas of study will include health, media and technology, education of diverse populations (including ELL), data collection and analysis, development and implementation of IEPs,

and legal issues. There will also be opportunities for peer mentoring. Students will generate products for inclusion in their portfolios by extending seminar concepts into classroom applications. Two research papers and a powerpoint presentation are required. PREREQUISITE(S): all prior course work in graduate education program

EDC547 Teaching Children's and Adolescent Literature (3)

This course involves a general study of the field of literature for children and adolescents in addition to promoting students' love of reading. Research theory related to engaging struggling or reluctant readers and increasing accessibility to literature for English language learners will be reviewed and applied while working on projects. Critical criteria for selection of picture books, multi-cultural literature and books from different genre will be studied. Texts will be discussed in terms of genre, literary elements, author's craft, cultural themes and integration into the curriculum. Foundation knowledge from EDC498 and EDC545 related to English language learners, struggling readers and writers, comprehension, vocabulary, and using assessment data to determine reading level will be applied when discussing all topics. Emphasis will be placed on the integration of pairing expository texts with fiction and embedding instruction in reading comprehension strategies while exploring literature. Multicultural curriculum projects will require students to use Universal Design and to synthesize knowledge gained in current and prior courses. 21st Century inquiry and technological skills will be employed while utilizing website and Web 2.0 tools to deepen K-12 students' engagement with text. PREREQUISITE(S): EDC498, EDC545 and enrollment in the graduate education program

EDC550 Seminar in Learning Disabilities (3)

A seminar course covering current trends in the research literature. Essentially, "what's happening now" in the field of learning disabilities. Presentations by students on individual topics will be covered in-depth. PREREQUISITE(S): EDC321 or EDC521

EDC551 Introduction to Learning Disabilities (3)

This course is a survey of the general field of learning disabilities. It will include current theories, definitions, and exclusions in the diagnosis and treatment of learning disabilities. In-depth studies of the various constructs proposed by leaders in the field will be pursued. PREREQUISITE(S): EDC321 or EDC521

EDC554 Classroom Assessment (3)

This course will examine the substantial variety of student-centered evaluation practices and their importance in instructional planning for diverse student populations. Beyond the consideration of various standardized measures and traditional classroom testing and grading techniques, students will study 21st century assessment practices such as performance-based assessment, formative assessment strate-

gies, open-ended questions, portfolios, and affective assessment, all of which emphasize higher-order critical thinking. The development of checklists, rubrics, and other methods of data collection will be emphasized. This technology-intensive course requires a unit plan created according to the principles of backwards design. PREREQUISITE(S): enrollment in graduate education program, prior education coursework, fluency with instructional technology, and experience in constructing Instructional Lesson Plans.

EDC560 Half Practicum (3)

A three-credit (150-hour) half-practicum for students who have completed one practicum experience in classroom teaching or in administration and are seeking a second license. The course may be taken multiple times as needed.

EDC565 Speech and Language Development (3)

Research-based language and literacy instructional approaches will be studied. Stages of first and second language development will be presented and special attention will be paid to the needs of English language learners and diverse populations in relation to each of the elements of language (phonetics, morphology, semantics, syntax, discourse and pragmatics). Language-based disabilities will be studied in terms of their impact on literacy development. Assessment approaches will be presented as they relate to diagnostic techniques and remedial instructional strategies. Program development and evaluation will be discussed in terms of language and literacy components. Issues related to the historical roots of English and dialect will be explored in terms of their potential impact on student performance. Students will utilize recommended websites while studying language development and literacy connections. Using Universal Design methods, they will apply their newly gained knowledge as they develop instructional plans for students who need reading remediation due to language difficulties that relate to literacy. PREREQUISITE(S): EDC521, enrollment in graduate education program

EDC595 Assessment and Curriculum for Early Childhood (3)

This course examines a full range of effective early childhood programs and curriculum. State curriculum documents, along with a variety of assessments, materials and teaching strategies are examined for their effectiveness in addressing the diverse cognitive, language, and developmental characteristics of young learners. Particular consideration is given to special needs of children with limited English proficiency, cognitive or language deficits, learning disabilities, economic or social disadvantage, etc. A research paper and presentation designed around one exceptionality is required. The administration and interpretation of informal and formal screening and evaluation procedures will be used to assess individual students. Assessment findings are used to plan instruction for young children with and without special

needs. PREREQUISITE(S): enrollment in graduate education program, prior education coursework in the program, a course in Developmental or Child Psychology

EDC701 Action Research in the Schools (3)

This course serves as an introduction to the process of action research, as well as to the PDARP program. Students will review the major techniques and paradigms in social science research, particularly as applied within education. Legal and ethical issues will be addressed, including those related to intellectual property and human subjects research. Examples of various types of research will be analyzed. Particular attention will be given to action research as presented and published. The application of research results and conclusions to the improvement of classroom practice will be addressed. An introduction to statistical analysis will be provided.

EDC702 Advanced Research with Technological Enhancement (3)

This course explores in more detail the research paradigms used in education research, with a focus on those most useful in action research. Students will develop hypothetical research protocols for several types of studies. They will also review the technological support for research and its dissemination, including the use of statistical software, rich media and submitting to on-line journals.

EDC703 Contemporary Issues in Education (3)

This course is focused upon the development of a research problem and the completion of a literature search. Current issues in education will provide the context for individual projects that link important questions with professional practice. The course products will be a research question and a literature review; these products will provide the foundation for the rest of the program.

EDC704 Action Research Data Collection and Analysis (3)

Students in this course work with the support of research advisors to develop a research plan for their action project, based on the products of EDC703. Students will secure the necessary permissions (including that of an IRB, if applicable), collect the data, and analyze the data according to the plan.

EDC705 Action Research Product (3)

With the ongoing support of the research advisor, students will write a formal paper, in the form of a professional journal article, describing the project and reporting the results and conclusions, along with the implications for classroom practice. They will also prepare a presentation for a Professional Development Academy, and a separate document in which they focus on the potential impact on the home/school system as the insights and information gained from the project are fed back into the system.

EDU751 Ethics in Educational Practice (3)

This course focuses on an examination of the ethical considerations of educational practice in contemporary society. PREREQUISITE(S): None

EDU752 Inclusive Leadership (3)

This course focuses on the premise that all educators, regardless of formal title, role or position, need to assume responsibility for leadership in service of improving their institution and its members. Further, all educators must be responsible for developing the leadership capacity of those in their care. The course content addresses various theories of leadership, finding one's own leadership style, and thinking about leadership in such populations as teachers, staff, and students. PREREQUISITE(S): None

EDU753 Adult Development and Transformation (3)

This course focuses on developing one's understanding of adult development throughout the life span and its implications for educational practice. Regardless of role and formal job description, all educators must interact with adults, and an appreciation for the developmental tasks of personal and career cycles is essential. Course content is designed to stimulate thinking about how to promote growth and transformation in one's own life and with others. PREREQUISITE(S): None

EDU754 Individual and Institutional Change (3)

This course focuses on examining the use of reflective practice to improve instruction and leadership techniques and to engender professional dialogue among colleagues. Facilitating one's own critical reflection, as well as encouraging that in others, is a key component of teaching, learning, and leading. The course content also explores the concept of self-renewal and resilience as indicators of health and wellness in individuals and educational institutions. PREREQUISITE(S): None

EDU755 Reflective Practice, Mentoring, and Professional (3)

Self-Renewal This course focuses on examining the use of reflective practice to improve instruction and leadership techniques and to engender professional dialogue among colleagues. Facilitating one's own critical reflection, as well as encouraging that in others, is a key component of teaching, learning, and leading. The course content also explores the concept of self-renewal and resilience as indicators of health and wellness in individuals and educational institutions. The key role that mentoring can play in initiating novice educators into the profession, supporting individual growth and sustaining the enthusiasm of veteran educators also is addressed. PREREQUISITE(S): None

EDU756 Social and Cultural Influences in Education (3)

This course examines the various ways in which social and cultural factors influence education. It will review sociological research findings on such topics as learning and social class, teacher and parental expectations, learning and gender, ethnicity, and the relation between learning and family rearing practices. In considering the cultural influences on contemporary education, students will study a variety of multicultural education models, the transmission of culture in a pluralistic society, and the role of education in the acculturation and assimilation process. PREREQUISITE(S): None

EDU800 Applied Field/Work Internship (3)

This course provides field-based experience that allows students to apply theoretical knowledge to professional and scholarly objectives, and arrange supervision, where necessary. Faculty approval is required before the internship can commence. PREREQUISITE(S): None

EDU850 Teaching in a Diverse Society (3)

This course focuses on developing one's understanding of the knowledge and skills necessary to increase effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies. It also aims to assist students in exploring the topics of race/ethnicity, religion, socioeconomic class, and language as they related to teaching to diversity. PREREQUISITE(S): None

**EDU851 Interaction of Classroom Management
and Instruction (3)**

This course focuses on theory and research about developing teacher competencies for motivating and increasing student learning through the advanced understanding of the interaction of classroom management and instructional planning. Topics include the creation of successful learning communities, approaches to discipline, and creative problem solving. PREREQUISITE(S): None

**EDU852 Educational Implication of
Learning & Developmental Theories (3)**

This course is designed to help students develop an advanced understanding of how learning and developmental theories define the teacher's role as an instructional leader, how students learn, what motivates learners, and the design and delivery of the curriculum is influenced by these factors. PREREQUISITE(S): None

EDU853 Thinking about Teaching (3)

This course allow for re-examination of one's own motivation for entering the profession, what values guide current practice, and what inspires that practice. The notion of teaching as both an "art" and a "science" will be explored, along with

research on effective teaching. The course also allows for consideration of what teaching models and philosophies are most meaningful at this point in one's career. PREREQUISITE(S): None

EDU854 Advanced Curriculum Practices and Models (3)

This course in curriculum will provide an introduction to the foundational areas that affect the design and development of curriculum. The course will include the history, social forces, philosophy, and psychology behind many of the curriculum practices and issues that exist in schools today, as well as the nature of the curriculum development process. The focus of this course will be on the process of using knowledge about curriculum and evaluation in an imaginative, creative way. Ultimately, the educator will then be able to anticipate and plan for change in an active way, rather than falling prey to every bandwagon or societal pressure that affects the school curriculum. PREREQUISITE(S): None

EDU855 Evaluating Student Performance (3)

This course will explore the complexity of evaluating student performance in a meaningful way. A variety of philosophies, templates, constructs, guidelines, artifacts, research findings and beliefs about collecting and using student performance data to improve instruction will be examined. The course also will explore how school reform efforts have influenced or been influenced by assessment practices. PREREQUISITE(S): None

EDU870 Advanced School Finance (3)

The School Finance course is essential for the school administrator. Responsible for the ethical and strategic use of resources, the administrator cannot completely delegate financial responsibility to another office. Thus this course will cover a broad range of topics designed to acquaint the students with the knowledge of: funding formulas, accounting procedures, procurement regulations, taxation principles, fiduciary oversights, audits, and general management of state and local funding formulas. Emphasis will be placed on developing skills necessary to manage the financial program of a district and, in turn, a school. PREREQUISITE(S): None

EDU871 Advanced Educational Leadership (3)

Leadership describes an individual's ability to influence. This course is a survey of selected research that addresses the development of leadership skills, the academic field of leadership studies, the roles of leadership in education, including transactional, transformational, and post-modern theory. Leadership is examined, not only from the perspective of personal development, but also in the contexts of organizational and systems theories. Moreover, since the literature relating to leadership is varied, with approaches ranging from popular, "self-help" to serious academic

scholarship, this course provides the opportunity to compare and contrast this wide range of leadership analysis. PREREQUISITE(S): None

EDU872 Advanced Instructional Supervision (3)

Methods, theories, and research applying to the supervision and evaluation of classroom instruction; includes analysis and application of research in effective teaching practices, formative and summative evaluation, staff development, data collection techniques, and alternative feedback methods. This course will focus on the role of the district administrator in the supervisory process from the legal aspects to the coaching of principals. PREREQUISITE(S): None

EDU873 School Law (3)

Administrators must know the laws that govern the operation and conduct of their organizations as they face a highly litigious society. This course will study the relevant legal principles that affect the operation, organization, and administration of schools. Students will gain knowledge about legal issues that will help them in effectively performing their professional duties within the boundaries of constitutional, statutory, and case law. PREREQUISITE(S): None

**EDU874 Human Resource Management for
Educational Leaders (3)**

This course focuses on promoting theoretical and applied understandings of school personnel management in an ever-changing professional educational environment. Emphasis will be placed on understanding effective ways of dealing with labor relations, personnel appraisal, communication, disciplinary procedures, leadership systems and designs, and compensation structuring. Focus will be on applicable laws and the roles and responsibilities of school leaders in the area of human resource management in educational settings will be examined. PREREQUISITE(S): None

EDU880 Resiliency Theory in Educational Settings (3)

This course provides advanced exploration of theory and research in human and institutional resiliency with an eye towards how such theory and research can be translated into educational practice. Factors that create risk and promote resiliency in students will be examined, as well as interventions to mitigate situations that put students at risk. PREREQUISITE(S): None

EDU881 Teacher as Leader (3)

This course includes studies in the literature and research on encouraging teacher leadership at all levels of practice: classroom, school, district, state and national initiatives. Focus will be on leadership skills and best practices that support teachers in identifying their natural leadership styles, recognizing opportunities for leadership within different forums in their professional lives, and collaborating with others to effect meaningful change. PREREQUISITE(S): None

EDU882 Collaborative Models of School-Parent Interaction (3)

The course focuses on the creation and maintenance of collaborative models of parent-school interaction that supports student achievement. Particular attention is paid to such issues as building effective partnerships with hard to reach parents, those who traditionally have been marginalized from schools, and non traditional families. It also explores issues such as parent-teacher conferences, parents as volunteers in schools, and maintaining parental involvement as students move into secondary schools. PREREQUISITE(S): None

EDU883 Brain-Based Ways of Thinking and Learning (3)

This course focuses on an analysis of how the brain integrates, stores, and communicates information. It includes a review of research on how the brain functions and the link to effective teaching practices. The application of brain research to teaching strategies, lesson plans, and problem-solving activities will be stressed. PREREQUISITE(S): None

EDU884 Positive Organizational Scholarship (3)

Positive Organizational Scholarship (POS) focuses on the organic whole of leadership practices from a perspective of positive thinking. This course will challenge students to engage in the core topics and foundational theories of POS and positive psychology, and to investigate their interface. Positive Organizational Scholarship (POS) investigates collective and emergent processes of optimal functioning, at the levels of individual in organization, groups in organizations, and organizations as a whole. POS focuses on the generative dynamics in organizing that enable individuals and collective resilience, thriving, creativity compassion, and other indicators of human function. POS is not one particular theory; it does draw from the full spectrum of organizational theories. Positive psychology is a movement that challenges the field of psychology. It does not draw from the old model of deficient, but instead encourages research on strengths, on building the best things in leadership practices, as well as repairing the worst. PREREQUISITE(S): None

EDU885 Global Education (3)

This course will encompass skill building strategies and exercises in critical thinking, listening, and identity based communication. We will explore how to negotiate, facilitate, and mediate global education. Our goal is to begin the process of understanding the theory, concepts, and skills necessary for developing the cultural mobility among participants required to successfully embrace globally diverse school populations that will yield effective value added relationships and outcomes. PREREQUISITE(S): None

EDU886 Educational Technology (3)

This course focuses on current trends and issues in the use of technology in K-12 schools. Among the topics covered are the use of technology as a tool for teaching and learning, making technologically-assisted learning meaningful, creating active learning through the use of technology, and the “digital divide” and its implications for schooling. PREREQUISITE(S): None

EDU889 Diversity in Learning (3)

This course focuses on developing one’s understanding of the knowledge and skills necessary to increase effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies. It also aims to assist students in exploring the topics of race/ethnicity, religion, socioeconomic class, and language as they related to teaching to diversity. PREREQUISITE(S): None

EDU890 Leadership and Diversity (3)

This course will examine issues related to equity, diversity, and their implications for educational settings. Personal and community biases will be scrutinized regarding: race, gender, socio-economic status, culture, sexual orientation, religion, second language learners, and persons with special needs. Through coursework, group work, and situational case studies, students will be challenged to examine their attitudes toward these critical issues and to become sensitive and proactively responsive to them. Students will learn of the leadership capacities needed to ensure access, and academic and social equity for all members of the extended school community. PREREQUISITE(S): None

EDU891 Planning and Organizational Change (3)

This course Planning and Organizational Change draws on a number of academic disciplines that provide a theoretical, as well as practical basis for understanding change at the community and school level. We will apply planning theory from traditions of sociology, political science, and psychology to real organizations in local communities, using theories of practice of community social work and action research. PREREQUISITE(S): None

EDU892 Directed Study (3)

In directed studies, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty.

EDU893 Directed Study (3)

In directed studies, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty.

EDU894 Directed Study (3)

In directed studies, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty.

EDU895 Directed Study (3)

In directed studies, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty.

**EDU898 The History of Higher Education
in the United States (3)**

This course surveys the history of higher education in the United States with a focus on mainstream collegiate institutions and current non-traditional alternatives. The course will trace the development of traditional higher education from its liberal arts origins through the growth of the major research university. Additionally, it will explore how, over two centuries, various underrepresented groups (women, minorities, etc.) have contended for places within higher education.

PREREQUISITE(S): None

EDU899 Foundation of Higher Education (3)

This course examines major events in the development of colleges and universities in the United States and the philosophical, historical, and social forces that have influenced this development. The course examines contemporary issues in higher education by exploring the intersections of historical, philosophical, and sociological forces that have shaped and continue to shape U.S. higher education, as well as the ways in which higher education has shaped society. International/comparative higher education is also introduced. PREREQUISITE(S): None

EDU900 Governance and Administration of Colleges (3)

This course examines the governance and administration of higher and postsecondary education institutions in the United States with particular emphasis on providing an understanding of theoretical and practical approaches to leading institutions. Students will read about the functioning of higher and postsecondary institutions; the administrative practices of colleges and universities; organizational and administrative theory of higher and postsecondary education; and roles of governing boards, administrators, faculty members, and students in policy making.

PREREQUISITE(S): None

EDU901 Higher Education and the Law (3)

Until recently colleges, universities, or institutions of higher learning never sought nor needed counsel on retainer. Obviously that is no longer the case. This course will discuss current legal issues and equip future higher education administrators the tools to handle them. A variety of topics will be discussed, such as the current structure of the legal court system and their recent decisions affecting higher education,

distinctions between private, public and quasi-public institutions; the granting of tenure; liability for student behavior and their well-being; limitations on the power of higher education to discipline students for behavior, academic, and professional misconduct; issues of student privacy; affirmative action and other attempts at creating diversity; sexual harassment; anti-discrimination, such as Title IX, ADA, etc; and what is the future for higher education and the law? PREREQUISITE(S): None

EDU902 Higher Education's International Role (3)

This course will help students examine how U.S. colleges and universities are responding to the challenges of the 21st Century of internationalization and globalization. The readings will provide theory and practical information about the ways colleges and universities are international, which will include discussions with leaders in the various areas of U.S. higher education internationalization.

PREREQUISITE(S): None

EDU950 Professional Portfolio (3)

This course provides a culminating experience that allows each student to reflect on his or his scholarly and professional growth over the program of study. In organizing the portfolio according to program competencies and values, the student provides evidence of his/her meeting those outcomes, as well as concentration-specific and individual goals laid out in the degree plan. PREREQUISITE(S): None

EDU980 Educational Research Methods (3)

This course focuses on an introduction to the selection and construction of a research design and choice of appropriate research methods for the educational inquiry to be undertaken. A variety of research methods will be reviewed. The design and collection of data, data analysis, and ethical issues related to research with human subjects will be explored. PREREQUISITE(S): None

EDU981 Action Research for Educators (3)

This course provides an overview of action research theory and methods and describes how action research can be used in school improvement. The steps for conceptualizing, designing, implementing, and analyzing an action research project are explicated and examples of school-based projects are provided.

PREREQUISITE(S): None

EDU982 Individualized Research Design (3)

This course focuses on developing an appropriate research design for each student's dissertation proposal. It includes articulating the research questions, choosing the design and being able to articulate its appropriateness to the inquiry at hand, discussing the assets and limitations of the design, human subjects and other ethical concerns, and proposed methods of data collection and analysis.

PREREQUISITE(S): None

EDU983 Dissertation Research (3)

Dissertation research I is the first of a two-block experience involving original doctoral research. In this course, the student will gather data to be reported in chapter four of the dissertation, using the research design developed in individualized research design. PREREQUISITE(S): None

EDU984 Dissertation Research 2 (3)

Dissertation research II is the second of a two-block experience involving original doctoral research. In this course, the student will analyze his/her collected data, including re-engaging with the seminal scholarly literature presented in chapter 2. Data analysis will conform to the methods described in individual Research Design. In addition to analysis, the student will be able to discuss the scholarly and practitioner implications of his/her findings, as well as directions for future research. PREREQUISITE(S): None

EDU990 Dissertation I: Introduction and Literature Review (3)

Dissertation I is the first in a three-course block of final required dissertation writing. It yields the first two chapters of the dissertation: Introduction and literature Review. Credit is awarded when the students submits the fully edited and approved version of these two chapters to his/her Dissertation Committee. PREREQUISITE(S): None

EDU991 Dissertation II (3)

Dissertation II is the second of a three-course block of final required dissertation writing. Dissertation Research consists of conducting the approved research developed in Individualized Research Design and yields the Research Methodology chapter of the dissertation (chapter three). Credit is awarded when the student submits the fully edited and approved version of this chapter to his/her Dissertation Committee and receives their approval for the completed data gathering. PREREQUISITE(S): Approval of advisor

EDU992 Dissertation III (3)

Dissertation III is the final block of required dissertation writing. It yields the last two chapters of the dissertation (chapters four and five) and completes the document. Credit is awarded when the student successfully presents his/her research findings and recommendations and submits the fully edited and approved dissertation to his/her Dissertation Committee. PREREQUISITE(S): Approval of advisor

ENGLISH

ENG100 Foundations of Writing (3)

English 100 is a course that helps students develop fluency and confidence in their writing in preparation for the demands of ENG101. The course focuses on improving writing through application and practice with an emphasis on grammar, punctuation, mechanics, and other fundamentals. Students examine writing as a process and engage in activities such as brainstorming, drafting, revising proofreading. Enrollment in ENG100 is determined by performance on a placement test. PREREQUISITE(S): None

ENG101 English Composition (3)

English Composition 101 is a writing-intensive course that prepares students for all levels of academic discourse. Emphasis is placed on the art of persuasion, on the development of students' critical thinking skills, and on key rhetorical concepts such as audience, purpose, and voice. Students learn the various steps to the writing process, from brainstorming to final revision, and learn the importance of writing coherent, unified, and organized essays that are fundamentally and mechanically sound. Though primarily a writing course, English Composition 101 also helps students see the connection between reading and writing. In addition, students learn the art of academic research and documentation. PREREQUISITE(S): None

ENG102 English Composition and Literature (3)

English Composition 102 is an advanced writing course and a continuation of ENG101 that introduces students to the primary genres of literature: fiction, drama, and poetry. Emphasis is placed on critical and analytical writing and the analysis and interpretation of texts. Students are exposed to a variety of authors and a diversity of voices, and write essays in response to literature by formulating and defending a thesis and by keying in on such literary terms as point of view, theme, and symbolism. In addition, students demonstrate an ability to research and learn to document in the three major academic styles: MLA, Chicago, and APA. PREREQUISITE(S): ENG101

ENG103 Advanced First-Year Composition (3)

This course is an accelerated version of ENG101. Enrollment in ENG103 is determined by high performance on a placement examination or invitation into the AIC Honors Program. PREREQUISITE(S): Approval of the English department as based on the results of the writing placement examination or on a student's status in the Honors Program, or permission of the instructor. Note: No student who has received credit for ENG101 may receive credit for ENG103

ENG104 Advanced First-Year Composition and Literature (3)

This course is an accelerated version of ENG102. PREREQUISITE(S): Enrollment in ENG104 is open only to those students who either have earned an A in ENG101 or have earned at least a B in ENG103. Note: No student who has received credit for ENG102 may receive credit for ENG104

ENG201 The French Perspective (3)

Through the study of a variety of works translated into English, the student will have the opportunity to examine human behavior, motivation, and reasoning from the perspective of French writers. Selected works of Moliere, Voltaire, Flaubert, Zola, Camus, and Sartre will be the focus of discussion and written reflection. Please note that this course is conducted in English and will count toward the General Education literature requirement. PREREQUISITE(S): ENG102 or ENG104

ENG205 Western World Literature I (3)

This is a survey of outstanding literature of the Western World from Homer to the Renaissance. There will be selections from, as well as complete works of, such authors as Homer, the Greek dramatists, Virgil, and Dante. PREREQUISITE(S): ENG102 or ENG104

ENG206 Western World Literature II (3)

This course surveys literature extending from Neo-Classical to modern literature. Selections include Racine, Moliere, Swift, Flaubert, Tolstoy, and Dostoyevski. PREREQUISITE(S): ENG102 or ENG104

ENG207 Business Communications (3)

The first six weeks of this course concentrate on different forms of business writing: letters, memos, and reports. The second half of the course concentrates on job-hunting strategies: self-assessment, resumes, company, and career path research, where/how to look for openings, and interviewing skills. PREREQUISITE(S): Junior or senior standing or permission of the instructor

ENG210 Survey of American Literature (3)

This course provides a one-semester overview of American literature from the colonial period to the present. Authors studied may include Poe, Emerson, Thoreau, Hawthorne, Douglass, Melville, Whitman, Dickinson, Twain, Frost, Hemingway, Faulkner, O'Neil, and Williams. PREREQUISITE(S): ENG102 or ENG104. Note: This course may not be counted toward the requirements for an English major

ENG213 Public Speaking (3)

This course provides practice in the construction of speeches, analysis of appeals to various audiences, and development of the speaking voice. It is a practical course

offered to fit the needs of students in all fields. In cases of over-enrollment, seniors will be given preference. PREREQUISITE(S): ENG102 or ENG104 or permission of the instructor

ENG214 Literatures of the Non-Western World (3)

This course includes selections of poetry, fiction, drama, and memoir - works from established and esteemed writers from around the globe: Eastern Asia, South East Asia, the Middle East, Africa, Latin America, and the Caribbean. Each piece and its author are placed within the context of his/her culture. PREREQUISITE(S): ENG102 or ENG104

ENG226 African American Literature (3)

This course surveys highlights of African American literature. Writers include Douglass, Washington, DuBois, Hurston, Toomer, Bontemps, Hughes, Walker, Wilson, and Morrison. PREREQUISITE(S): ENG102 or ENG104

ENG227 Latin-American Literature in Translation (3)

This course provides an overview of contemporary Spanish American writers who depict the character, philosophy, social problems, attitudes towards human dignity, and the respect for human rights in Spanish-speaking countries. Such widely known and respected writers as Jorge Luis Borges, Julio Cortazer, Juan Rulfo, Luisa Valenzuela, Rosario Ferre, Gabriel Garcia Marquez, and others are studied. PREREQUISITE(S): ENG102 or ENG104

ENG300 Topics in Literature (3)

A series of courses that concentrate on a single significant topic in literature. Representative topics include: In Search of the American Dream, Nobel Prize Winners in Literature, and the City in Literature. PREREQUISITE(S): ENG102 or ENG104

ENG303 Major Authors in American Literature, 1492-1865 (3)

This course is a historical survey of American literature and its relation to American culture from its beginnings in 1492 through the Civil War. Authors studied may include Bradford, Bradstreet, Edwards, Franklin, Jefferson, Poe, Emerson, Thoreau, Hawthorne, Douglass, Melville, Whitman, and Dickinson. PREREQUISITE(S): ENG102 or ENG104

**ENG304 Major Authors in American Literature,
1865-Present (3)**

This course is a historical survey of American literature and its relation to American culture from the Civil War through the present. Authors studied may include Twain, Chopin, Frost, Hemingway, Faulkner, O'Neil, Williams, Updike, and Walker. PREREQUISITE(S): ENG102 or ENG104

ENG310 The Drama in English (3)

This survey examines the genre of drama in Western culture beginning with ancient Greece, followed by a study of Roman drama. The focus then moves to the morality and mystery plays of the Middle Ages. Representative plays from the Renaissance, the Neoclassical period, and the modern era including the Theater of the Absurd will complete the course, which will explore how drama shapes and is shaped by culture and how individual dramaturgy distinguishes one playwright from another. PREREQUISITE(S): ENG102 or ENG104

ENG311 History of the English Language (3)

English 311 is a study of the major trends in the development of English as it has grown from a dialect of West German to a major world language. Organized chronologically, the course will give some attention to ways in which modern linguistics has enhanced our understanding of language history. PREREQUISITE(S): ENG102 or ENG104

ENG324 Language in Time, Space and the Mind (3)

This course is a study of language history, language families, and language as a product of the human mind. PREREQUISITE(S): ENG102 or permission of the instructor

ENG326 Shakespeare (3)

A study of selected plays is arranged chronologically. Representative plays from Shakespeare's comedies, tragedies, histories, and romances are studied. PREREQUISITE(S): ENG102 or ENG104

ENG330 Women Writers (3)

This course surveys British and American women writers from the 19th and 20th centuries. Authors will include: Jane Austen, Emily Dickinson, Willa Cather, Virginia Woolf, Toni Morrison, and Maxine Hong Kingston. PREREQUISITE(S): ENG102 or ENG104

ENG338 Scientific Research Writing (3)

For health sciences majors only, this is an advanced writing course that focuses on scientific research, writing and documentation. Students learn to gather and document research and write American Psychological Association (APA) style scientific research papers. The course will also focus on the fundamentals of English and the manner in which students communicate. Students will be exposed to different types of research materials through the use of library and electronic sources. PREREQUISITE(S): ENG101 or ENG103, ENG102 or ENG104

ENG348 Writing Seminar (3)

This is an advanced, writing-intensive course. Students will progress in a workshop setting through a series of assignments culminating in an individually chosen project. Each student will compile a portfolio of his or her writing. Students will be asked to evaluate their own work and to comment upon that of their classmates. In addition, some attention will be given to rhetorical theory. PREREQUISITE(S): ENG101 or ENG103, ENG102 or ENG104

ENG363 American Poetry (3)

This course surveys American poetry from Poe to the late 20th century, including the works of Poe, Dickinson, Whitman, Frost, Stevens, Williams, Cummings, Lowell, Hughes, Plath, Sexton, and representative recent and contemporary poets. PREREQUISITE(S): ENG102 or ENG104

ENG375 Approaches to Literary Study (3)

This course will acquaint students with a wide range of critical approaches to literature in order for them to become better critical readers themselves. Texts will range from such classical critics as Aristotle, Johnson, and Poe to such recent theorists as Miller, Fish, and Derrida. PREREQUISITE(S): ENG102 or ENG104

ENG377 Modern Poetry (3)

This course is a study of representative poems by major British and American poets since 1860. Poets may include Dickinson, Whitman, Browning, Hardy, Yeats, Frost, Williams, Stevens, and Lowell, as well as other major figures. Some attention will be given to important critical concepts about poetry. PREREQUISITE(S): ENG102 or ENG104

ENG380 The Bible as Literature (3)

This course is a study of some of the literary qualities of the Old and New Testaments, with added attention given to the historical development of the English Bible. PREREQUISITE(S): ENG102 or ENG104

ENG382 Verbal and Visual Languages (3)

This course explores the ways words and images function as symbol systems. The class will look at the illuminated poetry of William Blake as one site where words and images work both together and against one another. The class will also look at words and images in comic books, on film, and on the web. In addition to several written projects, each student will design and present either a PowerPoint slide show or a web site. PREREQUISITE(S): ENG102 or ENG104

ENG384 Business and Technical Writing (3)

A comprehensive treatment of the theory and practice of business communication and the development of skills in presenting technical information, with emphasis on the effectiveness of expression through written correspondence, reports, technical manuals, and job resumes. Writing as a rewriting process will be stressed. Students will investigate the development of business and technical literature from idea to draft, to final product. PREREQUISITE(S): ENG101 or ENG103, ENG102 or ENG104

ENG385 The Novel in English (3)

This course is a study of representative novels by major British and American novelists since 1800. Novelists may include Austen, the Bröntes, Eliot, Dickens, Melville, Twain, Lawrence, Woolf, Joyce, Hemingway, and Faulkner, as well as other major figures. PREREQUISITE(S): ENG102 or ENG104

ENG387 The Short Narrative (3)

This course explores the short story genre through reading a wide variety of short fiction, beginning with innovators such as Edgar Allan Poe and continuing through the twentieth and twenty-first centuries with writers such as D.H. Lawrence, Joyce Carol Oates, James Baldwin, Alice Walker, and Nadine Gordimer. Short fiction from various cultures, both eastern and western, will be read. The elements, unique to the short story and the challenge the genre itself presents by virtue of its brevity will be the focus. The role of the short story within the context of the societies that produce it will be discussed. PREREQUISITE(S): ENG102 or ENG104

**ENG388 Major British Authors from
Beowulf Poet to Samuel Johnson (3)**

This course studies the founders of the British Literary Tradition. Authors include Chaucer, Spenser, Jonson, Donne, Milton, Pope, Swift, and Johnson. PREREQUISITE(S): ENG102 or ENG104

**ENG389 Major British Authors from William Blake
to Harold Pinter (3)**

This course surveys representative authors of the Romantic, Victorian, and Early Modern Period, including authors Blake, Wordsworth, Byron, Austen, Dickens, Eliot, Browning, Conrad, Lawrence, Woolf, and Joyce. PREREQUISITE(S): ENG102 or ENG104

ENG399 Directed Study (1-6)

Directed study involves readings and papers. A student may take a maximum of six hours of credit in English 399 during any single term and twelve hours altogether. The course is ordinarily limited to English majors who have senior status, fifteen

hours of English courses beyond ENG101 and ENG102, and a B average in English. In exceptional cases, a student who is not an English major may be allowed to take directed study. PREREQUISITE(S): Permission of faculty advisor, course instructor and department chair

FINANCE

FIN200 Budgeting for Human Services (3)

This course introduces students to concepts used in planning, control, and decision making in business and non-business organizations. Emphasis will be on developing, analyzing, and evaluating budget reports with a special focus on cost volume profit relationships, cost behavior, and human behavior aspects. PREREQUISITE(S): None

FIN203 Managerial Finance (3)

This course introduces the student to financial management, with emphasis on the identification and solution of the financial problems facing business enterprises. Basic financial analysis is examined in concert with management of working capital, management of long-term assets, cost of capital, and long-term financing. Basic modern quantitative analytic techniques are used to introduce students to improved forecasting and planning methods. PREREQUISITE(S): ECO201 or ECO202, and ACC102

FIN303 Money and Banking (3)

The course presents the essentials of money and banking, with special reference to developments of recent years. Balanced emphasis upon both theoretical and practical aspects of the subject is the basis for interpretation of problems such as inflation, recession, the interest rate structure, and national debt. PREREQUISITE(S): 12 hours of economics, and/or finance

FIN304 Advanced Managerial Finance (3)

The course is designed to help students master the theory and applications of financial management. Emphasis is on the analytical aspects of financial problem solving using theory and concepts applied to a business setting through the use of case examinations. The importance of advanced quantitative techniques and the useful application of capital budgeting techniques are stressed. The material covered and the cases and problems examined offer an opportunity to assess and understand daily decisions on risk and return facing the practicing manager. PREREQUISITE(S): FIN203

FIN306 Investments (3)

The course presents the organization and functions of the securities markets, types of investments, investment theories relating to risk and return on invest-

ments, and an appraisal of modern techniques in bond and stock valuation.
PREREQUISITE(S): FIN203

FIN309 Principles of Insurance (3)

This course is designed to provide a broad understanding of general theory and practice, with emphasis upon those principles common to all special fields: property, life, disability, liability, workers' compensation, fidelity, and automobile insurance. Accounting majors may take this course for economics credit.
PREREQUISITE(S): FIN203

FIN310 Commercial Banking (3)

The student will study of the structure, operations, and role of commercial banks. Attention will be given to sources and uses of funds, liquidity, earnings, capital structure, and regulation. PREREQUISITE(S): FIN303, or concurrent enrollment in FIN303

FIN311 Fundamental Elements of Real Estate (3)

The course examines the principles and practices of land economics, forms of ownership with consideration of related areas of law, finance, insurance, taxation, investment, appraisal, and brokerage. PREREQUISITE(S): FIN203, open to juniors and seniors with permission of instructor

FIN313 Budgeting & Financial Planning (3)

This course covers the techniques of designing a budget and incorporating the information required to make budgets an effective tool of financial control. It also deals with spreadsheet techniques and focuses on the importance of integrating budgeting with overall financial and strategic plans. Special topics include activity based costing, zero based budgeting, variance analysis, and the integration of budgets with financial and sales forecasts.

FIN326 Business Cycles (3)

This course covers a study of the forces causing fluctuations in business activity. Possible devices to stabilize the economy will be explored. Also, the course will explore ways used by economists to attempt to predict the level of economic activity.
PREREQUISITE(S): ECO201, ECO202, ECO303

FIN328 Spreadsheet Applications and Financial Modeling (3)

This course trains students in the preparation and presentation spreadsheets and financial models using MS Excel software. Topics covered include: financial functions (NPV, IRR, annuities, FV), capital budgeting, optimization of objective functions under constraints, the capital assets pricing model, forecasting, time series and regression analysis, inventory and working capital management, ratio analysis. The

focus is on developing skills that are directly applicable in the current workplace environment. PREREQUISITE(S): FIN203, ACC101, ACC102, and knowledge of MS Excel

FIN329 Public Finance (3)

This course studies theories and techniques used at all levels of government management of an economy. Expenditure, receipt, budget, and debt policies will be emphasized. PREREQUISITE(S): FIN303

FIN335 Practicum in Finance (3-6)

A supervised work experience for major in finance. Students will have the opportunity to observe professionals in action and to take part in office activities, thereby utilizing and improving skills learned through that observation along with those from classroom study. PREREQUISITE(S): Permission of the instructor

FIN351 Seminar in Finance (3)

Realistic and actual situation problems of interest to the student will be discussed on an advanced basis. Independent research on current problems and situations concerned with the various facets of finance will be directed. PREREQUISITE(S): For senior finance majors or with the permission of the instructor

**FIN354 Entrepreneurship and Small
Business Management (3)**

An overview of the entrepreneurship process starting with the individual, the creativity process, the entrepreneurial idea/concept, and feasibility analysis, and concluding with the business plan. Field trip(s) and guest speakers (e.g., alumni and faculty) appropriate to venture startup and infancy are incorporated. Topics include forms of business organization, patent/copyright laws, management, finance, store layout, employee theft, and franchising. PREREQUISITE(S): Junior or senior status or permission of the instructor

FIN398 Directed Study (1-3)

Selected readings are chosen in accordance with the student's interests and background. PREREQUISITE(S): Senior status, written application setting forth objectives and reasons for the student's desire for a readings course, permission of the instructor, and approval of the dean of the School of Business Administration

FRENCH

FRE101 Elementary French Language and Culture (3)

This is a basic course designed for students who have had little or no experience with the French language. The course includes drill in pronunciation, elementary

conversation, grammar, and writing, and the use of a cultural approach text. This is a comprehensive language course: teaching the four skills of reading, writing, speaking, and listening. PREREQUISITE(S): None

FRE102 Elementary French Language and Culture II (3)

A continuation of FRE101. PREREQUISITE(S): FRE101 or permission of the instructor

GEOGRAPHY

GEO104 World Economic Geography (3)

The course provides a systematic framework for understanding the contemporary world that we now live in. It is a world of interconnecting countries possessing special combinations of natural, cultural, social, political, and economic environments. The course will help the student to develop an appreciation of these countries and their individual impact on the rest of the world. This will lead to a better understanding of not only the old world order but, more importantly, the new world now evolving. The course breaks the world down into 12 geographical realms, each of which will be reviewed in detail. PREREQUISITE(S): None

GEO105 Diverse Cultures of the World (3)

The course provides the student with an understanding of the many cultures that make up the world we now live in. Today's world is a global world made up of people with diverse cultural backgrounds. It is important to recognize cultural sensitivities that exist in every society. Cross-cultural awareness and understanding are critical to meaningful relationships and for success in every walk of life. The course will look at culture, verbal and non-verbal communications, religion, and roles of women, and will include a survey of geographical regions such as North America, Latin America, Asia, Europe, Middle East, and Africa. Emphasis will be placed on the contemporary issues found in today's international environment. PREREQUISITE(S): None

GEO110 World Economic Geography (3)

The course provides a systematic framework for understanding the contemporary world that we now live in. It is a world of interconnecting countries possessing special combinations of natural, cultural, social, political, and economic environments. The course will help the student to develop an appreciation of these countries and their individual impact on the rest of the world. This will lead to a better understanding of not only the old world order but, more importantly, the new world now evolving. The course breaks the world down into 12 geographical realms, each of which will be reviewed in detail. PREREQUISITE(S): None

GEO120 Diverse Cultures of the World (3)

The course provides the student with an understanding of the many cultures that make up the world we now live in. Today's world is a global world made up of people with diverse cultural backgrounds. It is important to recognize cultural sensitivities that exist in every society. Cross-cultural awareness and understanding are critical to meaningful relationships and for success in every walk of life. The course will look at culture, verbal and non-verbal communications, religion, and roles of women, and will include a survey of geographical regions such as North America, Latin America, Asia, Europe, Middle East, and Africa. Emphasis will be placed on the contemporary issues found in today's international environment.

PREREQUISITE(S): None

GERMAN

GER101 Elementary German Language and Culture I (3)

This is a basic course designed for students who have had little or no experience with the German language. The course includes drill in pronunciation, elementary conversation, grammar and writing, and the use of a cultural approach text. This is a comprehensive language course: teaching the four skills of reading, writing, speaking, and listening. PREREQUISITE(S): None

GER102 Elementary German Language and Culture II (3)

A continuation of GER101. PREREQUISITE(S): GER101

GERONTOLOGY

GSC101 Introduction to Gerontology (3)

An introduction to the study of the aging processes and individuals as they grow from middle age through later life. The course includes: the examination of physical, mental, and social changes in people as they age; the investigation of the changes in society resulting from an aging population; and the application of gerontological knowledge to policies and programs. PREREQUISITE(S): None

GSC204 Exploring the Continuum of Care for Elders (1)

The purpose of this course is to review the continuum of care of elders. Included will be a review of the health care plans, discharge plans, and case management needs of the elderly. PREREQUISITE(S): None

GSC205 Caregiving for an Aging Population (1)

As our population ages, the issue of caregiving becomes increasingly important. This mini-course examines three types of caregiving: in the home, in an institution, and by developing supportive networks. Special consideration of how to help

or counsel those facing the nursing home decision, including what to look for in a nursing home placement. PREREQUISITE(S): None

GSC206 Crisis Intervention: An Interdisciplinary Approach (1)

An examination of the kinds of crises experienced by older adults, suicidality in the older population, and interventions for the helping professional.

PREREQUISITE(S): None

GSC207 HIV/AIDS and Older Adults (1)

The unique issues and needs of older adults living with HIV/AIDS and other older persons who are directly affected by the HIV/AIDS epidemic, including cultural factors, health/medical complications, risk factors, education, and service provision. PREREQUISITE(S): None

GSC220 The Politics of Aging (1)

This class addresses how public policies and laws are made, the role of influential groups and how money given to candidates influences policies affecting senior citizens, and the growing antagonism between older and younger age groups.

PREREQUISITE(S): None

GSC340 The Aging Experience (3)

An overview course that provides an introduction to the field of adult development in the later years. Topics include the psychology of aging, images of aging in literature and the media, ethnicity and aging, relationships with family and friends, the workplace and community, and the self, throughout the maturation process. Guest speakers, multimedia materials, and simulation activities are used to discuss the issues and opportunities facing individuals as our population ages.

PREREQUISITE(S): None

GSC345 Contributors to Healthy Aging (3)

The theoretical perspectives inherent in wellness models of aging will be examined. These perspectives include: theories of aging, models of intentional change, theories of adult learning, and theories of motivation and adaptation. In addition, students will explore several biomedical and psychosocial contributors to healthy aging. PREREQUISITE(S): GSC340, GSC352

GSC346 Psychology of Aging (3)

Life cycle studies have recently focused on the middle and older years of the life span. These studies have revealed that the declines in aging aren't as universal, precipitous, nor inevitable as previously thought; indeed, each decade in middle years has its theme and task. It has also been found that many of the changes we associate with old age actually begin during earlier periods of life. The focus in

this course is on the origin and nature of these individual changes and phases.
PREREQUISITE(S): PSY101

GSC350 Psychology of Death and Dying (3)

This course will focus on the many different aspects of death and dying. Some of the topics include: grief and bereavement, the hospice philosophy, children and death and dying, and AIDS. This course is appropriate for psychology and sociology majors, nurses and nursing students, gerontology students, and anyone interested in exploring this most fascinating subject. PREREQUISITE(S): PSY101

GSC352 Health Aspects of Aging (3)

The process of aging will be studied from a physical point of view. Healthy vs. unhealthy lifestyles will be presented including issues in nutrition, substance use and abuse, sexuality, safety, stress, and mental health. Specific disabilities connected with the aging process will be covered. PREREQUISITE(S): None

GSC360 Systems and Networks (3)

This course provides students with a background in models and theories of human service development. The inter-relationship support for older people and their surrounding communities (local, state, and federal) are examined, with a special focus on specific systems and networks supporting the human development field in Massachusetts and Connecticut. PREREQUISITE(S): None

GSC365 Legal Issues and Public Policy (3)

This course covers legal and policy issues in areas that affect the elderly, particularly in the areas of housing, health care, taxes, and social security. PREREQUISITE(S): None

GSC370 Current Issues in Gerontology (3)

This course will explore several major, current issues in gerontology. Students will examine various research methodologies in human development, learn how to conduct a formal literature search using the major sources for gerontology research papers, and be able to demonstrate the ability to research a current topic in gerontology. PREREQUISITE(S): GSC340, GSC352

GSC390 Field Work in Human Services (3)

This course provides the student with an opportunity to integrate the theory and practice of their human service field and gain first-hand experience in a human service setting. Students propose a project prior to the beginning of the class and discuss it at the first class. They will then meet every other week with the field-work instructor to discuss their experience and issues related to their project. PREREQUISITE(S): 12 credits in the major

GRADUATE ACCOUNTING AND TAXATION

GAT601 Accounting (3)

Topics include the basic structure and the fundamental concepts and principles of accounting, the nature and classification of accounts, establishment of the accounting cycle, the preparation of financial statements, coverage of merchandising accounts, current assets and liabilities, plant units, investments, long-term debt, and stockholders equity. Emphasis is on the corporate form of business organization.

PREREQUISITE(S): None

GAT602 Intermediate Accounting I (3)

This course includes a more comprehensive study of the principles and practices of accounting, a review of the accounting process, and a study of the design and content of financial statements. Detailed coverage is given to the areas of cash, receivables, and inventories. PREREQUISITE(S): GAT601

GAT603 Intermediate Accounting II (3)

This course covers detailed accounting principles and practices in the areas of investments in stocks and bonds, plant assets, intangible assets, current and long-term liabilities, and stockholders equity. Other areas covered in detail include financial statement analysis and the statement of cash flows. PREREQUISITE(S): GAT601, GAT602

GAT610 Economics (3)

Topics include essentials of microeconomics and macroeconomics as an explanation of how contemporary free enterprise systems function. Students will also learn about the development of an understanding of major concepts, and their analysis and relevance to the real world of economic activity. PREREQUISITE(S): None

GAT613 Auditing (3)

This course examines the fundamental theory, primary objectives, and working procedures of auditing. This course is designed to familiarize the student with the ethics and duties of the independent certified public accountant. The major course focus centers around the examination of financial statements, their supporting accounts and financial records, and the rendering of the audit report.

PREREQUISITE(S): GAT601

GAT614 Cost Accounting (3)

This course covers the study of accounting as it serves the needs of management, principally in planning, controlling, decision making, and determining product cost for pricing, inventory valuation and income determination. Course emphasis is on the use of this information by those seeking careers in management accounting.

Topics covered include cost terms, concepts and classifications; job-order costing; process costing; cost behavior analysis and use; cost-volume-profit relationships; profit planning with the master budget; standard costs; flexible budgets and overhead analysis; measuring managerial performance; pricing and services; and relevant costs for decision making. PREREQUISITE(S): GAT601

GAT615 Finance (3)

This course is a survey of financial decision making within a business enterprise. Topics include examination of decision making on investments in fixed and current assets, and raising funds from suppliers of short and long-term funds. Students will examine quantitative and qualitative methods of planning and controlling investments in cash, marketable securities, receivables and inventories; bank relations and lending policies; sources of cash requirements; time-adjusted techniques of evaluating capital expenditure, cost of capital, leverage, and capital structure decision making. PREREQUISITE(S): None

GAT620 Management (3)

This course offers study and practice in the principles, skills, and tools of management, including planning, organizing, directing, coordinating, and controlling activities of the administrative unit. The human and technical sides of work are fitted together in developing an understanding of the managers job of selecting, training, leading, motivating, evaluating, delegating, and introducing change. PREREQUISITE(S): None

GAT625 Marketing (3)

This course is an analytical approach to the study of marketing, focusing on the total environment in which marketing decisions are made. Emphasis is on the managerial approach to product, price, promotion, and distribution decisions and the planning, research, and organizational aspects of marketing decision making. Buyer behavior is studied and considerable emphasis is placed upon demand analysis as a tool for marketing decisions. Examination of consumer and industrial products and services, profit, nonprofit, public, and private organizations and the social and legal implications of marketing policies are also investigated. PREREQUISITE(S): None

GAT630 Statistics (3)

Topics include: descriptive statistics theory and application of univariate frequency distributions; measures of central tendency, dispersion, skewness and kurtosis; probability theory and theoretical probability; density functions; sampling theory; sampling distributions; confidence interval estimates; tests of statistical significance and hypothesis testing, as related to statistical estimation and decision making; decision rules and their power curves; acceptance sampling; and quality control. PREREQUISITE(S): None

GAT707 Advanced Accounting I - Consol., Inter. and Partn. (3)

This course is a study of advanced accounting principles and practices. Topics include mergers and acquisitions, partnerships, international accounting and foreign currency transactions, and other topics of an advanced nature.

PREREQUISITE(S): GAT601, GAT602 and GAT603

**GAT708 Advanced Accounting II-Governmental
and Not-for-Profit (3)**

This course further studies advanced accounting principles and practices as they relate to nonprofit entities, including municipal governments, hospitals, universities, and voluntary health and welfare organizations. Current topics in accounting are also discussed. PREREQUISITE(S): GAT601, GAT602, GAT603 and GAT707

GAT710 Managerial Accounting (3)

This course studies accounting as it pertains to the needs of management; principally planning, controlling and decision making. Topics covered include: financial statement analysis; funds flow; cost terms, concepts, classifications, and behavior patterns; cost-volume-profit relationships; job order, process and standard costing; flexible budgets, profit planning, non-routine decision-making; pricing; and capital budgeting. PREREQUISITE(S): GAT601

GAT720 Tax I (3)

This course examines the Federal Income Tax Law and Regulations as they relate to individuals. Topics covered include calculation of gross income, business and personal deductions, tax computations and tax credits. Practical problems and preparation of returns are also discussed. PREREQUISITE(S): GAT601

GAT721 Tax II (3)

This course continues the study of the Federal Income Tax Law and Regulations. Topics covered include basis and determination of gain or loss, capital gains and losses, regular and S corporations, partnerships and research methods in taxation. PREREQUISITE(S): GAT720

GAT725 Contemporary Issues in Business Law (3)

Topics covered in this course include development and function of common law; policy considerations; judicial procedure; survey of criminal law, torts, and contracts; Uniform Commercial Code as it relates to sales, commercial paper, and secured transactions; survey of agency; the formation, management, and financing of partnerships, corporations, and other business entities. PREREQUISITE(S): None

**GAT810 Advanced Issues in Partnership
 and Corporate Taxation (3)**

This course examines the various forms of business entity and the tax implications of each. Covered forms of business include C Corporations, S Corporations, Partnerships and Limited Liability Companies. The course also covers the formation, operation and liquidation of each, with particular emphasis on comparing and contrasting the strengths and weaknesses of each. PREREQUISITE(S): GAT601, GAT720 and GAT721

GAT815 Business Valuation (3)

This course is designed to give the student a comprehensive understanding of business valuation processes through top to bottom analysis of firm characteristics using various valuation techniques. These include the income, asset, and market approach. The course will also cover capital budgeting techniques as they apply to the valuation process. These include weighted average cost of capital, the capital asset pricing model, and the build up method. The course will use case studies and current examples of valuations to illustrate current trends in this field. PREREQUISITE(S): None

GAT820 Managerial Tax Planning (3)

This course brings out the interrelationships between business operations and tax liability. Emphasis will be placed on an understanding and appreciation of tax factors in everyday decision making, tax planning, and possibilities of legitimate tax avoidance. Topics also include: definition of a corporation for tax purposes; tax problems incident to the formation of a corporation; survey of tax problems; and planning in the areas of nonliquidating distributions, redemptions, liquidations, accumulated earnings, compensation and fringe benefits, and gratuitous transfers of property. PREREQUISITE(S): GAT601, GAT614 or GAT710

GAT830 Employee Benefits and Retirement (3)

This course is an introduction to the tax treatment of deferred compensation arrangements covering the formation and operating requirements of pension, profit sharing and stock option plans. Qualified plans, including Defined Benefit and Defined Contribution, are covered, as well as 401(K), SIMPLE, and Simplified Employee Plans, as are non-qualified deferred compensation arrangements. Individual Retirement Accounts, both Roth and regular, are also discussed. PREREQUISITE(S): GAT601, GAT720 and GAT721

GAT850 Computer Security and Audit (3)

Types of controls are identified and their effectiveness is evaluated. Emphasis is on the prevention and detection of both intentional and unintentional com-

puter abuse. Existing and proposed legislation in this area will be discussed.
PREREQUISITE(S): GAT613

GAT860 Estate and Gift Taxation (3)

This course is a study of the federal system of estate and gift taxation. Topics include calculation of the gross estate, utilization of the unified credit, wealth transfer planning, income taxation of estates and trusts, and the responsibilities of executors, administrators, and trustees. PREREQUISITE(S): GAT601, GAT720 and GAT721

GAT870 Accounting for Non-Profit Organizations (3)

Not-for-profit activities are a significant portion of the economy of the United States. This course discusses the accounting of the activities for federal, state and local government units, as well as colleges and universities, hospitals, and voluntary health and welfare organizations. The list of nonprofit organizations also includes social clubs, philanthropic foundations, civil and religious groups, and professional organizations. PREREQUISITE(S): GAT601

GAT875 Controllership (3)

This course is a study of the function and approach to the problems of collecting, analyzing and presenting information to be used by corporate executives in making decisions governing company plans and policies. It shows how the controller can supply a reliable fact basis for the planning, direction, coordination, and control of the company organizations. PREREQUISITE(S): GAT601, GAT614 or GAT710

GAT878 International Taxation and Accounting (3)

This course enables the student to understand current accounting and reporting systems of various countries. The international dimensions of accounting for multinational organizations and attempts to harmonize diverse accounting and reporting systems will be discussed. PREREQUISITE(S): GAT601, GAT720 and GAT721

GAT890 Seminar in Contemporary Accounting Issues (3)

This course familiarizes the student with the resources available to the professional in the areas of financial reporting and taxation. The hierarchy of the sources of generally accepted accounting principles is discussed in the financial reporting area, while the Internal Revenue Code, regulations, rulings, and court cases are covered in the taxation area. The primary focus of the course is the completion of a major research project to serve as a capstone to the students study in the Master of Science in Accounting and Taxation program. PREREQUISITE(S): GAT708, GAT720 and GAT721

HEALTHCARE MANAGEMENT

HCM300 American Healthcare System (3)

This course provides an overview of the American healthcare system. Beginning with a historical look at healthcare in the United States, students will examine the important demographic, social, and economic issues that challenge the current healthcare delivery system, and will gain an understanding of the difficulty in meeting the needs of both providers and consumers in this nation's quest for equal access to quality care. PREREQUISITE(S): None

HCM310 Healthcare Management (3)

This course studies the management of healthcare organizations including hospitals, ambulatory and long-term care facilities. It focuses on their organizational structures and functions as it addresses key issues pertaining to the delivery of care, services offered and their value to the community they serve.

HCM320 Healthcare Marketing (3)

This course provides insight into the rapidly growing area of healthcare marketing. Building on a basic foundation of marketing principles, it focuses its attention on marketing for healthcare providers, organizations, health-related products and medical devices.

HCM330 Healthcare Ethics (3)

Ethical dilemmas are common in the day-to-day operation of healthcare organizations and facilities. Beginning with a discussion of the major approaches to ethical decision-making: teleological, deontological and aretaic, this course addresses the competing values and moral conflicts facing the healthcare manager, addressing a variety of issues including medical errors, whistle blowing, sexual harassment, gender discrimination, patient safety and workforce reduction.

HCM340 Healthcare Management Technologies (3)

This course provides an overview of the primary technological tools that support healthcare administration, patient care and reduce medical errors. Students will explore the organizational, safety, and cost-benefit issues related to various healthcare technologies, including the electronic medical record and telemedicine.

HCM390 Healthcare Internship (3)

The purpose of the internship is to provide students with a real-world, management-related experience in the healthcare sector. Students participate in projects that have implications for organizational efficiency, cost-effective delivery of health services or improved healthcare system performance.

HIGH PERFORMANCE MBA PROGRAM

HPMBA500 Management Principles and Processes (3)

This course studies management as an organized body of knowledge, focusing on the role of leadership and teamwork in building organizational effectiveness. Concepts include: the nature and purpose of organizations; strategic planning; humanistic, ethical and behaviorist challenges facing modern institutions in a rapidly changing global environment; the development of leadership and teamwork skills; management dynamics of national and international companies; and the importance of CSR. The course also addresses the application of total quality methods and control systems to assure effective implementation of business plans.

HPMBA502 Strategic Marketing (3)

This course provides an understanding of today's competitive markets and the ability to create marketing strategies critical to the success of an organization. It will provide an overview of the relationship that exists between the environment and the marketing process. Students will learn how to develop a situation analysis, utilize marketing research, perform a SWOT analysis, and develop strategic marketing programs.

HPMBA503 Theories of Fraud and Financial Crimes (3)

The purpose of this course is to provide an examination of and develop an understanding of the theories of fraud and financial crimes. Course topics will include theories, assumptions and definitions, particularly as they apply to occupational and corporate crimes; prevention, punishment and the criminal justice system.

HPMBA504 Introduction to Human Resource Development (3)

Students will gain a perspective on the evolution of HRD as a field of practice that supports the achievement of organizational goals by providing management with the core human processing skills that are the basis of increases in human performance and productivity. Students will examine the core philosophical/theoretical issues in Human Resource Development and acquire the basic human processing skills of attending, responding and personalizing that support performance development.

HPMBA505 Managerial Economics (3)

This course reviews major topics in microeconomics in combination with recent mathematical developments examined as aids to the decision maker in the solution of problems faced by both public and private enterprise. It introduces to the student to an analysis of demand, supply cost, prices and market structure from the point of view of the firm and the industry operating in a mixed enterprise system. The principles of intelligent economic planning involving the determination of the most economical combination of productive inputs and outputs are examined in detail.

HPMBA508 The Law Related to Fraud (3)

This course will provide an overview of the US legal system and examine the federal law related to fraud. Specific topics may include prosecutions, individual rights during investigations, rules of evidence, testifying as an expert witness, and other topics related to fraud and the law.

HPMBA509 Healthcare Policy, Economics and Ethics (3)

This course provides an overview of US healthcare policies and their economic impact on our ability to equitably provide adequate patient care. The question is addressed: How do we put a realistic price on the cost of healthcare and how should costs be controlled. The difficult ethical considerations facing our hospitals and health insurers will be closely examined and debated.

HPMBA510 Managerial Accounting (3)

This course studies accounting as it pertains to the needs of management, principally planning, controlling and decision making. Topics covered include financial statement analysis; funds flow; cost terms concepts, classifications and behavior patterns; cost-volume-profit relationships; job order, process, and standard costing; flexible budgets, profit planning, non-routine decision making, pricing, and capital budgeting.

HPMBA512 Managing Integrated Marketing Communication (3)

This course provides students an opportunity to study and develop integrated marketing communication strategies. Students will learn to analyze opportunities for targeting customers, the essentials of advertising, public relations, direct marketing, sales and new media to plan integrated marketing communications programs. Students will also develop marketing strategies utilizing multimedia campaigns.

HPMBA513 Investigation/Interviews and Interrogations (3)

This course will introduce the student to basic criminal investigation theories and techniques. The development of contemporary criminal investigation and criminalistics will be examined as well as crime-specific investigative technology. The Reid Technique of interview and interrogation shall be emphasized.

HPMBA514 Performance Improvements (3)

The dimensions of human performance, along with methods of modeling and analyzing performance are explored. Students are introduced to systematic models and skills that comprise the design and implementation of training interventions intended to develop human capital. This includes the skills of curriculum development, assessment, training design and training delivery.

HPMBA515 Marketing Management (2)

This course investigates the process that organizations use to identify the needs of their customers and to create the products and services that meet these needs

within the resource constraints and strategic objectives of the organization. The course examines market research, target market selection, market segmentation, position, and branding. It covers all the elements of the marketing mix, showing how they are being transformed by the Internet and the global economy.

HPMBA519 Management of Healthcare Operations (3)

Healthcare operations are complex, requiring balance between the needs of the staff, administration, patients and the community. Capacity planning, expansion, mergers, physician recruitment/retention and scheduling will be examined, focusing on the importance of leadership, goal setting and decision-making in effective operations.

HPMBA520 Managerial Finance (3)

This course analyzes the internal financial problems of a business enterprise. Topics include capital budgeting; evaluation of capital projects using discounted cash flow (internal rate of return and present value) and non-time-adjusted methods under conditions of certainty and uncertainty; capital structure theory and management; determining the cost of capital; the effect of leverage and dividend policy on cost of capital and firm policy; working capital management; liquidity structure of assets and liabilities; management of cash, marketable securities, receivables and inventories; financing, investment banking and the issue of long-term debt, preferred stock, common stock, convertible securities, and warrants; short and intermediate debt and lease financing, and short and long-term financial forecasting.

HPMBA521 Business and the Environment (3)

This course provides an overview of the implications of environmentalism for business activities, both in terms of opportunities (new markets) and challenges (regulatory-driven operational changes). This is the core course for the concentration. Topics will include the physical, legal, and police aspects of natural resource use and environmental quality issues, the regulatory process and its interaction with business, and organizational design issues associated with managing for sustainability.

HPMBA522 Managing the Brand (3)

This course provides an analytical approach to the study of Brand management. Emphasis is placed on a managerial approach to all aspects of the brand. Students will identify strategies and tactics in Brand Management, developing brand concepts, equity and positioning strategies, and create brand design, packaging, naming and 4P's strategies focusing on global marketing.

HPMBA524 Leadership & New Capital Development (3)

Operational models for defining the relationships between human capital and other organizational sources of capital advantage are introduced. Students will

be asked to think analytically about the effectiveness of the interactions between: (a) the components and functions of individual productivity systems and (b) the components and functions of organizational productivity systems. The role of, and development of, leadership within this context will be considered.

HPMBA525 MBA International Comparative Study (3)

The MBA class travels to another continent to examine first-hand the business systems, issues and challenges facing both small and large corporations. Students have the opportunity to tour a range of facilities and meet face-to-face with business leaders over the course of this intensive study. All participants select one of the firms visited and develop a comparative study between that firm and a U.S. firm with similar interests, placing primary focus on the issues and challenges facing the international firm visited.

**HPMBA528 Prevention and Detection of
Fraudulent Financial Reporting (3)**

This course will examine the various types of fraud that involve accounting information, financial fraud related to major business processes, as well as the common techniques used to assess the risk of financial statement fraud. Specific topics may include off balance sheet financing, fraudulent sales, asset valuations, conditional sales, understatement of liabilities, income-smoothing and expense capitalization.

HPMBA529 Healthcare Informatics (3)

Managing information within a healthcare setting requires the ability to embrace change while balancing institutional and patient needs with fiscal reality. This course will cover the latest trends/technologies in healthcare - comparing them from the perspective of quality improvement versus cost effectiveness. Students will explore model hospital systems from both the United States and Asia.

**HPMBA531 Marketing and Entrepreneurship
in a Green Economy (3)**

The focus of this course is on how to find and exploit opportunities created by consumer and regulatory demands for environmentally products and services. Topics will include market assessment, green design, life cycle analysis, and innovative marketing strategies associated with these products.

HPMBA532 Marketing in Today's Global Economy (3)

This course is an analytical approach to the study of marketing in today's global economy. Emphasis is placed on a managerial approach to managing the marketing mix. Students will learn to evaluate research in buyer behavior, marketing trends and changes in technology. They will develop strategies that utilize product positioning techniques and acquire marketing communication skills for global markets.

HPMBA533 Fraud and Financial Crimes Capstone (3)

This course is designed to provide the student with an opportunity to apply the wide array of knowledge gained through his/her academic program to various real world situations. The students' knowledge application will be assessed through the analysis of business case problems.

HPMBA534 Productive Initiative in Human Resource Development (3)

Students will learn to apply systems thinking to the analysis of individual and organizational performance. They will acquire the basic principles that guide the identification and use of exemplars to enhance performance improvement efforts with the organizational context, along with the skills of program development and implementation.

HPMBA535 International Business (3)

This course is an introduction to the international business environment and how it affects multinational corporations. Topics include investigation of marketing techniques and programs as developed and implemented on an international scale; evaluation of international marketing strategies, special goals, and decision-making processes that are part of marketing internationally; examination of policies and strategies of international finance, analyzing those problems confronting multinationals; balance of payments, foreign exchange market and risk, cash flow operations, and evaluation of international economic problems and policies.

HPMBA538 Fraud Examination (3)

This course will develop an understanding of the elements of fraud and financial crimes, including fraud prevention, detection and investigation. It will examine consumer fraud and fraud against organizations.

HPMBA539 Healthcare Marketing (3)

This course addresses the challenges of marketing both healthcare products and facilities. Beginning with an overview of the marketing function within various health-related organizations, students will gain an understanding of current marketing challenges within the healthcare industry. This course examines market research, target market selection, market segmentation, position, and branding as applied to hospitals, clinics, and medical manufacturers/suppliers.

HPMBA540 Quantitative Analysis for Decision Making (3)

This course covers the elements of statistics and management science. It deals with the principle methods that business researchers use to analyze and understand data-central tendency, variation, probability, hypothesis testing and forecasting. It also deals with management science models and techniques for optimization, network

design for project management, queuing, managing risk and uncertainty. The emphasis is on providing students with the practical skills and techniques that can be applied to improve the effectiveness of managerial decision-making.

HPMBA541 Case Studies in Environmental Business (3)

This final course in the sequence takes a case study approach to understanding the strategic, financial and functional challenges faced by firms operating in this rapidly changing environment. Cases will cover a range of management issues including evaluating the costs and benefits of pollution prevention and waste management practices in an industrial setting, sustainable raw materials sourcing, marketing opportunities and pitfalls, and life cycle analysis.

HPMBA542 Marketing and Technology (3)

In today's global economy, understanding complex marketing trends and developing strategies are essential to the success of the organization. This course will provide insight into the changing new media and the importance of how to target customers with innovative strategies. Students will learn to develop marketing strategies using the following new technologies: social media, search engine marketing, web video, and email and online marketing.

HPMBA544 Performance Improvement and Organizational Learning (3)

Within the context of systems thinking, students will be introduced to the process of and methods used in the design and implementation of a needs assessment. They will explore the potential performance improvement interventions other than training, including organizational/team learning strategies. PREREQUISITE(S): HPMBA504, HPMBA514, and HPMBA524.

HPMBA545 The MBA Capstone (3)

This course examines the process of entrepreneurship from the conception of a new idea through the steps of research and market testing to the crafting of a complete business plan. It focuses on the many ways that entrepreneurs create value and the central role of new venture creation in a free market economy. For those students who prefer to relate the course to their current workplace, students have the option of preparing an in-depth study of a proposed solution to an existing problem. As the capstone course for the MBA, students to apply their knowledge of each business area to putting together and presenting, in the most persuasive but honest manner, an integrated plan.

HPMBA549 Healthcare Program Evaluations (3)

Ongoing program evaluation is a critical component of a well-run healthcare organization. This course will examine the various methods of evaluating internal

departments, as well as clinical, community and outreach programs - addressing the areas of quality, cost effectiveness, and positive public relations for the community.

HPMBA552 The Marketing Professional: Capstone (3)

The certificate program in marketing will provide you with a set of skills and a credential to assist you in becoming a successful marketer. You will learn from experienced marketing professionals the key elements in running today's successful marketing organizations. Emphasis is placed on marketing planning, project management and developing the brand. Each student is required to develop a capstone marketing project.

HPMBA554 Human Capital Development Seminar & Project (3)

Students will explore the economic, social and ethical implications of operational models that define interdependent relationships between the components, functions and processes of productive organizations. They will systematically apply major HRD models and principles to a human productivity issue in the student's work setting, or within an individualized internship setting.

HPMBA559 Leading Innovation within the Healthcare Setting (3)

As healthcare evolves, the delivery systems for healthcare will also change. This course discusses the challenges of leading innovation within the healthcare setting. It will focus on the drivers behind innovation, the challenge of bringing transformational change to a healthcare organization, and how healthcare leaders can effectively manage change.

HPMBA700 Operations Management (3)

This course shall enable the students to learn and understand the importance of Operations Management for both Service and Production processes. It shall be the objective of the student to learn how and when to apply the principles learned to solving business problems, how to compile data that yields information for decision-making, and to appreciate the scorecard of Key Performance Indicators (KPIs) for the business to build sustainable competitive advantages. Emphasis is placed on the current trends in operations - especially Quality, Technology, and Inventory Management.

HPMBA701 Process Improvement with Six Sigma (3)

This course teaches the tools necessary to apply the Define-Measure-Analyze-Improve-Control (DMAIC) Lean Six Sigma methods to practical problems. In addition to the outline below, a successful project must be completed showing the application of the techniques and principles of the Lean DMAIC philosophy. After taking the course the student should be able to apply Lean Six Sigma to their work environment and apply the DMAIC methodology to problem solving.

HPMBA702 Supply Chain Management (3)

Students are introduced to the fundamentals of Supply Chain Management and the challenges associated with the integration of contributors to the supply chain so that products can be distributed to customers in the right quantity at the right time. As a result of this course, students will be able to compute optimal variables and performance measures needed for effective supply chain management. The course covers both traditional and the creation of virtual chains.

HPMBA801 Cultural Environment of International Business (3)

This course explores the emerging role of the multinational manager, cultural impact of international management, organizational responsibilities, and cultural differences. Students should develop an understanding of the reasons for cultural barriers among countries.

HPMBA802 U.S. Foreign Policy (3)

This course concentrates on the current U.S. foreign policy in the world and its influence on U.S. business. This includes positioning of the world powers. It also focuses on what can or cannot be done to influence foreign policy effects of business.

HPMBA818 International Marketing (3)

This course concentrates on gathering and applying market research data for key geographic regions. Resolution of actual marketing problems with emphasis on the cultural aspects of select international markets will be stressed.

HPMBA826 International Human Resource Management (3)

The globalization of business is having a significant impact on human resource management. Decisions have to be made on how to staff international operations; where and how to recruit and select employees; how to train employees for international assignments and evaluate their performance; what compensation to provide them; how to handle international labor relations; and what human resource management practices to follow. This course will look at the contemporary issues facing the international human resource manager today and in the foreseeable future.

HPMBA827 Big Emerging Markets (3)

This course will focus on the big emerging markets of the Americas, Euro-Asia, Asia, and Africa. It will concentrate on the social, cultural, political, legal, and economic environments that influence international business operations in these markets. Each student will be required to do a detailed country assessment of a country of the student's choice in any one of the four emerging markets discussed in class. Course work includes Asia-Pacific case studies for both class presentation and analysis.

HPMBA828 International Capstone - Business Simulation (3)

The course objective is to develop a system-level model of a U.S. company entering the international marketplace with the goal of becoming a multi-national enterprise (MNE). The company will identify a region of the world and a specific country within that region to begin its initial market entry. The U.S. company can go through the various stages of market entry beginning with exporting and going up to foreign production. Collaborative arrangements like joint ventures, licensing, and contracting manufacturing can be utilized in the simulation. The simulation will be interactive with controlled scenarios to create a real world international business environment.

HISTORY

HST101 Western Civilization I (to 1500) (3)

An introductory survey of the historical evolution of Western civilization from its ancient origins to AD 1500. This course introduces students to methods of and issues in historical investigation. Its comprehensive approach includes the study of social and economic elements, religion, philosophy, literature, art, politics, and institutional developments. PREREQUISITE(S): None

HST102 Western Civilization II (since 1500) (3)

An introductory survey of the historical evolution of Western civilization from AD 1500 to the present. This course introduces students to methods of and issues in historical investigation. Its comprehensive approach includes the study of social and economic elements, religion, philosophy, literature, art, politics, and institutional developments. PREREQUISITE(S): None

HST107 World History 1 (to 1500) (3)

This course will provide a survey of World History from the origins of humanity to the Fifteenth Century, just before the European “voyages of discovery” that brought the Americas and Pacific into contact with the rest of the world. It will focus on the development of major civilizations around the globe with a special interest in the political, economic, cultural and other ties between these civilizations. PREREQUISITE(S): None

HST109 World History II (since 1400) (3)

This course will provide a survey of World History from the Fifteenth Century to the present. It will focus on the global contacts and connections created since Columbus’s voyage in 1492, as well as on important political, economic, social and cultural trends that have contributed to the creation of the modern world. PREREQUISITE(S): None

HST110 World Economic Geography (3)

The course provides a systematic framework for understanding the contemporary world that we now live in. It is a world of interconnecting countries possessing special combinations of natural, cultural, social, political and economic environments. The course will help the student to develop an appreciation of these countries and their individual impact on the rest of the world. This will lead to a better understanding of not only the old world order but, more importantly, the new world now evolving. The course breaks the world down into 12 geographical realms, each of which will be reviewed in detail. PREREQUISITE(S): None

HST120 Diverse Cultures of the World (3)

The course provides the student with an understanding of the many cultures that make up the world we now live in. Today's world is a global world made up of people with diverse cultural backgrounds. It is important to recognize cultural sensitivities that exist in every society. Cross-cultural awareness and understanding are critical to meaningful relationships and for success in every walk of life. The course will look at culture, verbal and non-verbal communications, religion, and roles of women, and will include a survey of geographical regions such as North America, Latin America, Asia, Europe, Middle East, and Africa. Emphasis will be placed on the contemporary issues found in today's international environment. PREREQUISITE(S): None

HST200 World History (3)

A one-semester, sophomore-level survey of world history, comprehensive in both chronology and geography. Principal concepts in geography, political science, economics, and the history of science will be featured. Designed specifically for Massachusetts state teacher certification needs, this course will emphasize Western civilization, including United States history and Massachusetts state history. PREREQUISITE(S): None

HST201 U.S. History to 1877 (3)

A survey of the evolution of the United States from its colonial origins to the end of Reconstruction, this course explores the significant social, economic, intellectual, and political developments, including state history of Massachusetts. PREREQUISITE(S): None

HST202 U.S. History since 1877 (3)

A survey of the evolution of the United States from the late 19th century to the early 21st, this course explores the significant social, economic, intellectual, and political developments during "the American Age" of global history, including state history of Massachusetts. PREREQUISITE(S): None

HST211 European Integration (3)

This course will explore the topic of European integration from a variety of perspectives, including those of history, political science and sociology. The first half of the course will concentrate on the pre-history and history of the European communities leading to the creation of the European Union in November 1993. Then, it will look at the European Union's institutions and how they function, the relationship between the member states and the EU, and special issues that face the EU today. PREREQUISITE(S): None

HST231 Introduction to Historical Research and Writing (3)

This seminar will introduce students to the basic issues and methods involved in the academic discipline of history. It will require them to write a paper based on independent research on a topic related to the theme chosen by the instructor for the seminar. PREREQUISITE(S): At least one 100- or 200-level history survey course plus sophomore standing or higher. Students must earn a grade of C- or better for this course to count towards their history major or minor degree requirements. Permission of instructor required if not a history major or minor.

HST232 The Holocaust (3)

An analysis of the Holocaust, including examination of its causes and the conduct of it. Emphasis will be on the political, social, and moral issues involved in war and on the impact of the Holocaust on today's Jewish experience worldwide. PREREQUISITE(S): None

HST246 Civilization of the Ancient Mediterranean (3)

A survey of major themes in the cultural history of the Ancient Mediterranean world, beginning with the near east and continuing through Greek and Roman civilization. These cultures were remarkable for the scope of their intellectual achievements, ambition and power. As a result, the study of classical civilization is the traditional basis of a liberal education, providing a vital understanding of the moral and intellectual roots of current ideas on morality, politics, language and literature. This course explores the history of the Mediterranean world from the time of Homer to the fall of the Roman Empire. Topics include: Greek and Roman mythology, the philosophy of Plato and Aristotle, Greek and Roman theater, Latin classics (Seneca, Cato, Caesar, Tacitus, Livy) and major styles of art and architecture. PREREQUISITE(S): None

HST300 Special Topics (3)

An offering of topics that vary. Examples of past or anticipated future subjects include: Classical Mythology; Augustine to Chaucer; Medieval Literary Culture; Three Crowns: Dante, Boccaccio, and Petrarch; Women in Medieval and Renaissance Italy; The Scientific Revolution; The History of Italy. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST301 Knights, Popes, and Ladies: The Middle Ages (3)

A study of medieval Europe. This course will focus on the institutional, intellectual, and cultural aspects of the period, especially as they became the foundation for the Western heritage of today's world. Covering from late antiquity to the Italian Renaissance, the topics will include social and economic study, as well. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST303 The Italian Renaissance (3)

A study of the cultural movement known as the Renaissance. Focus is on the Italian version of this movement; specific features to be examined include humanism, "new" scholarship, literature, and art. Though medieval in its origins, the Italian Renaissance marks the beginning of modernity; emphasis will be on its heritage today. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST307 Modern Germany (3)

This course will focus on German history from the late nineteenth century to the present. Topics covered include the creation of a German nation state in the form of the Second Empire in 1870-71; politics and society in imperial Germany; the origins of the first world war and the collapse of the empire in 1918; Germany's first experiment with democracy between 1918 and 1933; the rise of national socialism with its devastating consequences; the era of two German states after 1945, one on each side of the Cold War; and the unexpected peaceful reunification of 1989-90. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST308 The Cold War (3)

This course will examine the international history of the Cold War. Special emphasis will be placed not only on the rivalry between the United States and the Soviet Union, but also on how the entire world between 1945 and 1991 was influenced by the competition between the different ideologies and socio-economic systems that those countries represented. It also will suggest how the Cold War has continued to influence our present era. PREREQUISITE(S): Any 100- or 200-level history course or POL209 or permission of instructor.

HST311 History of Warfare (3)

A general survey of the practices and purposes of war through the ages. Special attention will be given to theories of aggression and to reasons for war. Tactics, strategy, and major battles of great military commanders will be covered. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST313 The American Radical Tradition (3)

This course will examine the nature and significance of the American radical tradition from the American Revolution to the present-day. Among the radical philosophies and movements to be covered will be the socialism and communism; civil rights; Black power; feminism; the New Left; environmentalism; the gay and lesbian movement; and the global justice movement. Examination of the American radical tradition suggests that radicalism has been a persistent and significant feature of American history. PREREQUISITE(S): Any 100 or 200 level History course or POL105 or permission of the instructor.

**HST321 Preserving Our Stories:
Method & Practice of Oral History (3)**

This course will introduce students to the theory, methodology and practice of oral history research. As the primary requirement for the course students will record an interview with a family or community member using a standard oral history questionnaire and then transcribe and analyze their interview. With the permission of the interviewee the recording and transcribed interview will be donated to an oral history archive to be housed in the college library. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor

HST323 African-American History Since 1619 (3)

Topics to be examined will include slavery and racism, abolitionist and antislavery movements, Civil War and Reconstruction, Jim Crow, the Great Migration, the Depression and New Deal, World War Two and Cold War, Civil Rights and Black Power, and the impact of de-industrialization, unemployment and incarceration. Emphasis will be placed on the experience of African-Americans and their contributions to the development of a democratic society. Course readings will consist of relevant primary sources and recent secondary scholarship. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor

HST325 Twentieth Century America Since 1945 (3)

Topics to be examined will include the origins of the Cold War, the post-World War Two economic boom, the liberal and radical movements of the Sixties, the Conservative revival of the Seventies and Eighties, the end of the Cold War, and the impact of globalization and terrorism. Emphasis will be placed on the experience of ordinary men and women and their contributions to the development of a democratic society. Course readings will consist of relevant primary sources and recent secondary scholarship. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor

HST327 Twentieth Century America 1900-1945 (3)

Topics to be examined will include Progressivism, World War One, the Twenties, the Crash and Great Depression, New Deal and World War Two. Emphasis will be placed on the experience of ordinary men and women and their contributions to the development of a democratic society. Course readings will consist of relevant primary sources and recent secondary scholarship. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor

HST349 The Supreme Court in American History (3)

A study of the historical role of the U.S. Supreme Court and its impact on American society, including an examination of issues of political theory and major court cases. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST351 Twentieth-Century United States (3)

An examination of the evolution of the United States from the late 19th century through the early 21st, this course explores significant social, economic, intellectual, and political developments during “the American Century” of global history. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST366 History of Political Thought I (3)

This course surveys the ideas of leading political thinkers from ancient times to the Renaissance. Figures such as Plato, Aristotle, St. Augustine, St. Thomas, Ibn Khaldun, and Machiavelli will be discussed. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST367 History of Political Thought II (3)

This course surveys the ideas of leading political thinkers from early modernity through to the present day. Figures such as Bodin, Hobbes, Locke, Montesquieu, Rousseau, Burke, Hegel, Marx, and Mill will be discussed. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST368 Modern European Political Thought (3)

This course surveys the principal currents of 19th and 20th century political thought in Europe. Included are Spencer, Green, Lenin, Trotsky, Mosca, Pareto, Sorel, and others. This course is not open to freshmen. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST369 American Political Thought (3)

This course is a study of the evolution of American political thought from 1776 to the present day, with special reference to the liberal tradition. Among the figures

surveyed are Hamilton, Madison, Calhoun, Sumner, Dewey, Santayana, Skinner, Marcuse, and others. This course is not open to freshmen. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST389 Twentieth-Century World (3)

Designed as a reading seminar, participants will read some material in common at the beginning of the semester in order to provide a basic body of knowledge. The emphasis of the course will be independent readings on chosen topics within twentieth-century world history, to be reported on in open discussion with other participants throughout the semester. This course is repeatable for credit with an appropriate change of individual topics. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST390 Twentieth-Century Global History (3)

A systematic examination of world history from the international rivalries leading to World War I through the early twenty-first century. Emphasis will be on the political, economic, and cultural evolution of global society and the forces that unify, as well as fragment that society. PREREQUISITE(S): Any 100- or 200-level history course or permission of the instructor.

HST392 War, Diplomacy and Society, 1815-1945 (3)

This course will investigate the relations between the great powers from the nineteenth century through the end of the second world war. Special attention will be devoted to the two world wars and their origins. The course will also explore the relationship between diplomacy, socio-economic developments, and military strategy. PREREQUISITE(S): Any 100- or 200-level history course or POL209 or permission of instructor.

HST395 Internship (3)

This course allows history majors to enhance their knowledge of historical research or of public history by designing their own internship at a local museum, archive, or similar institution. They will be required to work a regular number of hours (usually ten) each week during the semester. Besides fulfilling the expectations of their on-site supervisors, they must also write regular reports for their faculty supervisor. This course is offered every semester. It also may be taken over the summer if the internship opportunity is located outside of the greater Springfield area. In this case, it is expected that the participant will work a full-time schedule covering at least several weeks for their sponsoring institution. Students may take it only once for academic credit. PREREQUISITE(S): Majors or minors only, junior or senior standing. Internship must be arranged at least one semester in advance with the sponsoring institution and approved by the history department chair.

HST398 Independent Study (1-3)

Students may pursue supervised reading and/or research in topics they find especially interesting, for one, two, or three credit hours. Advance arrangement and permission of the department chair required. PREREQUISITE(S): Junior or senior status and permission of the instructor

HST399 Senior Project (3)

This course is the capstone experience for all history majors. They will select a topic in conjunction with the instructor and write a substantial paper on it based on independent research. It is offered every semester and may be taken either in the fall or spring of the senior year. PREREQUISITE(S): Majors only. Senior standing or permission of instructor.

HONORS PROGRAM**HON101 First Semester Honors Seminar (1)**

This course introduces participants to college life, to American International College, and to the Honors Program. Issues covered include the purpose of higher education, planning a course of study, the culture and history of AIC, how to make the most of one's time at college, as well as special topics at the instructor's discretion. PREREQUISITE(S): Participation in the Honors Program

HON201 Honors Seminar in the Field of Cultural Awareness (3)

This seminar explores a special topic in the humanities and liberal arts. Subjects will vary each semester. PREREQUISITE(S): Participation in the Honors Program or invitation from the instructor.

HON202 Honors Seminar in the Field of Social Awareness (3)

This seminar explores a special topic in the social sciences. Subjects will vary each semester. PREREQUISITE(S): Participation in the Honors Program or invitation from the instructor.

HON301 Honors Thesis Preparation (1)

Under supervision of a faculty advisor, students will devise a plan for an honors thesis and do exploratory research and reading for this purpose. The faculty advisor will specify the requirements for successfully completing the course, which may include producing a prospectus or outline for the thesis and an annotated bibliography of relevant scholarly works on the topic. Students will then write the actual thesis in HON399, which is normally taken the following semester. PREREQUISITE(S): Participation in the Honors Program or invitation from the instructor

HON399 Honors Thesis (3)

The thesis represents the capstone for the Honors Program and will require each student to work in close conjunction with a faculty advisor to produce an independent work of scholarship in their discipline. Standards will vary from major to major, but students are expected to produce a substantial piece of written work or its equivalent. PREREQUISITE(S): HON301

HOSPITALITY, HOTEL AND SERVICE MANAGEMENT

HSM200 Hospitality and Service Management (3)

This course provides an overview of the dynamic world of the hospitality industry. It explores management principles used to operate hotels, restaurants, travel and tourism businesses, and governmental tourism organizations. Students will be exposed to a variety of learning experiences that will expand their knowledge of opportunities in this dynamic industry. PREREQUISITE(S): MGT105

HSM300 Hospitality Management Marketing (3)

This course examines the process of purchasing a hospitality product, and how consumers respond to that purchase. The concepts covered in this course are applicable to all aspects of hospitality and recreation management. Marketing strategies and the marketing mix are studied from the unique perspective of service quality in this industry.

HSM301 Managerial Accounting and Finance for Hospitality Industries (3)

This course covers the use of accounting data for decision making in the hospitality industries, including ratio analysis, costing, profit analysis, and seasonal forecasting. It also applies the principles and concepts of financial management to these industries. There is an emphasis on the use of computers as a tool in analyzing financial decisions and measuring performance. PREREQUISITE(S): None

HSM302 Human Resource Management in Hotels, Restaurants & Travel (3)

This course applies the principles of human resource management to food service, hotels, and the travel industry. Functions covered include leadership, motivation, job design, recruitment, compensation, performance management, health and safety, and labor relations (union and non-union). PREREQUISITE(S): None

HSM391 Introduction to Wines (3)

STUDENTS MUST BE 21 YEARS OF AGE OR OLDER. Students will be introduced to the major wine producing regions of the world and what consumers need to know to fully enjoy and appreciate wines.

HSM395 Management Practicum with Hospitality Industry (3)
Internship in hospitality industry. PREREQUISITE(S): None

HUMAN CORE COURSES

HCC751 Advanced Human Growth and Development (3)
This course focuses on current theories of human development across the lifespan. Consideration of the influence of genetic and environmental factors will be included, as well as an advanced overview of the physical, cognitive, behavioral, and emotional elements of development. The change process and strategies for facilitating appropriate development will be addressed.

HCC752 Advanced Social and Cultural Foundations (3)
This course focuses on personal and professional awareness and sensitivity to issues of diversity and the impact of culture. Advanced studies will include models of cultural competency in all arenas of diversity, including race, ethnicity, gender, class, ability and more. The course will cover knowledge of pertinent concepts and issues, and acquisition of skills applicable to multicultural situations. The course is also designed to look at issues of oppression in our society and the impact of that oppression.

HCC753 Promoting Personal and Institutional Resiliency (3)
This course focuses on identifying factors that promote individual and institutional resiliency, especially in times of transition and change. Major theories and research on resiliency at both levels will be covered. Students will have the opportunity to build personal theories of best practice about how to build and nurture resiliency in themselves, their co-workers, and those they supervise.

HCC754 Collaboration, Collegueship and Reflective Practice (3)
This course focuses on critical elements of sustaining individual and institutional health and wellness, as well as promoting optimal performance among individuals. Students will examine literature on the importance of building and maintaining collegial relationships, participating in reflective practice in action, and developing workplace activities that promote learning, sharing, and collaborating among individuals.

HCC850 Research and Program Evaluation (3)
This course includes advanced studies of a range of research methods and program evaluation. Topics include: basic descriptive and inferential statistical analyses, needs assessment, ethical and legal considerations in research and evaluation, research design and implementation, and the purpose, fundamentals and process of program evaluation. Both qualitative and quantitative methods are considered.

HCC980 Survey of Research Methods in the Social Domain (3)

This course focuses on an introduction to the selection and construction of a research design and choice of appropriate research methods for the student's inquiry to be undertaken. A variety of research methods will be reviewed. The design and collection of data, data analysis, and ethical issues related to research with human subjects will be explored.

HCC982 Individualized Research Design (3)

This course focuses on developing an appropriate research design for each student's dissertation proposal. It includes articulating the research questions, choosing the design and being able to articulate its appropriateness to the inquiry at hand, discussing the assets and limitations of the design, human subjects and other ethical concerns, and proposed methods of data collection and analysis.

**HUMAN RESOURCE DEVELOPMENT/
HUMAN SERVICES**

HRD200 Introduction to Human Relations (3)

This course introduces students to a conceptual model and the skill techniques that characterize an effective interpersonal interaction. The course provides students with an understanding of the dimensions of individual and interpersonal functioning that contribute to constructive relationships at home, school, and work within the community. It involves brief supervised practice sessions of the research-tested interpersonal skills related to these dimensions. Students will be provided with assistance in understanding the application of the skills to the fulfillment of professional responsibilities in corrections, counseling, nursing, business, and management. PREREQUISITE(S): None

HRD201 Human Relations and Human Effectiveness (3)

Advanced training in the basic interpersonal skills learned in HRD200. Special emphasis will be given to the skills of problem definition, goal definition, decision making, program development, and program implementation, and application of these skills to personal, organizational, and community development. Recommended for any student who is interested in a human contact career. PREREQUISITE(S): HRD200

HRD310 Career Development as Life Management (3)

The student experiences training in practical career development skills of expanding career options, gathering career information, values development, decision making, and planning for career achievement. This course studies the major theories of career development and examines current issues in the field of education and man-

agement. Recommended for students interested in personal career development, counseling, guidance, and personnel management. PREREQUISITE(S): None

HRD370 Major Sources of Human Productivity (3)

The seminar will survey the skills, models, and systems needed to maximize individual and organizational development. Discussions and presentations will include an introduction to productivity intervention designs and training as a major ingredient for managing human resources. Focus will be on functionally relating policy, management, supervision, and delivery to information resource development. Students will design a productivity system in their specialty area. Open to all juniors and seniors. PREREQUISITE(S): None

INDIVIDUAL AND INSTITUTIONAL DEVELOPMENT

IID751 Adult Learning, Motivation, and Transformation (3)

This course focuses on developing understanding of adult learning and the implications for professional practice. Regardless of role and formal job description, all institutional leaders must interact with adults, and an understanding of the developmental tasks of personal and career cycles is essential. Knowing how to motivate individuals, support them through times of change, and encourage risks that lead to positive transformation will be studied. Course content is designed to stimulate thinking about how to promote growth and transformation in one's own life and with others.

IID752 Organizational Theory and Development (3)

This course focuses on developing an understanding of the effects of organizational and managerial practices on individual self-fulfillment and systems effectiveness. Foundational theories of organizational development will be covered, as will theories of organizational change. Students will be introduced to action-research methods in organizational development.

IID754 Individuals and Groups in Organizations (3)

This course focuses on micro-level topics related to individual and interpersonal processes within an organization, including how individual behaviors, cognitions and perceptions are affected by organizational context, structure, culture, and values. Study of the critical skills needed by managers to support their ability to lead and work effectively in teams, as well as to know when teams are not the best way to reach organizational goals, is included. In spite of ongoing reliance on teams, many organizations do not create conditions to develop and support high performing teams. This course is designed to develop and hone the team management and membership skills of students. In particular, it focuses on helping students understand how to avoid or manage typical team "traps" that lead to ineffectiveness.

IID755 Leadership, Creativity and Change (3)

This course explores scholarly literature and research related to leading organizations through change and sustaining renewal efforts. Application of theories related to leading organizations, organizational change, creative leadership, renewal, and sustaining change will be emphasized.

IID850 Advanced Professional Orientation and Ethics (3)

This course includes the study of ethical issues in a variety of counseling settings and includes the moral and legal bases for ethical codes and guidelines for human service professionals. The counseling relationship and ethical and professional conduct, standards, and practices are considered. Issues related to client/counselor conflict and societal, legal and cultural values are included. The course will include a focus on methods and strategies for recognizing and resolving ethical dilemmas.

IID851 Advanced Theory and Practice of Career and Lifestyle Development (3)

This course includes studies of career development theory and research and the application of these in a counseling. Theoretical and operational foundations of career counseling, career decision-making, and career development, including assessment and intervention, as well as various career decision-making processes, are included. The relationship between career development and a range of life factors is considered. Practical skills for helping individuals consider career choice and lifestyle options are included.

IID852 Organizational and Human Flourishing (3)

This course explores two vibrant and emerging fields: Positive Psychology and Positive Organizational Scholarship (POS). One basic premise of positive psychology is that human flourishing - a life rich in purpose, relationships, and enjoyment - will not result simply by curing pathology, but requires building and capitalizing on human strengths and capacities. Topics of study include happiness, positive emotions, resilience, creativity, finding meaning, and optimism. POS investigates collective and emergent processes of optimal functioning, at the levels of individuals in organizations, groups in organizations, and organizations as a whole. POS is premised on the belief that enabling human flourishing in organizations involves unlocking or building potential resources, capabilities and capacities in people, groups and systems. The focus on generative dynamics leads researchers to consider the role of positive emotions, positive meaning, and positive relationships, among other mechanisms as keys to explaining human and collective flourishing.

IID853 Appreciative Inquiry (3)

The theory and practice of Appreciative Inquiry, an approach to organizational change that emphasizes identifying and building on the good things that already

exist in the system. The emerging field of Positive Organizational Scholarship is studied, as well.

**IID854 Human Resource Management in
Organizations and Institutions (3)**

This course focuses on strategic issues and choices in acquiring, developing, motivating, managing and retaining a workforce, from the perspective of a general manager, or non-HR manager. Topics include employment law, job design and analysis, performance management, HR planning, staffing, training and development, compensation and incentive and employee/labor relations.

IID855 Individual and Institutional Ethics (3)

This course explores the topic of ethics in the professional domain. Students will be exposed to theories of ethical practice on both the individual and institutional levels. There will be opportunities to consider ethical dilemmas that one may face as a practitioner, as well as chances to reflect on one's own ethical code and values.

**IID870 Advanced Appraisal
(Tests & Measurements for Ind. & Grps) (3)**

This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity; evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis; integration and interpretation of data from a variety of appraisal procedures; report writing; and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions; and computer-managed and computer-assisted methods.

**IID871 Advanced Counseling Theory and Practice
(Helping Relations) (3)**

This course includes studies of major theories, approaches and procedures in counseling and psychotherapy, their historical-cultural developmental contexts, and their applications and practice. Students will be exposed to an overview of current and emerging approaches to psychological counseling, including psychodynamic, existential humanistic, transpersonal, cognitive-behavioral, and systems approaches. Emphasis is on both theory and practical applications of the various approaches.

IID872 Advanced Group Work: Theory and Methodology (3)

This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process; group counseling methods; strategies and

skills; historical and cultural contexts in which models were developed; leadership styles and practicalities of creating and leading groups.

INTERNATIONAL BUSINESS

IBS105 Introduction to International Business (3)

The course will explain business and management concepts from an international perspective. It will focus on the social, cultural, political, legal, and economic environments that influence international business operations. The course will look at international trade theories, the evolution of regional economic integration arrangements, foreign direct investment, governmental intervention in international trade, and the importance of foreign currency exchange market. Course work will include special research projects and/or case studies for class presentation and discussion. PREREQUISITE(S): None

IBS110 World Economic Geography (3)

The course provides a systematic framework for understanding the contemporary world that we now live in. It is a world of interconnecting countries possessing special combinations of natural, cultural, social, political, and economic environments. The course will help the student to develop an appreciation of these countries and their individual impact on the rest of the world. This will lead to a better understanding of not only the old world order but, more importantly, the new world now evolving. The course breaks the world down into 12 geographical realms, each of which will be reviewed in detail. PREREQUISITE(S): None

IBS120 Diverse Cultures of the World (3)

The course provides the student with an understanding of the many cultures that make up the world we now live in. Today's world is a global world made up of people with diverse cultural backgrounds. It is important to recognize cultural sensitivities that exist in every society. Cross-cultural awareness and understanding are critical to meaningful relationships and for success in every walk of life. The course will look at culture, verbal and non-verbal communications, religion, and roles of women, and will include a survey of geographical regions such as North America, Latin America, Asia, Europe, Middle East, and Africa. Emphasis will be placed on the contemporary issues found in today's international environment. PREREQUISITE(S): None

IBS210 Multinational Business Theory and Practice (3)

The course provides an overview of international business management. The course will explain business and management concepts and practices from an international perspective. It will focus on the multinational enterprise and will take an in-depth analytical look at areas like foreign market selection criteria; marketing and

production strategies; forms of business operations and management control style; multinational financing, accounting and taxation; and human resource management. The course will also examine the contemporary issues facing the international business manager today and in the foreseeable future. Course work includes case studies for analysis. PREREQUISITE(S): IBS105, open to sophomores and juniors

IBS308 Principles of International Law and Diplomacy (3)

A study is made of the fundamental concepts of international law and diplomacy. Particular attention will be devoted to the significance and application of these concepts in international relations. PREREQUISITE(S): POL105

IBS316 International Marketing (3)

The course will provide the student with an understanding of the pertinent issues in international marketing. The course will explain the international environment (cultural, political, and legal) and the influence it has on marketing goods and services in the global marketplace. The course will look at global marketing strategies; the need for creating global products to meet consumers' tastes and preferences; pricing strategies for global marketing; global advertising and other promotional strategies; international distribution systems; and assessing global market opportunities. Course work will include special research projects and/or case studies for class presentation and discussion. PREREQUISITE(S): IBS105, MKT204, or permission of the instructor

IBS320 Management of Export/Import Business (3)

The course provides a comprehensive overview of the principles, concepts, and practices involved in the management of the export/import operations of a multinational enterprise. The course will enable the student to develop an in-depth understanding of the mechanics involved in exporting/importing. The course will concentrate on export/import laws and documentation; international sale/purchase agreements; use of intermediaries; payment methods, financing options; and government export/import assistance. The course will include a class project to develop an export/import operating manual for a multinational enterprise. Open to juniors and seniors. PREREQUISITE(S): IBS105 or permission of the instructor

IBS325 Global Supply Chain Management and International Business Negotiations (3)

This course is divided into two major topics. The first will address global logistics and supply-chain management. Areas of interest will include international transportation modes, inventory control, packaging, storage, special trade zones, outsourcing, logistics security, internet utilization, and the environment. Emphasis will be placed on the future challenges in managing global logistics and the supply chain. The second will address the principles and concepts involved in negotiating internationally. Areas of interest will include the stages of negotiations, cultural

differences, development of business negotiation plans, and contract writing based on negotiations results. The course will include a business negotiations simulation between an American company and a foreign company. PREREQUISITE(S): IBS105 or permission of the instructor

IBS335 International Organization and Administration (3)

This course provides an analysis of various models of international operations by focusing on the typical structures of doing business on a worldwide basis. Using the case study approach, students will look at the operational integration of various companies. Open to juniors and seniors. PREREQUISITE(S): IBS105 or permission of the instructor

IBS350 International Human Resources Management (3)

The course provides an overview of international human resource management. The globalization of business is having a significant impact on human resource management. Decisions have to be made on how to staff international operations; where and how to recruit and select personnel; how to train employees for international assignments and evaluate their performance; what compensation to provide them; how to facilitate the return of international employees to their parent organization; and how to handle international labor relations. The course will include a class project to develop an international human resource operating manual for a multinational enterprise. PREREQUISITE(S): IBS105, IBS120, or the permission of the instructor

IBS380 International Business Capstone Course (3)

This is a senior-level international business capstone course. The course objective is to provide seniors with a comprehensive course to review their knowledge and understanding of international business theories, concepts, and principles, and their relationship to one another. The student will develop a system-level model of a U.S. manufacturing company entering the international marketplace with the goal of becoming a multinational enterprise. The company will identify a region of the world and a specific country within that region. The U.S. company will go through the various stages of market entry. Collaborative arrangements like joint venture, licensing, and foreign production can be employed in the model. The foreign production operation will be used to market to other countries within the region with the long-term objective of marketing globally. The model will be interactive with submodels, controlled scenarios, and computer simulations to create a real world international business environment. PREREQUISITE(S): Senior IBS status or permission of the instructor

**IBS390 Senior Specialized Course in
International Business (3)**

This is an advanced course dedicated to giving detailed insight into specific topics, regions or countries. Examples of topics include: doing business in Asia, Europe, Latin America, Africa, or the Middle East; big emerging markets (BEM); impact of U.S. laws on international business. PREREQUISITE(S): Senior status or permission of the instructor

IBS395 International Management Internship (3)

An essential part of the international management program, three-credit internships will be made available to qualifying students at domestic and international organizations, where students will have the opportunity to experience and practice international business management techniques covered in the curriculum. Each internship will be individually designed in collaboration with the participating organizations. PREREQUISITE(S): Available to seniors with the approval of the department chair

INTERNATIONAL STUDIES

ISM300 International Studies Seminar (3)

A reading and research seminar for international studies majors and minors on contemporary topics in world affairs that will help students make connections between the various disciplines in which they have completed course work for the program. Since the topics will change each time the course is offered, it is repeatable one time. PREREQUISITE(S): International studies major or minor in junior or senior year, or permission of instructor.

ISM390 Study Abroad (1-12)

Intended for students who are spending a regular semester abroad; the details are to be approved by the advisor and the dean of the School of Arts, Education and Sciences. Any requirements within the major must be approved by the appropriate chair or dean; and requirements for general education must be approved by the dean of the School of Arts, Education and Sciences. PREREQUISITE(S): None

ISM398 Internship (3)

This course allows international studies majors to deepen their understanding of international affairs by pursuing an internship with a governmental or non-governmental organization that works in an international field. They will be required to work a regular number of hours (usually 10) each week during the semester. Besides fulfilling the expectations of their on-site supervisors, they must also write regular reports for their faculty supervisor. This course is offered every semester. It also may be taken over the summer if the internship opportunity is located outside

of the greater Springfield area. In this case, it is expected that the participant will work a full-time schedule covering at least several weeks for their sponsoring institution. Students may take it only once for academic credit. PREREQUISITE(S): Majors or minors only, junior or senior standing. Internship must be arranged at least one semester in advance with the sponsoring institution and be approved by the director of the international studies program.

ITALIAN

ITL100 Conversational Italian I (3)

This course will enable students to develop the basics of oral and aural skills, the main goal being to become functional in the language. The course will include guided practice in conversation to enhance communicative competence, small group discussions in Italian on practical topics, and practice of colloquial and idiomatic speech patterns in Italian to emphasize correct pronunciation and intonation. Movies and other audiovisual material will be used to enrich the learning experience and acquaint students to aspects of Italian culture and society. PREREQUISITE(S): None

ITL101 Elementary Italian Language and Culture I (3)

This is a basic course designed for students who have had little or no experience with the Italian language. The course includes drill in pronunciation, elementary conversation, grammar and writing, and the use of a cultural approach text. This is a comprehensive language course: teaching the four skills of reading, writing, speaking, and listening. PREREQUISITE(S): None

ITL102 Elementary Italian Language and Culture II (3)

A continuation of ITL101. PREREQUISITE(S): ITL101 permission of the instructor

LAW

LAW300 Business Law (3)

This course introduces students to the fundamentals of law and the legal system as these apply to business transactions. Specific topics covered in the course are: contracts, agency, intellectual property rights, negotiable instruments, forms of business ownership, personal property, and real property. PREREQUISITE(S): Junior or senior status

LAW318 Legal Aspects of Healthcare (3)

This course will address the following areas of interest: the governance of hospitals; the regulation of healthcare facilities; malpractice; the medical staff and hos-

pital employee; authorization for treatment; disclosure of patient information; and the physician and/or hospital-patient relationship. PREREQUISITE(S): None

MANAGEMENT

MGT105 Principles of Management (3)

This course offers an introduction to the principles of management and their application to business. The basic management concepts of planning, organizing, controlling, motivating, communicating, staffing, and leading provide the basis for understanding of the management profession and a basis upon which higher level management courses can build more specialized knowledge. PREREQUISITE(S): None

MGT205 Business and the Environment (3)

This course will address environmental issues from management perspective by focusing on how such issues potentially impact on the corporation and how the organization should proactively deal with them. Major topics include: laws and regulations, “green” business strategies, benefit-cost analysis, organizational design and the “triple bottom line” and competitive and international issues. PREREQUISITE(S): None

MGT215 Organizational Behavior (3)

This course provides a conceptual framework for understanding and studying the dynamics of behavior in organizational settings and for applying these concepts to improving organizational effectiveness. Included are personality, organizational theory and structure, the decision process, the communication process, group dynamics and leadership, and conflict resolution. PREREQUISITE(S): MGT105 or PSY101, or permission of the instructor

MGT300 Special Topics in Management (1-3)

Descriptions change as topics vary. PREREQUISITE(S): Permission of the instructor

MGT305 Labor and Industrial Relations (3)

This course provides a broad investigation of labor-management relations. It encompasses the historical development of the labor movement, the legal environment, and the nature of labor-management relationship. Current case decisions and role-playing exercises will be utilized to illustrate the process of contract negotiations and contract administration. PREREQUISITE(S): MGT105 or permission of the instructor

MGT313 Human Resource Management (3)

This course examines the problems of personnel relationships in business and industry. Primary emphasis is placed upon the psychological factors in human relations; the purpose, organization, and functions of the personnel department; instruments of personnel control, such as interviewing, testing, the making of job analysis, classification, personnel education and training, employee incentives, retention, and similar related topics. PREREQUISITE(S): MGT105

MGT315 Business and Society (3)

Current issues of ethics in society as they affect business behavior will be discussed. Topics include the social responsibilities of business, environmental issues, human rights and technological progress, business ethics, and an analysis of global societal values. PREREQUISITE(S): Open to juniors and seniors

MGT321 Management Practicum in Business or Government Admin. (3)

This program will provide business majors with the opportunity to gain practical experience in the operations of business or government. The student will participate in managerial activities under the supervision of experienced executive and managerial personnel. Upon completion of the program, students must participate in a terminating seminar and submit a written report. An evaluation of the student's effort will be obtained from the supervisor in the organization where he or she interned. PREREQUISITE(S): Open to juniors and seniors in the School of Business Administration, with permission of the instructor

MGT325 Leadership (3)

Leadership involves change and facing up to difficult decisions and situations. The intent of this course is to give a practical understanding of leadership, its demands, its wide variety of effective styles, and both its positive and negative impacts on organization. PREREQUISITE(S): None

MGT354 Entrepreneurship and Small Business Management (3)

An overview of the entrepreneurship process starting with the individual, the creativity process, the entrepreneurial idea/concept, the feasibility analysis and concluding with the business plan. Field trip(s) and guest speakers (e.g., alumni and faculty) appropriate to venture startup and infancy are incorporated. Topics include selling, distributing, people management, cash management, time to market, time to volume, franchising, intellectual property, and dealing with risk/fear. PREREQUISITE(S): Junior or senior status, or permission of the instructor

MGT358 Economics of Managerial Decisions (3)

This course introduces the student to the practice of economic reasoning in the solution of real-world managerial decision problems. In addition to developing the theoretical and analytical tools of economic decision making, this course enables students to develop judgment skills required in the application of managerial economics. Emphasis is placed on the use and application of economic analysis in clarifying problems, organizing and evaluating information, and in comparing alternative courses of action. PREREQUISITE(S): ECO201, ECO202, MGT105. Open to juniors and seniors

MGT376 Advanced Management Problems (3)

This course conducts an investigation of critical, current issues affecting the management and operation of business enterprises in today's environment. PREREQUISITE(S): Senior status; management majors and minors

MGT378 Senior Policy Seminar (3)

This seminar is designed to provide the student with an opportunity to apply the wide array of knowledge gained through his/her academic program to various real world situations. The student's knowledge application will be assessed through the analysis of complex business case problems. PREREQUISITE(S): Senior status; management majors and minors

MGT390 Corporate Social Responsibility (3)

This course will explore the concept of Corporate Social Responsibility (CSR) and its evolution in the corporate sector beginning in the late 1800's. Students will gain an understanding of the four components of corporate social responsibility: economic, legal, ethical, and philanthropic, and the difficult balancing act faced by firms who need to focus on profitability while being responsive to stakeholders and society.

MGT398 Directed Study (1-3)

Selected readings are chosen in accordance with the student's interests and background. PREREQUISITE(S): Senior status, written application setting forth objectives and reasons for the student's desire for a readings course, permission of the instructor, and approval of the dean of the School of Business Administration

MANAGEMENT INFORMATION SYSTEMS**MIS101 Concepts of Business Data Processing (3)**

This course provides an introduction to information systems from a business point of view. Subjects to be covered include: terminology, a survey of hardware and software, introduction to systems analysis and design, as well as an overview of the college's computer facilities. PREREQUISITE(S): None

MIS102 Applications of Microcomputers (3)

This course is a survey of microcomputers as used in today's environment. The student will become familiar with current trends and uses of microcomputers, as well as hands-on exposure to spreadsheets, databases, word processors, and operating systems. Students will be required to develop applications in each of the software areas. PREREQUISITE(S): MIS101 suggested

MIS105 Introduction to Structured Programming (3)

Topics include the concepts of hardware and software; the use of software engineering concepts of data and procedure abstraction; introduction to operating systems and utilities; and mastering a high-level computer language (currently Java Script). Lab fee. PREREQUISITE(S): None for majors; MIS101, MIS102 suggested

MIS220 File Structures and Procedures (3)

This course acquaints students with top-down techniques with structured modular programming using the COBOL programming language, as well as the structure of data files and their efficient access. Topics include effective data manipulation, report generation, sequential file processing, and table handling to satisfy business information needs. Lab fee. PREREQUISITE(S): MIS101, MIS102 and MIS105 suggested

MIS221 Advanced Applications Development (4)

This course presents a formal state-of-the-art approach to application systems design and development. It is designed to reinforce the students' existing knowledge of structured programming in COBOL by exposure to advanced table handling techniques and file maintenance through batch and online transaction/file processing. Optimization and efficiency of code and logic design will be emphasized. Interactive programming and a project-oriented environment will be utilized. Lab fee. PREREQUISITE(S): MIS220

MIS300 Computer Organization and Architecture (3)

An introduction to computer organization, architecture and programming at the assembly language level. Topics include: mnemonic operations, addressing, memory organizations, data representation, interconnection structures, i/o and operating system fundamentals. Emphasis will be on the major components of a computer system, the necessary control mechanisms and explaining the various phases necessary for converting a source program into a form that can be executed by the machine. PREREQUISITE(S): MIS105

MIS305 Systems Programming (3)

This course introduces the student to a versatile and powerful system programming language (currently "C"). Emphasis will be on flow control, data structures, and abstraction. In addition, the student will become familiar with the UNIX operat-

ing system, its functions, and the interface between the operating system and the system programming language. PREREQUISITE(S): MIS225

MIS311 Systems Analysis and Design (3)

This course presents a formal approach to state-of-the-art techniques in the analysis and design of computer-based business information systems. Through the use of group projects, the process of system selection, feasibility study, and system design are covered in depth. A comparison and evaluation of file and data base requirements will be included. Students will be required to use project planning during the implementation of the project. PREREQUISITE(S): MIS220 or permission of the instructor

MIS326 Object-Oriented Programming (3)

This course will introduce students to object-oriented programming (OOP). Students will understand how object-oriented languages can reduce programming and maintenance time by providing a means of encapsulating behavior and ensuring data abstraction. Comprehension will be enforced by numerous programming assignments. PREREQUISITE(S): MIS225

MIS335 Data Communications (3)

This course will introduce the complex technology surrounding data communication networks. Numerous case studies will be reviewed to show how data communication technology supports modern data processing. The student will be required to design a data communication system by selecting appropriate communication lines, equipment, and software. PREREQUISITE(S): A general background in MIS fundamentals is necessary

MIS340 Data-Based Management Systems (3)

This course will emphasize the concepts and structures necessary to design and implement a database application through such database concepts as object-oriented modeling and entity-relationship diagrams. Review of logical vs. physical data organization is also included. A comparison of database models and definitions will round out the course. PREREQUISITE(S): MIS220

MIS350 Computer Security and Control (3)

Types of controls are identified and their effectiveness is evaluated. Emphasis is on the prevention and detection of both intentional and unintentional computer abuse. Existing and proposed legislation in this area will be discussed. PREREQUISITE(S): None

MIS361 Quantitative Methods in Business (3)

This course focuses on the application of quantitative techniques to solve organizational problems. Topics include decision theory and models, queuing theory, analysis of risk, network, inventory, and transportation analysis, linear programming, regression analysis, and the application of these topics through the use of problems and case analysis. PREREQUISITE(S): Finite mathematics or calculus

MARKETING

MKT204 Principles of Marketing I (3)

Marketing is a key activity that enables businesses and organizations to achieve their goals by satisfying the needs of others through mutually beneficial relationships. This course will provide students with an understanding of important marketing theory and practices, including: the marketing concept; market segmentation and positioning; pricing, promotion, product, and distribution strategies; consumer and business buying behavior; Internet marketing; and the marketing environment. PREREQUISITE(S): None

MKT301 Professional Sales Development (3)

Professional sales is the primary personal communication tool used by businesses to find, create, and retain customers. Firms and individuals with superior sales skills will have a competitive advantage in the marketplace. The goal of this course is to expose students to the current state-of-the-art sales methods and skills used in business today. Students will learn through active participation and will receive the same type of professional sales training found in top corporations. Topics and methods include need-satisfaction selling, partnering skills, prospecting, SPIN questioning, handling objections, and closing. PREREQUISITE(S): MKT204

MKT302 Advertising (3)

Emphasis is placed on practical use of advertising in the operation of the ordinary business, including the study of the various media available and their use. Sufficient time is spent on the role of advertising in the marketing mix and its effects upon our economy. Included is the study of the fundamentals of advertising creation: research, appeals, copy, illustration, layout, and reproduction. A study of the advertising agency includes analyses of current advertising campaigns and types of media chosen for such campaigns. PREREQUISITE(S): MKT204 or permission of instructor

MKT303 Distribution Strategies (3)

Store organization, operation, and control, including location, equipment, layout, buying, markup, and merchandising techniques are examined. Minor emphasis will be placed on management problems in areas of pricing, selling and promotion, per-

sonnel, credit, and inventory control. Integrated distribution strategies, the internet and social media will be examined. PREREQUISITE(S): MKT204 or permission of instructor.

MKT304 Marketing Research (3)

The ability to secure and utilize market information is critical to successful decision making in business. The purpose of marketing research is to help managers make better and more profitable decisions by providing meaningful and cost-justified information. Students will learn about the role of marketing research in decision making and how firms practice marketing research by conducting their own research in group and class project(s) for real decision makers. Topics include problem definition, selecting and using secondary data, research design, qualitative research, designing surveys, sampling techniques, scaling and measurement issues, and research validity. PREREQUISITE(S): MKT204

MKT305 Consumer Behavior (3)

A thorough understanding of consumer behavior is the bedrock of any successful marketing strategy. Some of the topics to be covered with respect to their effect on consumer behavior include consumer decision-making; attitudes and purchase intentions; cognition and emotion; cultural and social factors; learning theories; attention and perception of marketing stimuli; and involvement. Theories and concepts will be drawn from marketing, psychology, communication, and sociology. PREREQUISITE(S): MKT204

MKT306 Hospitality and Service Marketing (3)

This is an introductory course that surveys the hospitality and service industries. The dynamic and applications of marketing strategies are studied with relation to these industries. Case studies provide an understanding of the unique problems associated with decision making. PREREQUISITE(S): None

MKT307 Marketing Technology (3)

Individuals and businesses often gain a competitive advantage by utilizing new technology better than their competitors. This course will examine the marketing implications of recent technological advances. The emphasis will be on helping students acquire the knowledge and skills needed to apply the new technology in business. Current topics include creating and designing the effective web sites, Internet business models, social media and mobile marketing. PREREQUISITE(S): MKT204

MKT310 Marketing Simulation (3)

Successful organizations and marketers must be able to craft strategies that achieve the desired marketing objectives. Students will have the chance to develop and implement their own marketing strategies in a real-time decision-making environment by competing against other students in a simulated consumer marketplace.

Through this course, students will learn about conducting SWOT analyses, creating competitive advantages, collecting and leveraging market information, allocating resources across businesses and brands, market forecasting, market segmentation, and how to develop product, pricing, promotion, distribution, and research and development strategies. PREREQUISITE(S): MKT204

MKT313 Brand Management (3)

Branding is endowing products and services with the power of a brand. Students will learn how to position brands and to create differences in the marketplace. Analysis of the market, competition, technology, and cultural changes are fully examined. PREREQUISITE(S): MKT204

MKT315 Strategic Marketing Management (3)

Crafting a winning superior strategy in the face of increasing global competition and turmoil in the business environment requires an approach that integrates and exploits organizational strengths to develop sustainable competitive advantage. Students will learn the process of developing marketing strategy, as well as the latest developments in strategic thinking. The course will cover strategic marketing issues such as market segmentation and opportunity analysis, product and branding, pricing, marketing communications, distribution, marketing control and performance analysis. Students will explore these issues through case analyses, class and group projects, guest speakers, and by creating a comprehensive marketing plan. PREREQUISITE(S): MKT204, junior or senior status preferred

MKT316 International Marketing (3)

This is an advanced course dedicated to the study of pertinent issues in international sales and marketing. The purpose is to understand the international strategy development and execution process as it affects both consumer and industrial product companies interested in global sales. Selected case studies will be reviewed. PREREQUISITE(S): MKT204, senior status and permission of the instructor

MKT318 Sports Marketing (3)

This course acquaints students with the sports marketing field, with emphasis on marketing mix and basic marketing functions as they apply to the sports industry. Specific strategies in sports promotion, sporting goods, and health and fitness markets are explored. PREREQUISITE(S): MKT204

MKT320 Public Relations (3)

Students develop a knowledge base, skill base and overall ability in the public relations domain. Course will examine strategic perspectives, evolution of public relations, measuring the success rate, and current issues and crisis management of organizations. PREREQUISITE(S): MKT204

MKT350 Marketing Communication Strategies (IMC) (3)

This course introduces a model of the IMC (integrated marketing communications) planning process and the steps taken in developing a marketing communications program. Research-based examinations of organizations needs for programs that can meet the global challenges and their impact. Promotions Management, Communication Process, and Ethical Issues will be discussed. PREREQUISITE(S): MKT204

MKT354 Entrepreneurship and Small Business Management (3)

An overview of the entrepreneurship process starting with the individual, the creativity process, the entrepreneurial idea/concept, and feasibility analysis, and concluding with the business plan. Field trip(s) and guest speakers (e.g., alumni and faculty) appropriate to venture startup and infancy are incorporated. Topics include forms of business organization, patent/copyright laws, management, finance, store layout, employee theft, and franchising. PREREQUISITE(S): Junior or senior status or permission of the instructor

MKT395 Marketing Internship (3-6)

The student majoring in marketing will be provided an internship earning 3 to 6 credits. Students will be placed in marketing departments, providing an opportunity to relate classroom concepts to practical applications in the business world. PREREQUISITE(S): The approval of the sponsoring facility, the department chair, and the dean. Junior or senior status.

MKT399 Directed Study (1-3)

Selected readings are chosen in accordance with the student's interest, as directed and approved by the instructor. PREREQUISITE(S): None

MASTER OF BUSINESS ADMINISTRATION

MBA300 MBA Bootcamp (3)

MBA Bootcamp is a six week accelerated course that introduces students to key topics and concepts needed for success in the American International College MBA program. Intended for non-business school majors, this course focuses on three areas within business: economics (micro and macro), accounting, and finance - providing a basic foundation that is fundamental to understanding concepts presented at the graduate level. It also serves as a valuable refresher course for those entering the High Performance MBA program.

MBA500 Management Principles and Processes (3)

This course studies management as an organized body of knowledge, focusing on the role of leadership and teamwork in building organizational effectiveness.

Concepts include: the nature and purpose of organizations; strategic planning; humanistic, ethical and behaviorist challenges facing modern institutions in a rapidly changing global environment; the development of leadership and teamwork skills; management dynamics of national and international companies; and the importance of CSR. The course also addresses the application of total quality methods and control systems to assure effective implementation of business plans.

MBA505 Managerial Accounting (3)

This course studies accounting as it pertains to the needs of management, principally planning, controlling and decision making. Topics covered include financial statement analysis; funds flow; cost terms concepts, classifications and behavior patterns; cost-volume-profit relationships; job order, process, and standard costing; flexible budgets, profit planning, non-routine decision making, pricing, and capital budgeting.

MBA510 Marketing Management (2)

This course investigates the process that organizations use to identify the needs of their customers and to create the products and services that meet these needs within the resource constraints and strategic objectives of the organization. The course examines market research, target market selection, market segmentation, position, and branding. It covers all the elements of the marketing mix, showing how they are being transformed by the Internet and the global economy.

MBA515 Operations Management (3)

This course shall enable the student to learn and understand the importance of operations management, both for service and production processes. The student will gain an appreciation of the scorecard of Key Performance Indicators (KPIs) for the business to build sustainable competitive advantages. Lectures include discussion of strategy, process, supply chain design and planning and controlling the supply chain. Emphasis is placed on current trends in operations - especially quality, technology and inventory management.

MBA520 International Business (3)

This course is an introduction to the international business environment and how it affects multi-national corporations. Topics include investigation of marketing techniques and programs as developed and implemented on an international scale; evaluation of international marketing strategies, special goals and decision-making processes that are part of marketing internationally; examination of policies and strategies of international finance, analyzing those problems confronting multinationals; balance of payments, foreign exchange market and risk, cash flow operations, and evaluations of international economic problems and policies.

MBA525 International Comparative Study (3)

The MBA class travels to another continent to examine first-hand the business systems, issues and challenges facing both small and large corporations. Students have the opportunity to tour a range of facilities and meet face-to-face with business leaders over the course of this intensive study. All participants select one of the firms visited and develop a comparative study between that firm and a US firm with similar interests, placing primary focus on the issues and challenges facing the international firm visited.

MBA530 The Consultancy Project (3)

This course allows graduate students to put their knowledge to work for a local client organization. Students work as a group to take on the challenges facing a new or existing business - acting as a consulting firm that works with the client's management team to determine and recommend strategic solutions to existing problems. Deliverables for the client include a final report at the end of the project and a presentation to the client and faculty.

MBA535 Human Resource Management (3)

Topics include executive decision making in dealing with formal employee-employer relationships; human resources development; line and staff relationships; job description and analysis; recruitment training and performance appraisal; collective bargaining process; labor-management relations; and wage and salary policies and administration.

MBA540 Quantitative Analysis for Decision Making (3)

This course covers the elements of statistics and management science. It deals with the principle methods that business researchers use to analyze and understand data-central tendency, variation, probability, hypothesis testing and forecasting. It also deals with management science models and techniques for optimization, network design for project management, queuing, managing risk and uncertainty. The emphasis is on providing students with the practical skills and techniques that can be applied to improve the effectiveness of managerial decision making.

MBA545 Managerial Finance (3)

This course analyzes the internal financial problems of a business enterprise. Topics include capital budgeting; evaluation of capital projects using discounted cash flow (internal rate of return and present value) and non-time-adjusted methods under conditions of certainty and uncertainty; capital structure theory and management; determining the cost of capital; the effect of leverage and dividend policy on cost of capital and firm policy; working capital management; liquidity structure of assets and liabilities; management of cash, marketable securities, receivables and inventories; financing, investment banking and the issue of long-term debt, preferred

stock, common stock, convertible securities, and warrants; short and intermediate debt and lease financing, and short and long-term financial forecasting.

MBA550 Managerial Economics (3)

This course reviews major topics in microeconomics in combination with recent mathematical developments examined as aids to the decision maker in the solution of problems faced by both public and private enterprise. It introduces to the student to an analysis of demand, supply cost, prices and market structure from the point of view of the firm and the industry operating in a mixed enterprise system. The principles of intelligent economic planning involving the determination of the most economical combination of productive inputs and outputs are examined in detail.

MBA555 Information Systems for Business Strategy (3)

This course defines the information management needs of an organization in the knowledge economy. It also looks at information technology - both hardware and software - from the perspective of the manager and the customer and the key role that digitization and the Internet play in developing and implementing any successful business strategy. Special topics include: computer security, privacy, enterprise systems, e-commerce, and supply chain management.

MBA560 The MBA Capstone (3)

This course examines the process of entrepreneurship from the conception of a new idea through the steps of research and market testing to the crafting of a complete business plan. It focuses on the many ways that entrepreneurs create value and the central role of new venture creation in a free market economy. In this capstone course for the MBA program, students are asked to apply their knowledge. The capstone course for the MBA asks students to apply their knowledge of each business area to putting together and presenting, in the most persuasive but honest manner, an integrated plan for a new venture. For those students who prefer to relate the course to their current workplace, they have the option of preparing an in-depth study of a proposed solution to an existing problem.

MATHEMATICS

MAT117 Elements of Mathematics (3)

This course presents fundamental concepts about the numeration system (decimals, fractions) including meanings, applications and operations. In addition, the fundamentals of Number Theory are presented. A major goal is to understand the concepts well enough to explain the ideas in a fundamental way making use of concrete examples. Open only to elementary education majors. PREREQUISITE(S): Elementary Algebra

**MAT118 Elements of Math II
(License in Elementary & Moderate Dis) (3)**

This course presents selected fundamental elementary concepts in the areas of 1) Patterns, relations and algebra, 2) Geometry and 3) Measurement. Open only to those students seeking license in Elementary and Moderate Disabilities. PREREQUISITE(S): MAT117

MAT119 Finite Mathematics I (3)

This course presents numbers, linear equations, linear inequalities, matrix algebra with applications, linear programming, and the simplex method. The course is designed for business administration majors. PREREQUISITE(S): None

MAT120 Finite Mathematics II (3)

This course examines sets, counting techniques, probability, decision theory, statistics, and Math of Finance. PREREQUISITE(S): None

MAT135 Foundations of Algebra (3)

This course covers the structure of arithmetic from the number line through operations on signed numbers, the language of algebra from evaluating expressions through solving linear equations, and an introduction to polynomials, which includes factoring. The solution of literal problems will play a major role in the course. This course prepares the student for entry into MAT139. PREREQUISITE(S): None

MAT139 College Algebra (4)

This course presents a survey of college algebra to include sets, field properties, solution of equations and inequalities, functions, graphing, the factor theorem, analytic geometry, and exponential and logarithmic functions. The course will make active use of technology by requiring the use of a graphing calculator. PREREQUISITE(S): One year of both algebra and geometry

MAT140 College Algebra and Trigonometry (4)

This course is an in-depth survey of algebraic and geometric problem solving techniques, including solutions of polynomial equations and inequalities, curve sketching techniques, and trigonometry from the triangular and functional standpoint. The course will make active use of technology by requiring the use of both a graphing calculator and computer software. PREREQUISITE(S): One year of both algebra and geometry, or MAT139

MAT199 Directed Study (1-3)

This course provides directed study on special topics in mathematics. PREREQUISITE(S): Permission of the department chair

MAT205 Statistics in Occupational Therapy (3)

This course presents the principles of statistics that are applied to the analysis of data pertinent to the field of occupational therapy. Topics include descriptive and inferential statistics, probability distributions, hypothesis testing, estimation, analysis of variance, non-parametric statistics, and linear regression analysis. The course will make active use of technology by requiring the use of computer software. PREREQUISITE(S): None

MAT207 Calculus I (4)

This course discusses limits, continuity, derivatives, maximum and minimum problems, related rates, and Mean Value Theorem. The course will make active use of technology by requiring the use of a graphing calculator and computer software. PREREQUISITE(S): MAT140 or permission of the instructor and the department chair

MAT208 Calculus II (3)

This course includes the study of integration, applications of the definite integral, transcendental functions, and methods of integration. The course will make active use of technology by requiring the use of a graphing calculator. PREREQUISITE(S): MAT140 and MAT207 and enrollment in MAT208L

MAT208L Calculus II Lab (1)

This lab presents computer applications of the ideas and techniques discussed in MAT208. PREREQUISITE(S): Concurrent enrollment in MAT208

MAT209 Calculus III (3)

This course includes the study of hyperbolic functions, polar coordinates, vectors and parametric equations, l'Hopital's Rule, sequences, infinite series, limits, continuity, partial differentiation, optimization, and multiple integration for functions of several variables. The course will make active use of technology by requiring the use of a graphing calculator. PREREQUISITE(S): MAT208 and concurrent enrollment in MAT209L

MAT209L Calculus III Lab (1)

This lab presents computer applications of the ideas and techniques discussed in MAT209. PREREQUISITE(S): Concurrent enrollment in MAT209

MAT270 Discrete Structures (3)

This course covers set theory, logic, proofs, induction, recursion, relations, functions, combinatorics, algebraic structures, and graph theory. PREREQUISITE(S): MAT208

MAT301 Advanced Calculus (3)

This course covers an in-depth analysis of the fundamental properties of the real number system, including the completeness property, sequences, limits and continuity, differentiation through the Mean Value Theorem, and the Riemann integral. PREREQUISITE(S): MAT209 and permission of instructor

MAT303 Differential Equations (3)

This course examines ordinary and partial differential equations, particularly of the first and second orders, including geometrical interpretations and applications. PREREQUISITE(S): MAT209

MAT304 Biostatistics (3)

This course presents the principles of statistics as applied to the analysis of biological and health data. Topics include descriptive statistics, probability distributions, hypothesis testing, analysis of variance, non-parametric statistics, and regression analysis. The course will make active use of technology by requiring the use of computer software. PREREQUISITE(S): MAT140

MAT309 Modern Abstract Algebra I (3)

This course includes the study of integers, equivalence relations, partitions, and groups. The material on groups includes subgroups, group homomorphisms and factor groups, as well as the fundamental group homomorphism theorem. PREREQUISITE(S): Two years of college-level mathematics or permission of the instructor and the department chair

MAT316 Linear Algebra (3)

This course includes the study of Gauss-Jordan elimination, matrices, determinants, real vector spaces, dot product, Gram Schmidt process, linear transformations, and eigenvalues. The course will make active use of technology by requiring the use of a graphing calculator. PREREQUISITE(S): MAT208 and permission of instructor

MAT335 Foundations of Statistics (3)

This course examines the various tools and techniques used in analyzing quantitative data; including descriptive statistics, probability and random variables, sampling design, theory of estimation and hypothesis testing for parameters of a single population, student 't' and normal distributions. A year of high school algebra is recommended but not required. The course will make active use of technology by requiring the use of computer software. PREREQUISITE(S): MIS102 or a working knowledge of a computer spreadsheet

MAT336 Statistical Analysis for Business Decisions (3)

This course stresses the application of probability and statistics in business decision-making using cross sectional and historical data. The course begins with

estimation and hypothesis testing for parameters of two populations. The Chi-square distribution is applied to contingency tables and the F distribution is applied to analysis of variance with emphasis on statistical decision-making models. Time series analysis, linear regression and correlation models are constructed and estimated. The traditional tests of statistical significance are applied, and the models are examined in light of the assumptions underlying the least-squares technique. The course will make active use of technology by requiring the use of computer software. PREREQUISITE(S): MAT335; MIS102 or a working knowledge of a computer spreadsheet

MUSIC

MUS201 Music Appreciation I (3)

The aim of this course is to increase the student's understanding and enjoyment of music, and to strengthen one's ability to benefit, as a listener, from music. The course will begin with the materials of music and introduce examples of music from the Baroque through the 20th century periods of music. PREREQUISITE(S): None

MUS208 Jazz, Its Evolution and Impact (3)

This course traces the course of jazz from the Africa's musical heritage to the New World through work songs, spirituals, and blues; the birth of jazz in New Orleans and its dissemination to St. Louis, Chicago, Kansas City, and New York. PREREQUISITE(S): None

MUS209 Opera Appreciation (3)

This course surveys and assesses our cultural heritage in the performing art of opera. Beginning with Mozart, the evolution of operatic expression is traced through examination of favorites in the Italian, French, and German traditions. A course requirement is the participation of students on a class trip by bus to the Metropolitan Opera House in New York City. A program fee is charged. PREREQUISITE(S): None

MUS210 American Musical Theatre (3)

A comprehensive overview of musical theater in America from its inception in the United States at the turn of the century, through the era of Rodgers and Hammerstein, Sondheim, Andrew Lloyd Webber and the concept musical of today. PREREQUISITE(S): None

MUS221 Supernatural in Opera (3)

A study of operas that contain elements of the supernatural based on great literature from Shakespeare, Goethe, and others. Otherworldliness is the uniting theme as witches, gods and goddesses, the theft of a person's reflection; animals that

speak and dragons that do magic connect musically. A course requirement is the participation of students on a class trip by bus to the Metropolitan Opera House in New York City. A program fee is charged. PREREQUISITE(S): None

NURSING

NUR101 Introduction to Professional Nursing (2)

Introduces the components of the organizing framework of the nursing major. Various theories, e.g., health-illness continuum, Maslow's hierarchy of needs, developmental, communication, and crisis, are presented and discussed as they relate to individual systems (client, family, community). Explores the history, definition, philosophy, and role of professional nursing. The role of the professional nurse is identified as keeping the client system stable by intervening at primary, secondary, and tertiary prevention levels. Environmental forces, e.g., socioeconomic and cultural, that impact on nursing practice are presented. Selected ethical and legal aspects of nursing practice are identified. PREREQUISITE(S): BIO103, BIO104, BIO213; CHE111; PSY101; SOC101; ENG101 or ENG103, ENG102 or ENG104. BIO209 and CHE111 may be taken concurrently.

NUR102 Dosage Calculations (1)

Introduces computational concepts necessary for professional nursing practice. Concepts include (but are not limited to) systems conversion, ratio and proportion, dosage calculations, and intravenous calculations. Students will be able to challenge this course by taking a validation challenge examination. PREREQUISITE(S): All prerequisites for NUR101. COREQUISITE(S): NUR101

NUR103 Pharmacology (3)

This course provides the student with a foundation for application of concepts of pharmacology in nursing practice. Drugs will be presented by classification, groups and prototypes. Principles of drug action, including pharmacokinetics and pharmacodynamics, nursing considerations and client teaching for each prototype will be emphasized. PREREQUISITE(S): NUR101, NUR102; BIO209; PSY309. COREQUISITE(S): NUR104, NUR106

NUR106 Fundamentals of Professional Nursing Practice (6)

Introductory concepts of the art and science of professional nursing practice are presented and integrated into clinical practice. Gordon's Functional Health Pattern is introduced as the fundamental assessment tool. Selected nursing skills and physical assessment are presented in lecture, practiced in the Nursing Learning Laboratory, and applied in providing care to adults in the clinical setting nursing practice focuses on all aspects of the nursing process, and utilizes the three levels of prevention (primary, secondary, and tertiary) to facilitate adaptive responses to

stressors affecting physiological and safety needs. PREREQUISITE(S): BIO209; PSY309; NUR101, NUR102; CHE111. COREQUISITE(S): NUR103

NUR110N Transition to Professional Nursing (2)

RN students only. Explores the meaning of professional nursing preparation through baccalaureate education. Students review the framework of the Neuman Systems Model, as well as other interrelated concepts and theories that serve as a foundation for the application of the nursing process. This course provides students with the opportunity to make a smooth transition into the nursing major. Learning experiences build upon students' prior academic and clinical experience. PREREQUISITE(S): Completion of prerequisites to the upper division nursing major

NUR206 Adult Medical Surgical Nursing (9)

Provides students with the opportunity to continue application of the nursing process. Emphasis is placed on assessment and diagnosis, expansion of planning and implementation, and beginning use of evaluation. In acute care settings, students provide health care to adults experiencing stressors affecting biophysical needs. Students apply the nursing process in primary, secondary, and tertiary levels of prevention. PREREQUISITE(S): NUR103, NUR104, NUR106; PSY302. COREQUISITE(S): NUR210

NUR208N Nursing Assessment (2)

Develops skills in interviewing, health history taking, and physical assessment of adults. Students draw upon their biology and science background in order to determine the client's health status. Assessment skills are applied in a variety of clinical settings. PREREQUISITE(S): None. Students may receive credit for this course with successful completion of a challenge exam.

NUR210 Nursing Research (3)

Includes discussion of nursing theories and research methods. Emphasis is placed on critical analysis of published nursing research. Attention is paid to ethical issues and the contribution of research in developing nursing theory and improving nursing practice. PREREQUISITE(S): All prerequisites for NUR206; COREQUISITE(S): NUR206. RN Students: PSY302, NUR110N, NUR215, NUR208N, NUR220N

NUR214 Family Centered Nursing (10)

Focuses on the role of the professional nurse in assisting the family and its individual members to adapt to stressors of the childbearing and childrearing phases of the life cycle. Students learn to apply the nursing process to meet the needs of

families along the health-illness continuum. Clinical experiences include nursing care of the antepartal, intrapartal, and postpartal woman and her newborn, well and hospitalized children, and their families. Health teaching activities occur in various healthcare settings. PREREQUISITE(S): NUR206, NUR210; ENG213. COREQUISITE(S): NUR215

NUR215 Family Centered Nursing Process (2)

Analyzes the family system as it responds to stressors throughout the life cycle. A variety of approaches to family analysis are considered throughout the course. Students apply the nursing process in studying the roles, functions, values, and communication patterns within family. Teaching-learning principles are implemented in completing a health teaching project in the community. Students apply the nursing process in primary, secondary, and tertiary levels of prevention. PREREQUISITE(S): NUR206, NUR210; ENG213. COREQUISITE(S): NUR214.

NUR220N Health Promotion (2)

RN students only. Focuses upon the needs of the person throughout the life cycle. Each person is viewed as an open system progressing through predictable developmental stages. This process is influenced by values of family and society. Students utilize needs, developmental, and crisis theories to provide anticipatory guidance for health maintenance and management of common health problems in all phases of the life cycle. PREREQUISITE(S): NUR110N, NUR208N

NUR302 Community Focused Nursing (6)

Synthesizes nursing and public health principles as applied to assessing, promoting and preserving the health of populations. Assists students to conceptualize the complexities of community dynamics (cultural, economic, political, and social) as they impact on the health of the community. Students apply the nursing process in primary, secondary and tertiary levels of prevention. PREREQUISITE(S): NUR214, NUR215. COREQUISITE(S): NUR304. RN students must have taken NUR110N, NUR208N, NUR215, NUR220N.

NUR304 Psychiatric/Mental Health Nursing (6)

Develops knowledge and skills in applying the nursing process with individuals and families experiencing stressors affecting psychosocial needs. Students expand previous knowledge of human behavior and interpersonal relationships. Behavior is viewed on a continuum from healthy, adaptive responses to unhealthy, maladaptive responses. Therapeutic use of self as a nursing approach is emphasized in providing care in day treatment and inpatient settings. Students investigate selected mental health issues and analyze professional roles within the context of primary, secondary, and tertiary levels of prevention. PREREQUISITE(S): NUR214, NUR215. COREQUISITE(S): NUR302

NUR306 Complex Medical Surgical Nursing (6)

Provides a framework for the student to assist individuals, families, and groups in adapting to complex stressors. Emphasis is placed on the development by the student of critical thinking and critical judgment while using the nursing process to assist clients to meet their biophysical and psychosocial needs. Health teaching activities and research findings are incorporated into nursing care. PREREQUISITE(S): NUR302, NUR304

NUR307 Nursing Leadership (6)

Focus on the leadership process and development of the leadership role of the professional nurse. Students apply the nursing process in primary, secondary, and tertiary levels of prevention. Students analyze leadership and management functions, characteristics, styles, and roles. Interpersonal communication, staff development, change theory, and assertiveness skills are applied. PREREQUISITE(S): NUR306

NUR325 Trends and Issues in Nursing (2)

Increases the student's ability to synthesize the knowledge, skills, concepts, and theories essential for effective professional nursing practice. Students examine issues that affect clients and healthcare systems. Consideration is given to the impact of cultural, economic, ethical, legal, political, professional, and social issues upon nursing practice. PREREQUISITE(S): None. COREQUISITE(S): NUR306, NUR307. Open to second semester seniors only

NUR328 Senior Seminar (1)

This course will assist the student in preparing for the NCLEX-RN Examination. The student will be required to complete content modules in preparing for a culminating computerized examination.

NUR400 Theory and the Science of Nursing (3)

This core course provides a theoretical foundation for advanced nursing practice and focuses on the evolution and application of nursing knowledge through the examination of concepts, theoretical models, theories and meta-paradigms. Emphasis is placed on concept analysis and the evolution and evaluation of nursing and shared theories. Understanding the development of nursing science, nursing practice, theory, and research are inseparable, graduate students examine concepts integral to the evolution of nursing knowledge. Through the study and analysis of selected conceptual phenomena related to clinical practice, graduate students examine the integration of advanced concepts and ideas integral to professional nursing practice. PREREQUISITE(S): None

NUR410 Nursing Research Seminar (3)

This course advances the graduate students proficiency in the utilization of current research based knowledge in both educational and clinical settings. Emphasis will be placed on the utilization of research as evidence to address questions, effect change, improve clinical outcomes and educational practices, and ultimately to contribute to the advancement of nursing knowledge.

NUR425 Analysis of Health Care Systems (3)

This course focuses on interdisciplinary analyses of the multiple and complex factors influencing the nature and delivery of health care. Issues such as universal health care, managed care, vulnerable populations, diversity and socio-cultural factors, ethics, policy, political influences, and healthcare economics will be examined. U.S. health care and exemplary international delivery models will be studied. PREREQUISITE(S): None

NUR430 Analysis of Special Topics (3)

Advanced study of special topics of current interest and concern in nursing enables students to pursue a particular subject through directed readings, discussions, and the interpretation of data-based literature in an identified area related to the area of concentration. PREREQUISITE(S): None

NUR440 Clinical Nursing Education (3)

Nurses prepared at the master's level have a responsibility to incorporate principles, methodologies, and educational theory into clinical instruction in diverse practice settings. Curriculum and program development and principles of evaluation related to nursing education will be introduced as students engage in beginning exploration of the role of nurse educator. Graduate students will focus on selected processes that facilitate the development of a clinically competent, beginning practitioner of professional nursing. PREREQUISITE(S): None

NUR450 The Nursing Curriculum (3)

This course focuses on the process and issues related to curriculum development, revision, evaluation, and program accreditation. Teaching, learning, and evaluation processes will be examined from the perspective of education and research. The major components influencing curriculum design and change within the context of societal and health care delivery will be explored as students examine foundations for effective program design implementation and evaluation. PREREQUISITE(S): None

NUR455 Special Topics in Education (3)

This course examines contemporary trends, challenges, and innovation in nursing education. Factors influencing student learning, and the design and direction of nursing education will be also explored. PREREQUISITE(S): None

NUR460 The Nurse Educator (Practicum) (6)

This practicum focuses on the role of nurse educator in contemporary nursing. Emphasis is placed on the application of teaching learning and evaluation strategies as students design implement and evaluate learning experiences in settings such as nursing programs, staff development, and/or continuing education.

PREREQUISITE(S): None

NUR470 Administration and Leadership (3)

This course focuses on the nurse administrators relationship with organizational dynamics in diverse healthcare systems. Knowledge of the standards of nursing administration and classical management functions serve as the basis for exploration of administrative action in relation to the trends and issues affecting healthcare systems. The role of the nurse administrator in areas such as fiscal management, strategic planning, administrative decision making, trend analysis, and resource management will be presented. PREREQUISITE(S): None

**NUR480 Economics and Financial Management
for Nurse Administrators (3)**

This course focuses on the economic impact of fiscal management in healthcare organizations. In order to understand the environment in which healthcare organizations operate, the economics of healthcare, fiscal components of the budgetary process, as well as concepts such as cost and operations, skill mix, planning, and marketing will be explored. PREREQUISITE(S): None

NUR485 Special Topics in Administration (3)

This course examines contemporary influences, theories, principles, and functional strategies related to organizational and management science. Factors influencing the internal and external environment of complex systems will be explored. PREREQUISITE(S): None

NUR490 The Nurse Administrator (Practicum) (6)

This practicum enables students to focus on the role of nurse administrator in a health care agency. Students examine the influence of salient factors such as interdisciplinary relationships, legal and ethical issues, planning, policy, health-care quality, technology, resources, organizational behavior, financial management, and care delivery on the organization and the delivery of nursing services.

PREREQUISITE(S): None

OCCUPATIONAL THERAPY

OTR100 Medical Terminology (2)

This online course is specifically designed to improve vocabulary skills and to prepare students for occupational therapy practice by incorporating content to

be taught in professional foundation and graduate courses. Students are provided with multiple-color medical pictures to visually assist understandings of why specific word parts have been selected to form the thousands of specialized compound Medical, Scientific, and English terms discussed in this course. Students are provided with an opportunity to study and replay the audio-visual online lectures and complete the self-testing activities at a convenient time and place.

PREREQUISITE(S): None

OTR201 Group Dynamics (3)

This course provides information regarding the theory of group dynamics that includes communication, group process, group development, leadership styles, and group roles and norms. Conceptual models based in understandings of human occupation, cognition, and development are introduced. Students will be required to apply activity analysis and observation skills as both group leaders and members. Students will participate in a community group during the semester.

PREREQUISITE(S): None

OTR204 Activity Analysis (3)

Through active participation in activities, this course will develop skills in analyzing activities of daily living, work and productive activities, play or leisure activities, and social participation. The analysis will include the physical and environmental requirements to perform activities. It will identify facilitators and barriers to performance including performance skills, client factors, activity demands, and contexts. The coursework will explore the relationship of activities to broader areas of occupation. The course will offer the students an opportunity to begin to develop skills in teaching, collaborative planning, and goal writing. PREREQUISITE(S): None

OTR220 Introduction to Occupational Science (3)

This course provides students with an opportunity to survey and apply basic concepts, theories, and values that are the foundation of occupations in people's lives from a global perspective and including concepts from sociology, psychology, and anthropology. Consideration of the occupational needs, history, and patterns of engagement of individuals across the life span will be studied in order to develop occupational profiles that include the influences of family, society, culture, and spirituality. PREREQUISITE(S): None

OTR222 Gross Anatomy (4)

Human gross anatomy is an examination of the structures of the human body. The course includes an in-depth presentation of the musculoskeletal system, with limited consideration of other body systems. The course material will be conveyed through lectures, laboratory experiences with human cadaver pro-sections, ADAM computerized dissections of the human body, audiovisual tapes, and anatomical models. PREREQUISITE(S): BIO103

OTR302 Kinesiology (4)

This course is an introduction to the study of the movements of the human body. Students examine the major joint complexes of the body, including the skeletal, muscular and neurological contributions to movement at each joint, and consider the physical forces that influence human movement. Students also observe, analyze, and document using SOAP format the skilled movement patterns needed for occupational performance in daily life. The course material is presented in lecture and laboratory format and is supplemented with hands-on sessions for practicing range of motion and manual muscle testing skills on peers. Skeletal and anatomical models and audiovisual materials will complement the instructional process. PREREQUISITE(S): BIO103 and PHY116

OTR303 Outcomes (3)

This is the first course in the course series on research in occupational therapy. The course will explore the theme of building scientific knowledge as the basis for disciplinary development, and using research evidence to answer clinical questions. Because the profession of occupational therapy is guided by ethics and is accountable to external constituents, research evidence must guide the occupational therapy process that is used in practice. The steps in the research process that includes generating a question, reviewing the existing literature, and designing a study that produces evidence to help answer the question, will be reviewed. Students will learn how to search the literature for books, journals, electronic databases and websites that provide data to answer important clinical questions. Course activities will include analyzing peer-reviewed articles from occupational therapy journals for type of design, study methodology, outcomes measured, clinical utility, and level of research evidence achieved. PREREQUISITE(S): MAT205

OTR398 Directed Study (2-6)

This course is not part of the standard curriculum. Students may register for this course only by approval of the Program Director. This course will direct students to survey and apply the basic concepts, theories and values of occupational science. Occupation as a foundational concept of life is studied, and group dynamics theories and applications are explored. Students will develop occupational profiles and task analyses of occupational performance in the areas of daily living, work or school, play and leisure, and social interactions as the basis for therapeutic intervention. PREREQUISITE(S): None

OTR506 Psychosocial Occupations 1 (3)

This course in the physical performance series addresses psychosocial development from birth to adolescence. Developmental theories and models of psychodynamics, cognition, behavior, and occupations are examined. The DSM-IV diagnostic categories for disorders of children and adolescents are included such as learn-

ing disabilities, pervasive developmental disorders, and anxiety disorders. Specific emphasis is on the emotional development, social interactions, and physical play environments of young children and adolescents. The effects of dysfunction on the occupations of the child/adolescent are studied including contextual effects on the family, and societal systems. Therapeutic assessment and intervention for occupational dysfunction in this age range will be explored. Level I Fieldwork is integrated within the course work affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITE(S): All general education and program requirements as well as all 100, 200 & 300 level OTR courses.

OTR516 Physical Occupations 1 (3)

This course in the physical performance series addresses gross and fine motor development from birth to adolescence. Developmental theories and models of motor learning, sensory integration, acquisition, and perceptual motor are examined. Performance skills addressed include typical and atypical feeding patterns, postural development, mobility, and eye-hand coordination relative to development of self-care, educational, play, social, and pre-vocational occupations. Sensory motor dysfunction is addressed, including, but not limited to cerebral palsy, spina bifida, muscular dystrophy, and congenital anomalies. The effects of dysfunction on the occupations of the child or adolescent are studied including contextual effects on the family, and societal systems. Therapeutic assessment and intervention for occupational dysfunction in this age range will be explored. Level I Fieldwork is integrated within the course work affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITE(S): All general education and program requirements, as well as all 100, 200 & 300 level OTR courses.

OTR526 Assistive Technology 1 (3)

This is the first of two courses examining the role of assistive technology in promoting optimal occupational functioning across the lifespan. This course will provide an introduction to the theories and principles of assistive technology intervention for occupational performance disruption during childhood and adolescence. Performance contexts and their impact on occupational performance and use of assistive technology will be examined. Various types of assistive technology used at home, in school, and in the community will be explored. Students will be required to apply activity analysis skills in problem solving and developing assistive technology interventions. Students will be introduced to the utilization of assessment data and assistive technology in the therapeutic process. Legal, ethical and funding issues will also be introduced. Student will participate in classroom activities and hands-on labs to construct simple assistive devices. Field trips and Level I Fieldwork observations and assignments will be used to apply classroom learning. PREREQUISITE(S): All general education and program requirements, as well as all 100, 200 & 300 level OTR courses.

OTR592 Fieldwork/Service Delivery 1 (3)

This course examines the continuum of care and methods of service delivery for pediatric populations in a variety of medical, educational, and social settings. Current issues affecting service delivery including access, quality, and cost will be identified and discussed. Students are challenged to recognize the influence of federal legislation and health care policy on current practice and to identify and analyze the social, economic, political, and demographic factors and trends that influence the delivery of pediatric practice in the United States. The occupational therapists emerging role within the context of health promotion, community, and public health will be discussed. Students participate in Level I Fieldwork experiences in pediatric/adolescent settings as part of this course. PREREQUISITE(S): All general education and program requirements, as well as all 100, 200 & 300 level OTR courses.

OTR606 Psychosocial Occupations 2 (3)

This course explores psychosocial aspects of occupational performance among adult and older adult populations. Using the DSM-IV-R criterion, occupation and function are explored in varied contexts and phases of wellness, illness, and disability. With this fundamental knowledge, students will engage in clinical reasoning in the areas of evaluation, goal setting and treatment planning using a collaborative model and an emphasis on meaning and purposeful activity. The inter-relationship and inter-dependence of person, physical environment, and the larger social context will be reinforced through the application of theoretical principles. Assessment tools, theoretical approaches, intervention planning, and techniques appropriate to this age range will be explored. Level I Fieldwork is integrated within the course work affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITE(S): OTR506

OTR616 Physical Occupations 2 (3)

This course explores physical development and functioning as it relates to occupational performance from early to late adulthood. Changes in the human body affecting skeletal, muscular, neurological, cardiopulmonary, and sensory systems will be examined. Functional implications on development and maintenance of occupational roles will be analyzed, and the importance of purposeful activity to maintain wellness will be highlighted. The integration of person, environment, and occupation will be stressed when applying theoretical principles to pathologic conditions, and in developing support systems to enable optimal occupational performance throughout adult life. Therapeutic assessment and intervention for occupational dysfunction in this age range will be introduced. Level I Fieldwork is integrated within the course work, affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITE(S): OTR516

OTR623 Neuroscience (4)

This course presents the neurological foundations of human performance, behavior, and emotion through a variety of formats. Students will gain an understanding of the structure, function, and development of the nervous system and its influence on human behavior throughout the lifespan. This course explores how the nervous system functions, how it develops, and how it controls thoughts, emotions, and actions. Content will include anatomy, physiology, and functioning of the central and peripheral nervous systems, including clinical examples illustrating the impact of disease, trauma, learning, and developmental change on the everyday activities of people of all ages. PREREQUISITE(S): BIO103 & PHY116

OTR625 Program Development/Leadership (4)

This course examines leadership, teams, and teamwork in occupational therapy practice. Leadership models, styles, qualities, and skills will be explored from the perspective of current and emerging practice areas. Theories and models of community health promotion and wellness will be integrated with the objectives of the most recent federal Healthy People initiative in order to apply wellness and health promotion principles and strategies to targeted populations within various communities and practice areas. PREREQUISITE(S): OTR220 & OTR204

OTR626 Assistive Technology 2 (3)

This is the second of two courses examining the role of assistive technology in promoting optimal occupational functioning across the lifespan. Performance contexts and their impact on occupational performance and use of assistive technology with a focus on the occupations of adulthood will be examined. Assistive technology in the areas of ergonomics, environmental evaluation/adaptation and control, and community mobility will be addressed. Assistive technology interventions focused on increasing function and participation in home, work, school, and community contexts will be explored. Students will be required to apply activity analysis skills in problem solving and developing assistive technology interventions. Demonstration of competency in environmental evaluation, basic computer adaptations, and teaching compensatory strategies is expected by the end of the semester. Students will analyze the effects of technology on the lives of people with disabilities through readings, assignments, and Level I Fieldwork experiences. PREREQUISITE(S): OTR526

OTR692 Fieldwork/Service Delivery 2 (3)

This course examines the continuum of care for adult populations while exploring issues of service delivery within the medical and social systems. The class will focus on issues related to access, quality, and cost of health care. Students are challenged to recognize the influence of federal legislation and health care policy on current practice and to identify and analyze the social, economic, political, and demographic factors and trends that influence the delivery of health care in the United States.

Students participate in Level I Fieldwork experiences in adult settings as part of this course. PREREQUISITE(S): OTR592

OTR705 Research 1 (3)

As the second course in the research series, this course provides an opportunity for in-depth examination of the concepts, problems, needs, and issues involved in evaluating and conducting research in occupational therapy. The nature, relevance, and application of qualitative and quantitative research methods are examined as they relate to the development of an attitude of scholarly inquiry in this practice profession. The themes of evidence-based assessment and intervention, and outcomes measurement based in occupational performance resurface in the context of defining scholarship in occupational therapy. Students will develop beginning level research skills by initiating the development of a proposal for a scholarly project. Student outcomes will include the identification of a researchable problem/question and a review of the literature on a topical area. PREREQUISITE(S): OTR303

OTR792 Management (3)

This course is designed to prepare the student for management issues related to future clinical practice. Management theory and organizational behavior and structure will be discussed in relation to the healthcare industry and the delivery of occupational therapy services. Management principles and strategies involved in the managerial functions of planning, organizing, staffing, budgeting, evaluating, and marketing will be examined and applied during class and individual assignments. PREREQUISITE(S): All 500 level OTR courses

OTR800 Foundations of Occupational Therapy (6)

This course provides a historical perspective for the evolution of the profession of occupational therapy. The role of occupational therapist is viewed within the context of synthesizing current theories, service delivery settings, models of practice, and current research related to the practice of occupational therapy. The structure and function of the profession will be identified, including the guiding principles and ethical standards, and the important professional organizations, i.e. AOTA, ACOTE, NBCOT, and WFOT. Legal issues such as state licensure and malpractice will also be examined. Students will study the domain and process of occupational therapy practice and apply their knowledge of the discipline of occupational science to the profession of occupational therapy. PREREQUISITE(S): All 500 - 700 level OTR courses

OTR806 Occupational Therapy Process: Pediatrics (4)

This course is designed to apply knowledge of biological, physical, behavioral, and psychosocial development of children to pediatric occupational therapy practice. Students will apply an occupation-based and client-centered approach to evaluation and intervention in a variety of occupational therapy practice contexts, including

schools, hospital settings, rehabilitation centers, mental health programs, and community, and home-based settings. Theoretical perspectives that integrate person, environment, and occupation will be stressed as a foundation for understanding physical and psychosocial pathology in child and adolescent populations. Research evidence from journal articles will supplement the text material to identify the most effective assessments and interventions currently available in the arena of pediatric practice. Students will synthesize knowledge of evaluation techniques, including standardized tests and behavioral scales, as well as motor, sensory, or behavioral treatment approaches. They will apply clinical reasoning/problem solving to select appropriate tools, interpret, and document assessment data, and determine the appropriate occupational interventions for the age and functional level of the child. Level I Fieldwork with children and adolescents with physical and/or psychosocial disabilities will be provided to permit students to apply classroom learning to real-life clinical experience. PREREQUISITE(S): OTR800

OTR816 Occupational Therapy Process: Mental Health (4)

This course is designed to apply knowledge of behavioral and psychosocial development to the practice of occupational therapy with adolescents and adults who exhibit psychosocial dysfunction affecting occupational performance. Students will apply an occupation-based and client-centered approach to evaluation and intervention in a variety of occupational therapy practice contexts, including hospital settings, rehabilitation centers, mental health programs, and work, community, and home-based settings. Theoretical perspectives that integrate person, environment, and occupation will be stressed as a foundation for understanding psychosocial pathology in young to aging adult populations. Research evidence from journal articles will supplement the text material to identify the most effective assessments and interventions currently available in the arena of mental health. Students will synthesize knowledge gained from developed competencies in conducting basic evaluation and intervention planning to utilize clinical reasoning/problem solving in the appropriate selection and analysis of assessment data, the setting of effective intervention goals and objectives, and the selection of appropriate treatment media and activities to enhance occupational performance. Level I Fieldwork with adult clients with psychosocial disabilities will be provided to permit students to apply classroom learning to real-life clinical experience. PREREQUISITE(S): OTR800

OTR826 Occupational Therapy Process: Physical Disabilities (4)

This course is designed to apply biomechanical, neurobiological, and occupation-based models and frames of reference for occupational therapy intervention with adults with physical dysfunction. Students will apply an occupation-based and client-centered approach to identification of appropriate evaluation and intervention strategies for clients in a variety of occupational therapy practice contexts including hospital settings, rehabilitation centers, intermediate and long-term care

facilities, and home environments. Students will synthesize knowledge of the use standardized evaluation tools, research-based intervention strategies and adaptive techniques, to utilize clinical reasoning/problem solving strategies for establishing effective client-centered intervention plans to enable maximum independence in occupational performance. The ability to identify and synthesize research evidence from appropriate sources to identify the most effective assessments and interventions in the arena of physical disabilities will be emphasized. Level I Fieldwork with adult clients with physical disabilities will be provided to permit students to apply classroom learning to real-life clinical experience. PREREQUISITE(S): OTR800

OTR881 Research 2 (1)

This is the third course in the research series. Students continue to develop the research proposal initiated in OTR705 by deciding on an appropriate research methodology to address the problem/question identified earlier. Student outcomes include developing a methods section for the research proposal under the mentorship of a faculty member, and conducting an oral presentation using PowerPoint technology to describe the research study. Students are also required to obtain approval to complete the project from the college's institutional research and review committee. PREREQUISITE(S): OTR705

OTR885 Fieldwork Seminar (1)

This course precedes the Level II Fieldwork experience and examines the respective roles and responsibilities of the student, fieldwork supervisor, and academic fieldwork coordinator. Fieldwork goals and objectives, and the criteria for student evaluation will be clarified. Students will also be instructed regarding national certification (NBCOT), the application process for the certification exam, and licensure requirements and procedures. Classroom discussion topics will emphasize communication skills, supervision, and professionalism related to fieldwork and future practice. PREREQUISITE(S): OTR692

OTR896 Level II Fieldwork (6)

The Level II Fieldwork assignments provide students with the opportunity to apply an academically acquired body of knowledge to an in-depth clinical experience in the delivery of occupational therapy services to clients and their families or caregivers. The OT student practitioner (OTS), as evaluated by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student will demonstrate competencies in: fundamentals of practice, basic tenets, evaluation and screening, intervention, management of occupational therapy services, communication, and professional behaviors. Students will be graded on a pass/fail basis. Level II Fieldwork sites are frequently at a distance from the College and/or the student's home. Student preferences for site selection will be taken into consideration, but there is no guarantee that the preferences will be granted. Students are required to accept

and to attend the fieldwork placements as assigned to them by the Academic Fieldwork Coordinator. Students are responsible for assuming all costs associated with travel to and from all sites, as well as transportation, food, housing and personal health insurance. Students selecting a fieldwork site that requires a supervision fee are required to assume personal financial responsibility. Completion of Level II Fieldwork will not exceed one year from the end of didactic course work unless approved by the program director. PREREQUISITE(S): All 800 level OTR courses thru OTR885

OTR897 Level II Fieldwork (6)

The Level II Fieldwork assignments provide students with the opportunity to apply an academically acquired body of knowledge to an in-depth clinical experience in the delivery of occupational therapy services to clients and their families or caregivers. The OT student practitioner (OTS), as evaluated by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student will demonstrate competencies in: fundamentals of practice, basic tenets, evaluation and screening, intervention, management of occupational therapy services, communication, and professional behaviors. Students will be graded on a pass/fail basis. Level II Fieldwork sites are frequently at a distance from the College and/or the student's home. Student preferences for site selection will be taken into consideration but there is no guarantee that the preferences will be granted. Students are required to accept and to attend the fieldwork placements as assigned to them by the Academic Fieldwork Coordinator. Students are responsible for assuming all costs associated with travel to and from all sites, as well as transportation, food, housing and personal health insurance. Students selecting a fieldwork site that requires a supervision fee are required to assume personal financial responsibility. Completion of Level II Fieldwork will not exceed one year from the end of didactic course work unless approved by the program director. PREREQUISITE(S): All 800 level OTR courses thru OTR885

OTR982 Research 3 (1)

This is the final course in the research series. Students are provided with the opportunity to conduct a scholarly project under the direction and mentorship of an individual faculty member. The research proposal that is developed in OTR705 and OTR881 guides the implementation of the research project. Students will analyze the project data and complete the discussion section of the research study. Course outcomes will include a professional research paper and a formal oral presentation of the research findings. Students develop an academic contract with their faculty project advisor that establishes performance goals for completing the course requirements within the designated course timeline. PREREQUISITE(S): OTR881

PHILOSOPHY

PHI100 Introduction to Critical Thinking (3)

This course offers a careful examination of the various standards that must be observed if one is to read, write, and think critically. It surveys common sources of confusion and error, such as ambiguity, vagueness, propaganda, political rhetoric, misleading advertising, misuse of evidence, improper reliance upon authority and tradition, and other varieties of fallacious reasoning. PREREQUISITE(S): None

PHI101 Introduction to Philosophy (3)

This course provides a critical examination of several philosophical problems, including the nature and scope of knowledge, the freedom-determinism issue, the question of the existence of a God, and the status of moral judgments. PREREQUISITE(S): PHI100 suggested

PHI102 Philosophy through Literature (3)

This course offers an introduction to, and critical analysis of, problems in philosophy, with special stress on those value aspects bearing directly upon the formulation of a philosophy of life. Selections from fiction and poetry, as well as the more traditional form of philosophic exposition, are read and discussed. PREREQUISITE(S): PHI100 or PHI101

PHI208 Theory of Knowledge (3)

This course is designed to teach and expose students to some of the ways in which we acquire information that leads to legitimate knowledge claims. Theory of knowledge is centered on student reflection and dialog with other students. Theory of Knowledge addresses intellectual self-discovery and cultural awareness. Students will better understand the nature of learning and legitimacy of knowledge.

PHYSICAL THERAPY

PTR403 Scientific Writing in Physical Therapy (2)

This is an advanced writing course for doctorate of physical therapy students that focuses on scientific research, writing, and documentation. Students learn to gather and explore research to prepare for writing in the American Medical Association manual of Style (AMA) scientific research papers. The course will also emphasize the fundamentals of English and the manner in which students communicate various concepts and professional issues common to the physical therapy profession. Student will be exposed to different types of research reviews through the use of library and electronic sources. PREREQUISITE(S): ENG103, ENG104, or equivalents.

PTR405 Gross Anatomy I (4)

This course is designed to present an in-depth examination of the musculoskeletal system of the human body, with limited consideration of pertinent aspects of other body systems. The course material will be presented in lecture format and supplemented with laboratory experience with human cadaver dissection, computer programs, audiovisual tapes, and anatomical models. Topics covered include the spine, neck, thorax, and upper extremity. PREREQUISITE(S): None

PTR406 Gross Anatomy II (4)

This course is an extension of Human Gross Anatomy I. The course will continue its in-depth examination of the musculoskeletal system of the human body. There will be limited consideration of pertinent aspects of other body systems. The materials will be presented in lecture format, supplemented with laboratory experience with human cadaver dissection, computer programs, audiovisual tapes, and anatomical models. Topics covered include the lower extremity, thorax, abdomen, pelvis, head, and neck. PREREQUISITE(S): PTR405

PTR407 Neuroscience I (2)

Neuroscience I and II will introduce the students to the neuroanatomy and neurophysiology of the central nervous system. Emphasis will be placed on the sensory and motor functions of the human nervous system. The application of basic neuroscience to clinical practice will be included. Current research topics and methodology will be discussed to foster an ongoing ability to integrate new information. PREREQUISITE(S): None

PTR408 Neuroscience II (2)

Neuroscience I and II will introduce the students to the neuroanatomy and neurophysiology of the central nervous system. Emphasis will be placed on the sensory and motor functions of the human nervous system. The application of basic neuroscience to clinical practice will be included. Current research topics and methodology will be discussed to foster an ongoing ability to integrate new information. PREREQUISITE(S): PTR407

PTR422 Scientific Inquiry I (1)

Evidence-based medicine is the process of finding, appraising, and using research findings in order to make sound patient management decisions. This course introduces the learner to the basic concepts of EBM and is the first in the Scientific Inquiry series. Students will learn how to formulate relevant clinical questions, search and critically appraise the medical literature, and implement useful findings into clinical practice. Students will also be introduced to the research requirements and process necessary to attain the doctor of physical therapy degree. Teaching methods will include web-based instruction, case studies, small group discussions, and lecture. PREREQUISITE(S): None

PTR425 Fundamentals of Patient Management I (4)

This course provides a foundation for examination and diagnostic skills relevant to orthopedic, neurological, cardiopulmonary, and integumentary pathologies. The student is introduced to the Nagi model of disablement and to the five elements of patient/client management as described in the Guide to Physical Therapist Practice. Primary areas of emphasis in this course are examination procedures including history taking, systems review, and basic tests and measures such as assessment of vital signs, reflexes, joint range of motion, and strength. In addition, the student will also learn documentation using a SOAP note format. This course serves as a foundation for Clinical Education I: PTR700. PREREQUISITE(S): PTR700

PTR426 Musculoskeletal Patient Management I (4)

This course continues the series on management of the patient with musculoskeletal dysfunction, with an emphasis on patient examination, evaluation, diagnosis, and prognosis. Emphasis is given to the Cyriax-based examination scheme and also includes basic McKenzie principles for diagnosis of spinal disorders, gait, and postural analysis. This course serves as a foundation for Clinical Education I: PTR700. PREREQUISITE(S): PTR700

PTR432 Musculoskeletal Clinical Medicine (3)

This is the second in a series of four clinical medicine courses designed to acquaint the student with medical aspects and pathologies of diseases and disabilities. The first orthopedic unit follows Patient Evaluation I: PTR435, for basic orthopedic clinical terminology and runs concurrently with Musculoskeletal Patient Management II: PTR446. Also included are special units on management of hand problems, maternal adaptations to pregnancy, burn management, and abuse/neglect/domestic violence across the lifespan. This course prepares the students for their first clinical internship: PTR700. PREREQUISITE(S): None

PTR435 Foundations of Clinical Medicine (3)

This course is the first in a series of courses designed to provide the physical therapy student with a general knowledge of human pathology of selective body systems including implications for patient management. Topics addressed are inflammation, wound healing, immune, and endocrine systems. The beginning series of lectures integrates with Fundamentals of Patient Management I for management of integumentary disorders and prepares the student for the specialty unit on burn management in Musculoskeletal Clinical Medicine. This is a foundational course; it introduces the student to medical terminology, promotes an understanding of disease processes, and guides the student in application and analysis of medical pathology in patient care. Teaching methods will include lecture, reading, written assignments, and an oral presentation with peer review. The course prepares the students for their first clinical internship: PTR700. PREREQUISITE(S): None

PTR445 Fundamentals of Patient Management II (4)

This is one of two fundamental courses in which the student will begin to acquire clinical skills. It is intended to serve as an introduction to the profession of physical therapy. The course will cover basic clinical techniques such as bandaging, positioning, and transferring patients, advancing to gait training components, wheel chair assessment, application of various heat and cold modalities, hydrotherapy, paraffin, ultrasound, and nerve and muscle stimulating currents. This course is designed to prepare the student to critically analyze the patient and provide appropriate interventions to those patients in the acute, sub acute, rehabilitation, and homecare settings. PREREQUISITE(S): PTR426, PTR432 and PTR700

PTR446 Musculoskeletal Patient Management II (4)

This course focuses on treatment intervention techniques such as therapeutic exercise, massage, extremity mobilization, and spinal traction, and prepares the student for the design, implementation, and evaluation of treatment programs. This course is designed to prepare students to perform patient interventions specifically in the outpatient setting, and can also be adapted to the acute care, sub acute, rehabilitation, and home care setting. This course is integrated with Patient Evaluation II, Anatomy II, Clinical Science II, and Kinesiology, and requires sound knowledge of material previously presented in Anatomy I, Exercise Physiology, and Clinical Medicine II. PREREQUISITE(S): PTR641 and PTR700

PTR456 Exercise Physiology (3)

This course investigates the principles of exercise physiology, including physiologic function, muscle architecture, and biological responses to various forms of exercise. Lecture sessions will focus on the basic principles and expected responses to exercise. Selected topics will include aerobic and anaerobic metabolism, muscle structure, and physiological responses to exercise. PREREQUISITE(S): PTR426, PTR446, PTR686, and PTR700

PTR457 Kinesiology (3)

This course introduces the student to basic concepts of biomechanics as applied to human functional anatomy and motion. Primary areas of study will include kinematics, kinetics, muscle function, and anthropometry. This course prepares the student for further study of movement dysfunction across the curriculum and as an entry level physical therapist. PREREQUISITE(S): None

PTR458 Professional Foundations I (1)

This course will introduce students to methods and processes in clinical reasoning and decision-making that relate to patient management. The course will explore the patient care environment, social, cultural, medical, and psychological issues experienced in patient management. The course will introduce students to the issues

of involving cultural diversity and why therapists must be sensitive to the patient's perception of health, illness, and rehabilitation. PREREQUISITE(S): None

PTR459 Professional Foundations II (1)

This course is the second in a series of professional foundation courses. The emphasis is placed on cultural diversity of patients and how the physical therapist must be sensitive to cultural differences, various perceptions of health, illness, and rehabilitation. The course will familiarize students to the expectations of their clinical internship experiences. PREREQUISITE(S): PTR458

PTR500 Scientific Inquiry II (3)

This course addresses research designs and statistical analyses used in physical therapy and rehabilitation research. Students learn to conduct, interpret, and analyze descriptive and inferential statistics, including group comparisons and regression, for original data or in the literature. PREREQUISITE(S): successful completion of all previous coursework

PTR510 Scientific Inquiry III (3)

This research course is a continuation of Scientific Inquiry I and II, which critically explores the concepts, problems, needs, and issues involved in conducting and evaluating research in physical therapy. The nature, relevance, and application of qualitative and quantitative research methods will be examined as they relate to assessment and intervention outcomes in the context of evidence-based practice. Students will demonstrate competencies in preparation and development of a PowerPoint presentation and a proposal for a scholarly project. PREREQUISITE(S): None

PTR520 Scientific Inquiry IV (1)

This research course is a continuation of Scientific Inquiry I, II, and III that requires the student to perform data collection and analysis in conducting and evaluating research in physical therapy. PREREQUISITE(S): PTR510

PTR530 Scientific Inquiry V (1)

This research course is a continuation of Scientific Inquiry I, II, III, and IV that requires the student to accurately document the results of data analysis and prepare a research product for presentation. Each student is ultimately responsible for the completion of the scholarship work and adhering to stated deadlines as they are presented. It is the expectation that each scholarly product is suitable for publication. PREREQUISITE(S): PTR520

PTR600 Pharmacology (1)

This course reviews pharmacology as it is relevant to physical therapy practice. Basic mechanisms of drug action are described followed by the drug benefits and

detrimental side effects relevant to specific disorders. Focus is on the impact of selected drugs on patient treatment. This course prepares students for their second clinical internship. PREREQUISITE(S): None

PTR610 Introduction to Ergonomics (1)

This course will introduce students to ergonomic principles, and processes, govern ergonomics in its application to basic ergonomic principles to the home and work settings. Selected topics will include job site analysis, work capacity evaluations, and intervention planning. Students will conduct a job/home sites analysis and formulate an intervention plan. PREREQUISITE(S): None

PTR620 Principles of Teaching and Learning (2)

This course will examine the principles of teaching and learning within the health-care system. Students will discuss issues regarding teaching peers, patients, caregivers, and the community. Learning theory and styles and the interactive use of technology will be emphasized. PREREQUISITE(S): None

PTR630 Differential Diagnosis and Imaging (3)

The course will explore the principles of differential diagnosis in which the student will develop a systematic method of distinguishing between disorders of similar character by comparing their signs and symptoms. A case-based approach will be used in this course. Principles of imaging, including radiography, CT scans, MRI, special studies, and arthrography will also be discussed. The course prepares students for their final clinical internships. PREREQUISITE(S): None

PTR640 Neuromuscular Clinical Medicine (3)

This course is the third in a series of three clinical medicine courses and provides an overview of pathological conditions affecting the central and peripheral neuromuscular systems. Physicians, rehabilitation specialists, and healthcare professionals supplement class presentations. Emphasis is placed on knowledge of pathology, recognition of clinical signs and symptoms, as well as implications for patient management. This information will establish a foundation for management of patients with neuromuscular dysfunction. The student integrates this knowledge with physical therapy patient examination in Neuromuscular Patient Management I, and patient treatment planning in Neuromuscular Patient Management II. This course prepares students for their second summer internship. PREREQUISITE(S): None

PTR641 Neuromuscular Patient Management I (4)

This course examines the theoretical and clinical basis for the examination and treatment of patients with neurological impairments. Historical and current theories of CNS function, motor control, motor learning, and motor development will be used as the framework for this process. Examination procedures and findings, and their

implications for therapeutic interventions will be explored based on the Nagi Model of Disablement and evidence, based practice. The format of this course will be lecture/laboratory style, including patient demonstrations, movement analysis, and examination procedures. PREREQUISITE(S): PTR644, PTR710, and PTR720

PTR644 Neuromuscular Patient Management II (4)

This course examines the theoretical and clinical basis for the treatment of patients with neurological impairments. Evidence for historical and current intervention approaches will be discussed. Students will design, and implement a plan of care, and analyze functional outcomes. The format of this course will be lecture/laboratory style, including patient demonstrations, movement analysis, and exploration of handling skills. PREREQUISITE(S): PTR710 and PTR720

PTR645 Gait, Orthotics and Prosthetics (4)

This course introduces the student to the components of normal and pathological gait across the lifespan. The normal mechanics of gait are the basis for the biomechanical assessment of the foot and ankle, and patient management for orthotic and prosthetic prescription and training. PREREQUISITE(S): PTR644

PTR650 Musculoskeletal Patient Management III (4)

This course requires integration of material previously learned in Gross Anatomy, Kinesiology, and the Patient Management and Clinical Medicine series. The focus of this course is on advanced examination and intervention skills for the patient with spinal and TMJ musculoskeletal impairments, with an emphasis on evidence-based practice. Interventions will include muscle energy techniques, mobilization, and manipulation as well as therapeutic exercise and patient education. Teaching methods for this course will include lecture, discussion, lab experience, on-site ergonomic analysis, patient demonstrations, case studies, student presentations, and online lectures and discussions. There will be written and group assignments. Lab participation is a requirement for this course. All students participating in this course must sign an informed consent form prior to participating in labs. This course prepares the student for Clinical Internship II and III. PREREQUISITE(S): successful completion of all previous coursework

PTR651 Integumentary Patient Management (2)

This is an advanced integumentary patient management course in which students study patient/client management concepts pertaining to disorders of the integumentary system across the lifespan. This integumentary course is an introduction to wound care that expands the concepts in Foundations of Clinical Medicine, PTR435, and burn management in Musculoskeletal Patient Management, PTR432. Major topics include physical therapy assessment and management of integumentary dysfunction associated with burns, traumatic injury, infections, vascular disease,

and pressure/mechanical wounds. Current trends in the treatment of acute and chronic wounds are explored and practiced. Students are expected to use scientific evidence to support patient management strategies. This course prepares students for their final internship, PTR710.

PTR660 Psychosocial Elements of Illness and Disability (2)

This course examines the relationship of the psychosocial aspects of illness and disability. Students will discuss topics regarding ageism, cultural diversity, gender issues, death and dying, elder and child abuse, and domestic violence. PREREQUISITE(S): None

PTR664 Health and Wellness (2)

This course will investigate a variety of topics pertinent to the current practice of physical therapy. These topics may include health and wellness and complementary approaches and issues regarding the examination of the geriatric patient. PREREQUISITE(S): None

PTR671 Health Policy and Administration (3)

Review of management styles with topics related to healthcare, emphasizing current and future trends, management, communication, group dynamics, program development, outcomes, and ethical and legal issues. Teaching methods include lecture, in-class discussion, article presentation, individual homework assignments, and class assignments. PREREQUISITE(S): successful completion of all previous coursework

PTR674 Pediatric Patient Management (4)

The pediatric patient management course will integrate knowledge from core curriculum courses as it relates to normal development and pediatric disorders. The course will examine the clinical decision making process involved in pediatrics with regards to musculoskeletal, neurological, cardiopulmonary, and neonatal impairments. The student will be knowledgeable in the tests, measures, and examination, evaluation, and intervention strategies as described in the Guide to Physical Therapy Practice. The student will explore evidence-based medicine for further investigation of the efficacy of physical therapy outcome measures in pediatrics. The student will also recognize and internalize the psychosocial impact on children and families with disabilities. A variety of learning experiences will be provided to develop critical thinking skills in the student. PREREQUISITE(S): None

PTR686 Cardiopulmonary Patient Management (4)

This course focuses on management of the patient with cardiopulmonary dysfunction or disease with an emphasis on patient examination, evaluation, diagnosis, prognosis, and effective physical therapy prescription. Students will examine the

normal function of the cardiopulmonary system across the life span as the basis for the development of pathology and the application of physical therapy treatment management. PREREQUISITE(S): None

PTR690 The Complex Patient: Integrative Seminar (2)

The Complex Patient will integrate both clinical and basic science knowledge and skills acquired throughout the curriculum by analyzing patients with multiple diagnoses and physical therapy problems. Students will have the opportunity to apply clinical decision-making skills to the dynamic interaction of multiple system variables (physiological, biomechanical, psychological, social, cultural, and environmental) and their impact on the disease and recovery process. Tests, measures, and interventions will be discussed related to the diagnostic categories described in the Guide to Physical Therapy Practice. The format of this course will include a variety of learning experiences including presentations by expert clinicians, small group discussions, panel discussion, student presentations, patient demonstrations, video demonstrations, and written assignments. PREREQUISITE(S): None

PTR700 Clinical Internship I (12 weeks) (7)

Clinical Internship I is the first in the series of three clinical internships in which the student will have the opportunity to practice skills in a clinical setting. The assignment will be 40 hours a week for a 12-week period, beginning at the end of the first academic year in the professional program. The experience is designed to permit progressive responsibility in patient evaluation and treatment based on didactic instruction in the professional program. PREREQUISITE(S): None

PTR710 Clinical Internship II (12 weeks) (7)

PTR710 is the second in a series of three clinical internships in which the student will have the opportunity to practice skills in a supervised clinical setting. The focus should be on adult learning and decision making. The assignment will be 40 hours/week for a 12-week period, following the completion of all didactic instruction in the professional program. PREREQUISITE(S): PTR700

PTR720 Clinical Internship III (12 weeks) (7)

PTR720 is a continuation and the final 12-week clinical internship experience in the clinical setting. The assignment will be 40 hours/week for a 12 week period. Registration in this course is contingent upon the successful completion of PTR710. Instruction is primarily experiential and will emphasize the affective, cognitive, and psychomotor domains in the clinical setting. Successful completion of this course and the prerequisite curriculum provides the student with the skills and knowledge necessary to enter into the professional practice of physical therapy. PREREQUISITE(S): PTR710

PHYSICS

PHY081 Mathematics for the Natural Sciences (2)

Selected topics in algebra and trigonometry are presented to assist students planning to take a science course. Topics include how to use a calculator, how to solve word problems, and using mathematics in the study and application of science.

PREREQUISITE(S): None

PHY103 Survey of the Physical Sciences I (3)

Topics in physics and chemistry are explored at an introductory level. Students will learn about the basic forces in nature and how they govern the motions and interactions of matter. Topics include Newton's Laws, linear and rotational motion, gravitation, electrostatics, optics, atomic structure, properties of the elements, chemical bonds, compounds, and acids and bases. One three-hour laboratory session per week. Students must also register for PHY103L if not already completed.

PREREQUISITE(S): PHY081 or approval by instructor

PHY103C Survey of the Physical Sciences I-Chemistry (2)

This is a two credit, half-semester module consisting of the chemistry lecture and chemistry laboratory portion of PHY10 and PHY103L. It will consist of three hours of lecture and three hours of laboratory each week for seven weeks, concurrently with the second half of PHY103 and PHY103L. Students planning to register for this course should speak with their advisors to insure it satisfies their program requirements. (Students seeking to meet a four credit science laboratory requirement should register for PHY103 and PHY103L.)

PREREQUISITE(S):

None

PHY103L Survey of the Physical Sciences Laboratory I (1)

Laboratory experiments in physics and chemistry introduce students to experimental methods and reinforce with practical experience the topics discussed in PHY103. Physics experiments include a study of motion, force, electricity, and optics. Chemistry experiments include a study of physical and chemical change, chemical properties of gases, chemical activity, reactions, ion identification, and acids and bases. One three-hour laboratory session per week with lab fee.

PREREQUISITE(S): PHY103 or concurrent enrollment in PHY103

PHY103P Survey of the Physical Sciences I-Physics (2)

This is a two credit, half-semester module consisting of the physics lecture and physics laboratory portion of PHY103 and PHY103L. It will consist of three hours of lecture and three hours of laboratory each week for seven weeks concurrently with the first half of PHY103 and PHY103L. Students planning to register for this course should speak with their advisors to ensure that it satisfies their program

requirements. (Students seeking to meet a four credit science laboratory requirement should register for PHY103 and PHY103L.) PREREQUISITE(S): None

PHY104 Survey of the Physical Sciences II (3)

Topics in astronomy and earth science are explored at an introductory level. Astronomy includes a discussion of the formation and demise of stars, types of galaxies, models of the universe, and overviews of the Milky Way and our solar system. Earth science includes a study of the internal structures and processes of the earth, plate tectonics, earth's oceans, the atmosphere, and weather. PHY104 may be taken without PHY103. PREREQUISITE(S): PHY104L or concurrent enrollment in PHY104L

PHY104L Survey of the Physical Sciences Laboratory II (1)

Laboratory experiments are conducted in astronomy and earth science that reinforce topics discussed in PHY104. Astronomy experiments include studies of the sun, the celestial sphere, orbits, and telescopes. Experiments in earth science include growing crystals, properties of minerals, and density of rock. One three-hour laboratory session period per week, plus several night observations with lab fee. PREREQUISITE(S): PHY104 or concurrent enrollment in PHY104

PHY111 Science for the 21st Century (3)

An introduction to the fundamental concepts of the physical sciences. Topics in physics, chemistry, astronomy, and earth science will be studied. How these four areas of science are interrelated will be emphasized. Students must also enroll in PHY111L to meet laboratory science requirements for general education. PREREQUISITE(S): None. Students must be concurrently enrolled in PHY111L.

PHY111L Science for the 21st Century Lab (1)

Physics 111 Lab consists of a series of two-hours labs taken from physics, chemistry, astronomy, and earth science. Lab topics include: motion, force, electricity, optics, physical and chemical change, ion identification, ion replacement and exchange reactions, properties of hydrogen and oxygen, crystal growth, and properties of minerals and rocks among others. PHY111 and PHY111L together complete one 4-credit lab science general education requirement. COREQUISITE(S): PHY111

PHY112 Earth Science for the Liberal Arts (3)

General, introductory earth science following a systems approach. Students will first learn what the building blocks of Earth are and the processes they undergo. Then the features and processes that continuously reshape Earth's surface will be studied. Following will be a study of Earth's interior and the processes driven from within that bear upon its surface. We will then study Earth's oceans, the atmosphere, weather, and climate. Of particular importance will be the effects of the

sun on Earth. Students must also enroll in PHY112L to meet laboratory science requirements for general education. PREREQUISITE(S): None. Students must be concurrently enrolled in PHY112L.

PHY112L Earth Science for the Liberal Arts Laboratory (1)

A series of selected laboratory experiences to teach the fundamentals of scientific thinking and research and to support course content. Experiments will explore mineral and rock properties, geologic processes, the atmosphere, and weather. One two-hour laboratory session per week with laboratory and breakage fees. PREREQUISITE(S): None. Students must be concurrently enrolled in PHY112.

PHY113 Physics: from Playground to Battlefield (3)

The field of physics will be investigated via the science and technologies used in sports, entertainment, and recreation together with those used in the military, now and throughout history. The concepts of motion, force, energy, momentum, electricity, magnetism, optics, and atomic systems will be explored both conceptually and in their applications to recreation and the military. Students must also enroll in PHY111L to meet laboratory science requirements for general education. PREREQUISITE(S): None. Students must be concurrently enrolled in PHY113L.

PHY113L Physics: from Playground to Battlefield Laboratory (1)

A series of selected laboratory experiences to teach the fundamentals of scientific thinking and research and to support course content. Experiments on force, energy, heat, electricity, circuits, and optics will be conducted. One two-hour laboratory session per week with laboratory and breakage fees. PREREQUISITE(S): None. Students must be concurrently enrolled in PHY113.

PHY114 Earth Science for the Sciences (3)

This course is intended for students who have already completed the laboratory science general education requirement. Following a systems approach, students will first learn what the building blocks of Earth are and the processes they undergo. Then students will study the features and processes that continuously reshape Earth's surface. A study will follow of Earth's interior and the processes driven from within that bear upon its surface. We will then study Earth's oceans, the atmosphere, weather, and climate. Of particular importance will be the effects of the sun on Earth. PREREQUISITE(S): None

PHY115 Astronomy for the Liberal Arts (3)

This is a general, introductory course in astronomy. Students study the physical properties and concepts concerning motion, gravitation, light, and atoms. Students will explore the Earth-Moon system, the Solar System, the tools used by astronomers, and the life cycles of stars and galaxies. The course emphasizes conceptual

understanding. Students must also enroll in PHY115L to meet laboratory science requirements for general education. PREREQUISITE(S): None. Students must be concurrently enrolled in PHY115L.

PHY115L Astronomy for the Liberal Arts Laboratory (1)

A series of selected laboratory experiences to teach the fundamentals of scientific thinking and research and to support course content. Experiments will include a study of gravity, light, optics, and spectroscopy. Telescope observations will be made of the sun and one additional night observation as conditions permit. One two-hour laboratory session per week with laboratory and breakage fees. PREREQUISITE(S): None. Students must be concurrently enrolled in PHY115.

PHY116 Physics of the Human Body (3)

A conceptual approach is used to understand the human body as a living system governed by the basic laws of physics. Topics include forces exerted by muscles, circulation of blood, nerve conduction, vision, perception of sound, and effects of radiation. Lectures are augmented with demonstrations requiring student participation. PREREQUISITE(S): PHY081

PHY116L Physics of the Human Body Laboratory (1)

Students perform a series of experiments on force, torque, energy, heat, electricity, sound, and optics to gain a deeper understanding and appreciation of the physical principle on which the human body functions. These experiments also include making EKGs, studying galvanic skin response, respiration, and pulse rates. One two-hour laboratory session per week with laboratory and breakage fees. PREREQUISITE(S): None. Students must be concurrently enrolled in PHY116.

PHY117 Astronomy for the Sciences (3)

This course is intended for students who have already completed the laboratory science general education requirement. Students study the physical properties and concepts concerning motion, gravitation, light, and atoms. Students will explore the Earth-Moon system, the Solar System, the tools used by astronomers, and the life cycles of stars and galaxies. The course emphasizes conceptual understanding. PREREQUISITE(S): None

PHY205 Physics of the Human Body (3)

A conceptual approach is used to understand the human body as a living system governed by the basic laws of physics. Topics include forces exerted by muscles, circulation of blood, nerve conduction, vision, perception of sound, and effects of radiation. Lectures are augmented with demonstrations requiring student participation. PREREQUISITE(S): None

PHY211 General Physics I (4)

This is a basic course that covers the fundamental principles of mechanics, vibration, and thermodynamics. Newton's laws of motion will be applied to a broad range of practical problems involving real phenomena. The laws of thermodynamics will be utilized to study thermal processes and properties. Students will learn to develop working equations from basic concepts in order to solve problems. The course is taught without calculus. PREREQUISITE(S): MAT140 with a grade of C or better

PHY211L General Physics I Laboratory (1)

This course covers basic laboratory techniques in physics and illustration of the principles of physics through laboratory experiments. Students will become familiar with the processes and nature of making scientific measurements and the analysis of relationships between physical quantities. Experiments will be selected for the study of mechanics, vibration, and thermodynamics. One three-hour laboratory session per week with laboratory and breakage fees. PREREQUISITE(S): Concurrent enrollment in PHY211 or PHY221, and PHY211R or PHY221R

PHY211R General Physics I Review (0)

This is a general review session for PHY211 to review homework and exams, and to answer students' questions. PREREQUISITE(S): Concurrent enrollment in PHY211

PHY212 General Physics II (4)

This is a continuation of PHY211 covering the fundamental principles of electricity, magnetism, light, and modern physics. The course is taught without calculus. PREREQUISITE(S): PHY211 with a grade of C or better

PHY212L General Physics Laboratory II (1)

A continuation of PHY211L. Experiments will be selected for the study of electricity, magnetism, light, and modern physics. One three-hour laboratory session per week with laboratory and breakage fees. PREREQUISITE(S): PHY212 or PHY222 or concurrent enrollment in PHY212 or PHY222

PHY212R General Physics II Review (0)

This course is a general review session for PHY212 to review homework and exams, and answer students' questions. PREREQUISITE(S): PHY212 or concurrent enrollment in PHY212

PHY221 General College Physics I (4)

This is a basic course that covers the fundamental principles of mechanics, vibration, and thermodynamics. Newton's laws of motion will be applied to a broad

range of practical problems involving real phenomena. The laws of thermodynamics will be utilized to study thermal processes and properties. Students will learn to develop working equations from basic concepts in order to solve problems. This course is taught with calculus. PREREQUISITE(S): MAT207 and concurrent enrollment in PHY221R and PHY211L

PHY221R General College Physics I Review (0)

This is a general review session for PHY221, to review homework and exams, and to answer students' questions. Topics involving calculus will be introduced and discussed. PREREQUISITE(S): Concurrent enrollment in PHY221

PHY222 General College Physics II (4)

This course is a continuation of PHY221. It includes a study of the fundamental principles of electricity, magnetism, light, and modern physics. The course is taught with calculus. PREREQUISITE(S): MAT208, PHY221 and concurrent enrollment in PHY222R and PHY212L or permission of instructor

PHY222R General College Physics II Review (0)

This is a general review session for PHY222, to review homework and exams, and to answer students' questions. PREREQUISITE(S): PHY222 and PHY212L

PHY231 Modern Physics (4)

This is a continuation of general physics that includes an introduction to relativity, quantum mechanics, atomic physics, solid state physics, and nuclear physics. Students will perform extended experiments related to topics in modern physics. Laboratory fee required. PREREQUISITE(S): PHY222, MAT208

PHY301 Celestial Observation and CCD Imaging (2)

A course in the new technologies of backyard astronomy featuring discussions of telescope optics, coordinate systems, CCD cameras, computer software, and an overview of deep sky objects. Field instruction focusing on the setup and operation of the telescope, camera, and software will include both on-site and remote operations with supervised hands-on operation by participants. With lab fee. PREREQUISITE(S): None

PHY398 Directed Study (1-4)

Students may conduct directed research studies in physics under the supervision and direction of the chairperson. Credit may vary from one to three credits, dependent on the scope and depth of the proposed work. Approved study that includes use of laboratory facilities may be conducted for four credits. Students wishing to enroll must submit a plan of study to the physics department for approval. Laboratory fee may apply. PREREQUISITE(S): Permission of the department chair

POLITICAL SCIENCE

POL100 Introduction to Political Science (3)

This course provides an overview of the discipline of political science, including its division into the four fields of political theory, American Politics, comparative politics and international relations. Students will learn basic concepts in politics and analyze governmental types, forms of political participation, and political socialization.

POL105 Intro to American Politics (3)

This course provides an overview of American politics and government, focusing on Constitutional principles, national institutions of governance, and politics actors, such as political parties and the media. PREREQUISITE(S): None

POL106 Comparative Politics (3)

A comparative examination of European governmental and political systems, with the American system considered as point of comparison. PREREQUISITE(S): None

POL208 State Government (3)

This course is a study of the structure and function of state government. PREREQUISITE(S): None

POL209 International Relations (3)

This course is a study of the international community and of the forces that determine political relations among the nation states it comprises. Consideration is given to the character of the nation state, the nature and determinants of political power in a multistate system, and the conduct of diplomacy. PREREQUISITE(S): POL100 or POL105 or POL106

POL210 International Institutions (3)

The impact of international organizations on relationships among nations is examined and discussed. There will be special focus on the role of major institutions such as the United Nations, World Bank, International Monetary Fund, World Trade Organizations, European Union, OAS, NATO, and OPEC. PREREQUISITE(S): POL106 or POL209

POL211 European Integration (3)

This course will explore the topic of European integration from a variety of perspectives, including those of history, political science and sociology. The first half of the course will concentrate on the pre-history of the European communities leading to the creation of the European Union in November 1993. Then it will look at the European Union's institutions and how they function, the relationship between the member states and the EU, and special issues that face the EU today. PREREQUISITE(S): None

**POL212 Contemporary Problems in
International Relations (3)**

This course consists of an analysis of contemporary problems in the world community in light of the theories and concepts of international politics.

PREREQUISITE(S): POL100 or POL105 or POL106

POL215 Presidency and Congress (3)

The powers, function, and inherent conflicts of the Congress and the presidency are examined with emphasis placed on the historical development of institutions.

PREREQUISITE(S): POL105, any 100- or 200-level history course, or permission of instructor.

POL216 Public Law (3)

This course is the study of nature, function, and power of the Supreme Court in the American political system via study of its decisions. Emphasis is placed on cases about separation of powers, federalism, and economic liberties.

PREREQUISITE(S): POL100 or POL105

POL217 Civil Liberties (3)

The outstanding issues of civil liberties and the effectiveness of the legal system in protecting and promoting individual rights are examined and discussed via a reading of constitutional case law. Special attention is given to rights of the accused, freedom of speech and religion. PREREQUISITE(S): POL100 or POL105

POL221 Political Parties (3)

This course is a study of the organizations, characters, bases, and operations of party systems with emphasis on the United States. The historical development of the parties is investigated. PREREQUISITE(S): POL100 or POL105

POL228 Local Government (3)

This course studies the politics of metropolitan communities with reference to the efforts of individuals, groups, and institutions to solve the problems of growth and decay. Primary emphasis is on the process of political change as it resolves the conflicts and strains of the municipal system. This course is not open to freshmen.

PREREQUISITE(S): None

POL275 American National Elections (3)

This course examines the structure of both presidential and congressional elections and the resultant consequences of those structures. The historical development of elections is emphasized. A case study of either the presidential or congressional midterm election will be analyzed with special attention given to campaign strategies. PREREQUISITE(S): POL105 any 100- or 200-level history course, or permission of instructor

POL305 Public Administration (3)

A study is made of the politics and problems of implementing governmental policies with particular emphasis on organization, management, personnel, finances, responsibility, and bureaucracy. PREREQUISITE(S): POL105

POL308 Principles of International Law and Diplomacy (3)

A study is made of the fundamental concepts of international law and diplomacy. Particular attention will be devoted to the significance and application of these concepts in international relations. PREREQUISITE(S): POL100 or POL105 or POL106

POL309 Political Philosophy I (3)

This course surveys the ideas of leading political thinkers from ancient times to the Renaissance. Figures such as Plato, Aristotle, St. Augustine, St. Thomas, and Machiavelli will be discussed. PREREQUISITE(S): any 100- or 200-level political science or history course

POL310 Political Philosophy II (3)

This course surveys the ideas of leading political thinkers from early modernity through to the present day. Figures such as Bodin, Hobbes, Locke, Montesquieu, Rousseau, Burke, Hegel, Marx, and Mill will be discussed. PREREQUISITE(S): Any 100- or 200-level political science or history course

POL316 American Foreign Policy (3)

In this course a study is done of the aims, instruments, and conduct of American foreign relations, with particular reference to contemporary problems. Students will participate in case studies. PREREQUISITE(S): POL100 or POL105

POL336 Political Science Practicum (3-9)

An internship in a government office, social agency, or research department is required. PREREQUISITE(S): Permission of instructor and the department chair

POL343 American Political Thought (3)

This course studies American political thought from its Puritan origins to present day. The course is organized around defining moments of political thought, such as the Revolution, Constitutional Founding, Civil War, Great Depression, and Civil Rights Movement, with selections from mainstream and radical voices in each period. Readings include selections from James Madison, John Adams, Abraham Lincoln, Emma Goldman, Eugene Debs, and Martin Luther King, Jr. PREREQUISITE(S): POL100 or POL105 or any 100- or 200-level history course.

POL345 Issues in Modern Political Thought (3)

Organized thematically, this course explores diverse issues current in modern political thought and pertinent to contemporary governments and societies.

PREREQUISITE(S): POL100 or POL105 or POL106

POL347 Government and Politics in the Middle East (3)

The student will study political concepts, institutions, and processes in the Middle Eastern political systems. PREREQUISITE(S): POL105 or POL106

POL362 Politics, the Media and Pressure Groups (3)

This course examines the role of the media in political life, considering its roles in polling, setting the agenda, and providing political information. The structure of the media, including its ownership, will be studied, as will its influence as an interest group. PREREQUISITE(S): POL100 or POL105

POL364 Nations and Corporations (3)

In this course, an inquiry is made into the role of multinational corporations in international relations. A broad range of ideas and issues are explored, including; an analysis of states and corporations as juristic entities; business transactions and world politics; corporate interest and national interest; multinationals as precursors of integrated global system; role of international law and diplomacy; and multinationals' impact on national employment, taxation, and balance of payments. This course is not open to freshmen. PREREQUISITE(S): POL 100 or POL105 or POL106

POL370 Seminar in Political Science (3)

In this course, students will learn the research process. Special emphasis will be placed on research design. At a minimum, students will conduct a literature review, formulate a research question, and choose the appropriate research methods to answer that question. It is expected that students' topics will flow from their course work in political science. PREREQUISITE(S): POL105, POL106, an additional nine (9) credits in political science, and junior or senior status.

POL398 Directed Study (1-6)

This is a series of independent readings to be conducted under the instructor's supervision. PREREQUISITE(S): Advanced standing and permission of department chair.

PROFESSIONAL COUNSELING AND SUPERVISION

PCS751 Advanced Counseling Theory and Practice (Helping Relations) (3)

This course includes studies of major theories, approaches and procedures in counseling and psychotherapy, their historical-cultural developmental contexts, and their applications and practice. Students will be exposed to an overview of current and emerging approaches to psychological counseling, including psychodynamic, existential/humanistic, transpersonal, cognitive-behavioral, and systems approaches. Emphasis is on both theory and practical applications of the various approaches.

PCS752 Advanced Group Work: Theory and Methodology (3)

This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process; group counseling methods; strategies and skills; historical and cultural contexts in which models were developed; leadership styles and practicalities of creating and leading groups.

PCS753 Clinical Supervision (3)

This course is designed to provide students with theoretical and practical knowledge of clinical supervision models, methods and issues. The course will explore supervisory roles, evaluation methods, research, and socio-cultural issues in supervision.

PCS754 Advanced Appraisal (Tests & Measurements for Individ & Grp) (3)

This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity; evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis; integration and interpretation of data from a variety of appraisal procedures; report writing; and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions; and computer-managed and computer-assisted methods.

PCS755 Advanced Professional Orientation and Ethics (3)

This course includes the study of ethical issues in a variety of counseling settings and includes the moral and legal bases for ethical codes and guidelines for human service professionals. The counseling relationship and ethical and professional conduct, standards, and practices are considered. Issues related to client/counselor conflict and societal, legal and cultural values are included. The course will include a focus on methods and strategies for recognizing and resolving ethical dilemmas.

PCS851 Abnormal Psychology (3)

This course focuses on psychopathology and includes studies of the etiology and categorization of psychopathology; historical, sociopolitical, cultural, behavioral and epidemiological approaches to the systematic description of psychological disorders; use of the DSM-IV-TR in differential diagnosis; potential alternatives to the existing system; and the roles of assessment, treatment planning and intervention for psychological disorders.

**PCS852 Advanced Theory and Practice of
Career and Lifestyle Dvlpmnt (3)**

This course includes studies of career development theory and research and the application of these in a counseling. Theoretical and operational foundations of career counseling, career decision-making, and career development, including assessment and intervention, as well as various career decision-making processes, are included. The relationship between career development and a range of life factors is considered. Practical skills for helping individuals consider career choice and lifestyle options are included.

PCS853 Biological Bases of Behavior (3)

This course includes studies of the gross anatomy of the nervous system and the basic relationships between the brain, chemical neurotransmitters and behavior; right and left hemisphere specialization; learning disorders and learning style differences; relationships between neurotransmitters and psychiatric disorders; biological bases of memory systems and retrieval processes including long-term, short-term, episodic and semantic memory.

PCS854 Family Therapy (3)

This course focuses on the history, theory and practice of family therapy, with analysis and comparison of beliefs, therapeutic strategies, and techniques of the most prominent approaches. It includes the study of differences between individual and systems approaches to helping families and the use of the genogram in family therapy, as well as the role and functions of a family therapist.

PCS855 Human Sexuality for Counselors (3)

This course includes studies of the diverse nature and constructs of human sexuality, sexual identity and sexual dysfunction. Perspectives of human sexuality including biological, behavioral, cultural, social, psychological, as well as clinical factors will be studied. The role of the professional counselor and counseling strategies are considered.

PCS856 Internship (1, 2 & 3) (3)

These courses will serve to meet requirements for licensure for counselors seeking state licensure and NBCC certification. They will include a practicum course and up

to two internships based on the licensing and certification requirements. All aspects of psychological practice - appraisal, therapeutic intervention, and consultation -are addressed in the internship experience. Both a site-based and a college supervisor closely monitor the activity of the learner throughout the internship process to ensure that all internship activities are appropriate to this field of psychology. The college and field (site-based) supervisors formally evaluate the progress of individual learners.

PCS857 Personality Theory and Development (3)

This course includes exploration of the theories, dynamics and processes of personality; the nature and causes of the personality proposed by major personality theorists; various modes of practice derived from psychoanalytic/psychodynamic, psychophysiological, behavioral, cognitive, humanistic, and existential theoretical paradigms; and the symptomologies of major psychiatric disorders.

PCS858 Positive Psychology (3)

This course includes an exploration of the theories, concepts and practice of positive psychology, including applications in clinical, coaching, and other settings; promoting psychological health in ones life and practice; the study of positive emotion and life satisfaction; intervention/coaching strategies that address specific life challenges for counselors and their clients.

PCS859 Psychology of Learning (3)

This course includes studies of the principles and theories of learning and behavior, including functionalist, associative and cognitive approaches; and current research and practical applications of learning theories in clinical, educational and other applied settings.

PCS860 Psychopharmacology (3)

This course includes a focus on psychopharmacology for the counselor. Attention to the ways in which drugs interact with the brain to affect cognitive processes and behavioral states is noted. Study of the specific classes of drugs and their applications to the treatment of psychological disorders including psychosis, anxiety, depression, and bipolar disorders is included.

PCS861 Spirituality in Counseling (3)

This course focuses on the need of counselors to understand the wide range of religious and spiritual experiences of clients and how these impact mental health and well-being. Included is a study of clients' sense of meaning and purpose in life, as well as their values and beliefs. Consideration is given to the utilization of the client's belief system in furthering counseling goals. The course introduces, as well, trans-personal psychology theory and practice as a framework for professional counseling.

PCS862 Substance Abuse & Addictive Disorders (3)

This course includes studies of historical and societal aspects of drug use and abuse. It covers core concepts of substance use, abuse and dependence and the etiology of drug abuse. The neurophysiology of addiction and effectiveness of treatment methods and preventive strategies for addictions are covered.

PCS863 Ethics in Supervision (3)

This course will focus on the ethics and professional orientation for the counseling supervisor, including a focus on dual relationships, legal issues, complex situations in supervision, and a moral and ethical base for the work of supervision.

PCS864 Supervision (3)

The course focuses on methods and theories of group supervision, with an emphasis on how the group process facilitates learning of supervisees, as well as building the field of inquiry and knowledge acquisition.

PCS865 Honoring Clinician's Values in Supervision (3)

This course focuses on being aware of and respecting the spiritual orientation, as well as personal and professional values of the clinician being supervised. Included are considerations of different value/spiritual traditions and an inquiry into the nature of how values affect the counseling relationship.

PCS866 Challenges in Supervision (3)

This course includes focus on a variety of challenging issues in supervision, including verbal and nonverbal resistance by supervisees, issues of transference, breaches of ethics, cultural difference and supervision anxiety. Included is the study of ways to counteract resistance, support supervisee openness and turn the process of challenging experiences into a positive growth experience for supervisees and supervisor.

PCS867 Positive Approaches to Supervision (3)

This course draws from the theories and themes of positive psychology as an approach to supervision. Considerations of supervisor feedback based in principles of thriving, positivity, and wholeness will be included.

PCS868 Supervision in Family Therapy (3)

This course focuses on the specific skills needed to supervise family therapists and people working with couples and family groups. The unique role of the family therapist and considerations of how this translates to supervision will be included.

PCS869 Supervision Authenticity (3)

This course focuses on strategies for helping supervisees identify their own coherent counseling philosophy, personal strengths and weaknesses, and their abiding

sense of meaning in the work they do. The course includes strategies for the supervisor in eliciting deep conversation with supervisees and in inspiring supervisees towards their own best practices.

PCS870 Supporting Beginning Therapists in Supervision (3)

This course focuses on the delicate role of supervising beginning practitioners with an emphasis on supporting the new therapist in a developmental move into a full professional identity.

**PCS871 Theory Orientation: Supervision with
Specific Theoretical Or (3)**

This course will allow the student to focus on the specifics of supervision within varying theoretical orientations and populations. Noting the theory under consideration directs the learner towards understanding how supervision fits within that theory and methodology.

PSYCHOLOGY

PSY101 General Psychology I (3)

This course covers the basic principles of behavior, that make up the foundation of psychology. Emphasis is placed on the biological basis of behavior, sensation, perception, learning, language, memory, thinking, infancy, and childhood. The methods of inquiry used in psychology are also emphasized. PREREQUISITE(S): None

PSY102 General Psychology II (3)

A continuation of PSY101, with an emphasis on the application of psychology to contemporary life. Topics include: motivation and emotion; social behavior; adolescence and adulthood; personality; abnormal behavior and psychotherapy; stress, health, and psychology of the workplace. PREREQUISITE(S): PSY101

PSY200 Foundations of Psychology (3)

This course provides an overview of the fundamental skills to the study of psychology. Students should develop a better understanding of how to succeed in the major and psychology-related professions. (Recommended for sophomores).

PSY208 Adolescent Psychology (3)

This course is a study of adolescent behavior, including current theories concerning the nature of adolescence. Emphasis is placed on physical, emotional, and cognitive forces, and how they interact to shape the adolescent personality. PREREQUISITE(S): PSY101

PSY210 Health Psychology (3)

This course provides a comprehensive overview of the field of health psychology. It is an extremely useful course for those planning to enter the healthcare field. The focus will be on adults; however, pediatric issues will also be covered. This course will examine the history of health psychology, mind-body connections, the effects of stress, and behavioral factors in illness. More specifically, this course will examine coronary heart disease, hypertension, cancer, psychoneuroimmunology, chronic pain, obesity, and smoking cessation. General issues such as compliance with medical regimens and psychological disorders that may affect proper compliance with medical regimens will also be covered. PREREQUISITE(S): PSY102

PSY214 Psychology of Human Sexuality (3)

Human sexuality is examined from biological, cultural, and psychological perspectives. Topics include sexual anatomy, childbirth, contraception, abortion, sexual development, sexual attitudes, adult sexual behavior, and alternative sexual lifestyles. PREREQUISITE(S): PSY102

PSY301 Educational Psychology (3)

This course examines aspects of psychology related to human learning and the educational process. The course surveys topics such as learning, thinking, memory, intelligence, creativity, testing, motivation, and mental development that are vital to teachers and valuable to anyone engaged in learning. PREREQUISITE(S): PSY102

PSY302 Statistics (3)

This course is an introduction to statistical methods as they are used in the social sciences. Both descriptive and inferential statistics are covered, including sampling, probability, and hypothesis testing. Specific parametric and non-parametric analyses include analysis of variance, the t-test, Chi-square, and correlation. PREREQUISITE(S): None

PSY304 Abnormal Psychology (3)

This course examines the historical perspectives of abnormal behavior, and the nature, classification, etiology, and treatment of a variety of psychopathologies. Intended for majors in psychology, nursing, criminal justice, occupational therapy, physical therapy, special education, and human services. PREREQUISITE(S): PSY102

PSY305 Psychology of Industry (3)

This course surveys industrial and organizational applications of psychology. Principles of individual differences are discussed that relate to career choice, career advancement, management, and the workplace environment. PREREQUISITE(S): PSY102

PSY307 Social Psychology (3)

This course examines human behavior as it is affected by various social situations. Topics include the study of attitudes, social attribution, altruism, aggression, group behavior, and interpersonal attraction, among others. PREREQUISITE(S): PSY102; recommended for juniors and seniors only

PSY309 Developmental Psychology (3)

The purpose of this course is to examine the concepts of human development, from conception to old age. Specifically, the course looks at how physical, cognitive, and socioemotional factors interact to influence learning, intelligence, language development, and the growth of personality. Major theories and the research that supports or refutes them are examined. PREREQUISITE(S): PSY102 or permission of instructor

PSY312 Personality (3)

In this course, theories and research directed toward understanding individual differences in thought, feeling and behavior are considered. Major focus will be on psychodynamic, humanistic, behavioral, cognitive, and trait perspectives. Psychotherapies will be examined as implementations of personality theory. PREREQUISITE(S): PSY102; junior standing

PSY315 Experimental Psychology (4)

This is a laboratory course dealing with the nature of science and scientific research methods. Although the emphasis is on experimentation, quasi-experimental designs and other research methods are covered in detail. Students carry out research projects, analyze the results, and write APA-style research reports describing the research project. PREREQUISITE(S): PSY200 and PSY328 and PSY328L

PSY316 Experimental Methodology (4)

In this course, the student conducts his/her own original research project under the close supervision of the instructor. The project encompasses all phases of the research endeavor from conceptualization of the question, through data collection and analysis, to the written report in the format of the APA. Especially recommended for psychology majors considering graduate school. PREREQUISITE(S): PSY315

PSY317 Cognitive Psychology (3)

An introductory examination of the field of human cognition. Topics include perception, attention, short and long-term memory, problem solving, and decision making. Emphasis will be on understanding the scientific nature of the discipline. PREREQUISITE(S): PSY101

PSY322 Physiological Psychology (3)

This course is an introduction to the physiological basis of psychology. It focuses on the human brain and nervous system as they relate to topics such as learning, memory, motivation, sensation, sleep, drugs, and mental disorders.

PREREQUISITE(S): PSY101

PSY328 Advanced Statistics (3)

This course is a continuation of PSY302, including a brief review of the material previously covered, such as probability, sampling, and hypothesis testing for both parametric and non-parametric analysis. Presented for the first time are such topics as Factor Analysis of Variance, the within-subjects Analysis of Variance, the paired t-test, and Chi-Square. PREREQUISITE(S): Students must earn a grade of C- or higher in PSY302 or its equivalent.

PSY328L Advanced Statistics Lab (1)

An experiential lab to accompany PSY328, this course emphasizes the entry, calculation, and interpretation of statistical analyses using SPSS. Students will also learn and practice writing up statistical analyses in APA format. Exercises follow the statistical tests presented in PSY328. PREREQUISITE(S): Students must earn a grade of C- or higher in PSY302 or its equivalent. PSY328 should be taken concurrently with PSY328L.

PSY330 History and Systems in Psychology (3)

This course addresses the roots of modern psychological thought and methodology, from their origins in philosophy and the natural sciences through the refinement of psychology in its current form. The major theories, schools of thought, and the people who have influenced the field of psychology will be examined. This course also serves as preparation for students who will be taking Graduate Record Examinations and for graduate study in psychology. PREREQUISITE(S): PSY315

PSY340 Psychology Practicum (3)

Students are placed in off-campus settings such as detention centers, hospitals, senior citizen centers, alternative schools, and halfway houses. Journals are maintained reflecting the student's activities and reflections while at the practicum site. An academic paper with citations from psychological literature is required, covering some aspect of the practicum experience (i.e. client population, treatment approach, strategy for change, etc.). Detailed plans for the practicum are made in consultation with the instructor. A practicum completed in another department, which has an acceptable psychological component, may be used to fulfill this requirement.

PREREQUISITE(S): Psychology majors and minors only, junior or senior status, and a GPA of 2.0 or higher. Register for PSY340 if taken in the fall semester and PSY341 if taken in the spring semester.

PSY346 Psychology of Aging (3)

Life cycle studies have recently focused upon the middle and older years of the life span. These studies have revealed that the declines in aging aren't as universal, precipitous, nor inevitable as previously thought; indeed, each decade in middle years has its theme and task. It has also been found that many of the changes we associate with old age actually began during earlier periods of life. The focus in this course is on the origin and nature of these individual changes and phases.

PREREQUISITE(S): PSY102

PSY350 Psychology of Death and Dying (3)

This course will focus on the many different aspects of death and dying. Some of the topics include: grief and bereavement, the hospice philosophy, children and death and dying, and AIDS. This course is appropriate for psychology and sociology majors, nurses and nursing students, gerontology students, and anyone interested in exploring this most fascinating subject. PREREQUISITE(S): PSY102

PSY356 Psychopathology of Adolescence (3)

This course is designed for students to gain an understanding about specific psychological and psychiatric disturbances that afflict teenagers ages 13 to 21. Topics include teen depression, delinquent behavior, alcohol abuse, suicide and homicide, affective disorders, schizophrenia, eating disorders, and a brief introduction to family and network therapy. PREREQUISITE(S): PSY102

PSY361 Teaching Assistantships in Psychology (3)

A number of advanced psychology majors are selected each semester by the psychology department to act as TAs (teaching assistants) in several undergraduate courses. The TAs are expected to deliver lectures, be involved in an active tutoring program, and to assist in both creating and scoring exams and quizzes; in short, to be involved actively in the total teaching process. PREREQUISITE(S): Junior or senior status and permission of the department chair

PSY365 Senior Thesis (3)

The student works under the supervision of a faculty member in the preparation of a thesis, which may be based on empirical or other forms of research about a topic of interest to the student. Recommended for psychology majors considering graduate school. PREREQUISITE(S): Senior major status, GPA of 3.0 or higher, and permission of the instructor

PSY366 Senior Thesis (3)

A continuation of PSY365. The student receives a single grade on the year-long project, with a temporary grade of "Pass" assigned at the end of the first semester. PREREQUISITE(S): PSY365

PSY398 Directed Study (1-3)

Part one of a two-part course. In these courses a student pursues in depth an individualized program of reading and/or research with a specific faculty member. These courses may be repeated for credit with permission of the department up to a total of six credits. PREREQUISITE(S): Permission of chairperson of the department. Register for PSY398 if taken in the fall semester and PSY399 if taken in the spring semester.

PSY399 Directed Study (1-3)

Part two of a two-part course. In these courses a student pursues in depth an individualized program of reading and/or research with a specific faculty member. These courses may be repeated for credit with permission of the department up to a total of six credits. PREREQUISITE(S): Permission of chairperson of the department. Register for PSY398 if taken in the fall semester and PSY399 if taken in the spring semester.

PSY401 Group Testing (3)

This course focuses on developing an understanding of the nature and function of group assessments. This includes, but is not limited to, such areas as achievement, aptitude, interest, and vocation. The nature and purpose of tests such as the Massachusetts Comprehensive Assessment System as a requirement for high school graduation is also explored. Students will understand the issues of assessment norms, validity, and reliability, as well as general principles of test construction. Emphasis will be on the ability to interpret and integrate information obtained from assessment tools for the purpose of addressing student needs, and on communicating assessment results to students, parents, and teachers. PREREQUISITE(S): None

PSY402 Behavioral Statistics (3)

Coverage includes descriptive statistics: central tendency, variability, transformed scores, graphing, skewness and kurtosis. Also included will be probability and inferential statistics, including z test, t tests (one and two sample), ANOVA, Chi square and the Pearson r. Basic preparation in mathematics is needed. PREREQUISITE(S): Preparation in math

PSY407 Applied Research Methodology (3)

This course links statistical analysis and research methodology in order that the student may become a sophisticated research consumer as well as research producer. The student must learn to understand the logic of the research enterprise and have a basic grasp of the conceptual base on which the statistical tests of significance rest. Understanding research strategy and the logic behind the statistical tests is the underlying theme of the course. This will allow students to understand the nature of empirical research in developing education interventions and thera-

peutic strategies. Students are also required to learn the SPSS computer program.
PREREQUISITE(S): PSY302 or PSY402 or its equivalent

PSY408 Adolescent Psychology (3)

This course is a study of adolescent behavior, including current theories concerning the nature of adolescence. Emphasis is placed on physical, emotional, and cognitive forces, and how they interact to shape the adolescent personality. Students write a topical paper on some aspect of adolescence to gain a better understanding of the issues.

PSY409 Diagnostic Psychoeducational Assessment (3)

The purpose of this course is to learn to carry out a psychoeducational assessment using appropriate assessment instruments and to write an effective report of the assessment. To achieve this, the class will become familiar with the particulars of testing and test administration, and will critique and study formal and informal tests and testing procedures in the areas of reading, math, language, attention deficit, and behavior. The influence and impact of standardized tests on groups such as racial, ethnic, cultural minorities, and English language learners will be explored. This course will deal with the techniques of synthesizing and integrating psychological and practical information into an effective report and educational plan. Emphasis will be placed on assessment techniques, an overview of presenting problems, the development of appropriate intervention strategies, the presentation of psychological reports, and consultation and collaboration with both parents and professionals.
PREREQUISITE(S): None

**PSY412 Psychology of Behavior Management
 for Special Needs Children (3)**

Basic behavioral measures and techniques involved in working with special needs children, including theory, assessment, materials, and problem remediation. Special attention is given to communication, observation, and group management skills.
PREREQUISITE(S): None

PSY425 Counseling Theory and Practice (3)

This course will examine in some detail the influence of psychoanalytic, interpersonal/social, cognitive, and behavioristic theories on present therapeutic techniques. Each style of counseling is evaluated and the relationship between the nature of the disturbance and the effectiveness of each approach is discussed. The response to counseling of those from various racial and cultural groups will be considered. Classroom discussion will be used in conjunction with film and audio tape presentations to translate theoretical understanding into effective counseling behavior. PREREQUISITE(S): None

PSY429 The Juvenile Justice System (3)

An in-depth look at the juvenile justice system from its historical origins to current practices. Special emphasis is placed on juvenile justice terminology, landmark cases, and procedures used with juveniles and their families. The social, economic, and racial considerations of juveniles in difficulty with the law will be considered.

PREREQUISITE(S): None

PSY470 Applied Research in Criminal Behavior (3)

This course involves doing original research in the area of criminal psychology. Students will be involved in gathering data, statistically analyzing the data, and writing the results of the research project. Students in this course will work as a research team investigating the correlates, theories, personality characteristics, and possible explanations of criminal behavior. PREREQUISITE(S): PSY407

PSY471 Advanced Practicum with Seminar (6)

The purpose of the practicum is to provide a culminating experience for the student in the School Guidance program in a school. The student is offered an opportunity to apply skills gained from course work in actual practice of guidance counseling. The student works under the direct supervision of a licensed guidance counselor with the assistance of a college advisor. The advisor helps the student to develop appropriate goals, to effectively use interpersonal skills, and to determine the areas to be further developed. Periodic meetings are scheduled with students and the college advisor as part of the practicum experience. The duration of the practicum is 450 clock hours, for which three credits are awarded. The clinical experience is a continuation of the practicum and builds upon the experience. At this point, the student is employable as a guidance counselor and works independently with school mentorship and college supervision. The clinical experience is 600 clock hours, for which six credits are awarded. PREREQUISITE(S): all prior coursework in program, passage of Communication and Literacy MTEs, GPA of 3.0, and approval of school district and AIC's Office of Field Experience.

**PSY482 Field Based Research in School Guidance/
School Adjustment (3)**

This is an opportunity for students to apply the principles learned in their coursework to the practical application in the area of school counseling in order to improve student service. This is an action-based research project completed as part of a graduate degree. For those students who have decided not to pursue licensure, this research project may be completed in place of the advanced practicum.

PSY483 Principles and Practices of Guidance (3)

This is an introductory course designed to acquaint the student with the basics of the need, meaning, and ethics of guidance services. Issues related to school guidance practices, with an overview of the role and function of the school counselor,

will be reviewed. Specifically, student scheduling, testing and assessment, career guidance, and college placement will be emphasized. Current trends in the field, as well as general guidance issues, will be explored. Emphasis will be placed on the fact that the guidance counselor serves as part of a collaborative team with a strong focus on consultation. PREREQUISITE(S): None

PSY488 Occupational Information (3)

This course is designed to acquaint the student with vocational counseling practices. Sources of career information, lifestyle development, advantages and disadvantages of each source, and methods of storing and disseminating information will be explored. An understanding of career development assessment and career counseling techniques will be explored. Current issues in college planning and school-to-work transition programming will be explored. PREREQUISITE(S): None

**PSY500 Theory & Practicum - Diagnostic Assessment I:
WISC and WAIS (3)**

Provides a thorough understanding of the administration, scoring, and interpretation of both the WISC and WAIS. Subject analysis stresses an understanding of cognitive strengths and weaknesses. Scoring analysis covers comprehensive personality descriptions. Differential diagnosis is also integrated in the course from a treatment-planning perspective. A major emphasis will be placed on the proper administration, scoring, interpretation, and preparation of a written report based on the Wechsler Scales. In addition, direct and indirect assessment techniques will be covered. PREREQUISITE(S): None

**PSY501 Theory & Practicum - Diag. Assess. II:
Pers. & Projections (3)**

A continuation of PSY500. In this course, the student will be encouraged to develop a personal frame of reference around personality assessment. Specifics include an examination of several traditional and non-traditional diagnostic instruments such as the TAT and Rorschach. Problems involved in assessing dysfunction will be included, as well as the application of assessment and diagnoses to the selection of treatment modalities. PREREQUISITE(S): PSY500

PSY505 Group Counseling (3)

The emphasis in this course will be on human growth and the counseling process within the group setting. Among the concepts included are curative factors, interpersonal learning, group composition, and tasks and techniques for change. Drug addictions, poverty, and education will be explored in understanding the individual response to group counseling. The class itself will experience these concepts by both participating in a personal growth group and reviewing appropriate literature. PREREQUISITE(S): None

PSY512 Systems and Theories in Psychology (3)

This course traces the history of the major theoretical positions in psychology (structuralism, functionalism, behaviorism, gestalt, and psychoanalysis) from their epistemological, both rationalistic and empirical, and philosophical roots, dating from ancient Greece to the present time. Coverage will include discussions of the scientific method and the philosophy of science. Finally, contemporary positions, especially those involved in the cognitive revolution, will be covered from both the psychological and physiological points of view. Throughout these latter discussions, emphasis will be placed on the developmental aspects of human growth. PREREQUISITE(S): None

PSY514 Psychology of Learning (3)

Intensive coverage of the major learning theories in psychology, and their epistemological roots in philosophy, both from the point of view of rationalism and empiricism. Emphasis, however, will be on the twentieth century and will include Pavlov, Thorndike, Watson, Guthrie, Hull and Skinner as behaviorist-associationists, and Wertheimer, Kohler, Lewin, and Bruner on the cognitive gestalt side. Bandura's social modeling theory will be stressed, including discussions of racial prejudice and attitude change. Piaget's cognitive model will be stressed, including discussion of qualitative differences in learning according to developmental stage. Coverage will also include processing models, cognitive acquisition theories, and the basic models concerning the physiology of learning and memory. PREREQUISITE(S): None

PSY515 Advanced Abnormal Psychology (3)

This course examines disorders in adulthood, adolescence, and childhood with consideration of the relationship between biological, social, psychological, and environmental factors, as well as problems in classification and potential behavior systems. The concepts of normal and abnormal will be explored especially when attempting to understand the behaviors of culturally diverse groups. The symptomatological disorders, including borderline personalities, and various phobic and obsessive-compulsive syndromes will be studied. Also covered will be dis-compensation, stress, anxiety, and defense. PREREQUISITE(S): None

PSY516 Issues and Ethics in Psychology (3)

The purpose of this course is to acquaint the student with the major issues in the practice of psychology. The course will involve an intense analysis of the philosophical, technical, and consultative issues contributing to the professional identity and function of the psychologist in a public school or clinical setting. Emphasis will be placed on the setting, the practical application of theory, and the demands placed on the setting, the practical application of theory, and the demands placed on the practicing school psychologist. This course stresses professional ethics and general standards of conduct. The guide for this section of the course is the American Psychological Associations Code of Ethics. PREREQUISITE(S): None

PSY517 Theories of Learning Disabilities (3)

This course is designed to familiarize the student with the field of learning disabilities and acquaint students with the various concepts of learning disability and the changing and developing perspectives during the past 20 years. Included will be a review and evaluation of the evidence for the existence of a social learning disability and nonverbal learning disabilities. The evidence for a neurological basis of learning disabilities is explored. Definitions and terms are introduced and discussed. Particular emphasis is placed on the concept that a learning disability is not a single entity that will respond to a single remedial strategy, but exists rather as a multi-dimensional phenomenon basically occurring in the context of school-related tasks. PREREQUISITE(S): None

PSY519 Theoretical Basis for School Counseling Practice (3)

This course will provide students with a broad, integrated perspective on the discipline of psychology and its practice. Students will begin with an overview of the philosophical ideas from which psychology developed. Major theoretical positions in psychology will be explored from an historical perspective moving to the present positions and focusing on current practice. These include: Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis, Social Learning, Information Processing, and Cognitive models. Emphasis is placed on the educational and clinical implications of these basic positions. The neurological basis of learning and memory will be considered also. The student will develop an understanding of current trends in practice through a basic understanding of the theoretical foundations of psychology.

PSY521 Family Counseling (3)

This course will provide students with a solid basis in General Systems Theory. Coverage will include theories and techniques that could be used by the psychologist in dealing with the family. Topics will include initial interview skills, therapeutic intervention techniques, and the application of systems theory to the family setting. Included will be usefulness and application of theory to culturally diverse groups, single parent, and blended families. PREREQUISITE(S): None

PSY523 Child and Adolescent Development (3)

This course is designed to give the students general knowledge of the typical course of development in children and adolescents in the major areas: physical, cognitive, and social-emotional. The ages from 3 to 21 will be the focus of the information provided in this course since teachers, school counselors, and school psychologists work within this age group primarily. The relative contribution of heredity and environment are considered when describing and explaining behavior. Specific focus is on the impact of early childhood education, poverty, abuse, and technology on development, as well as on the education process. Cultural, English

language learning and socioeconomic factors are also addressed within the context of contemporary times.

PSY525 Advanced Counseling Theory and Practice II (3)

The purpose of this course is to continue to have school counselors develop the psychological, behavioral, and therapeutic skills in order to provide basic counseling services to students in elementary, middle, and high school. Emphasis will be on the practical strategies to help students with problems such as depression and anxiety that are consistent in most student issues such as academic underachievement, peer relationship problems, cultural differences, emotional disorders, and the issues of homosexual and bisexual youth.

**PSY531 Pre-Internship Clinical Practicum I
(Two Semesters) (6)**

This course provides students with a yearlong opportunity (100 hours) to put their acquired academic knowledge of psychology and counseling into clinical practice prior to their final years internship, when they actually work with clients. This course is normally undertaken in the second year of the program and after PSY425. The practicum is utilized, in part, to meet the requirements for certification as a mental health counselor. In addition to developing counseling skills through the readings and exercises in the textbook, students also role-play counseling in the classroom and on audio and videotapes. Students explore their specific career interests and search for sites for the following year's internship experiences. PREREQUISITE(S): PSY425 and second year status

PSY532 Psychopharmacology and Substance Abuse (3)

This course covers the fundamental principles of pharmacology, drug actions, tolerance, addiction, clinical use of psychotic medications, substance abuse, and addiction treatment. Research that explores the efficacy of medications taken during treatment, specific treatment programs, and the degree of recidivism is presented. PREREQUISITE(S): None

PSY540 Clinical Internship (Two semesters) (9)

This course is primarily an off-campus, supervised work experience, extending from September to May and involving 16-20 hours per week. Practica are undertaken in the final year of the program, with approval of the clinical faculty. On-campus weekly meetings are required and are an integral part of the necessary supervision. All aspects of clinical experience from intake to discharge are acceptable with primary emphasis on face-to-face counseling interaction. May be repeated for up to nine credits. PREREQUISITE(S): Permission of program director.

PSY550 Practicum in Psychology - School Psychology (3)

The purpose of the practicum is to provide experience for the student in a school and/or clinical setting. The student is offered an opportunity to apply skills gained from course work in actual practice of psychology. The student works under the direct supervision of a certified or licensed psychologist with the assistance of a college adviser. The adviser helps the student to develop appropriate goals, to effectively use interpersonal skills, and to determine the areas to be further developed. Periodic group meetings are held with the college supervisor in order to provide additional academic information and to discuss practical experiences. PREREQUISITE(S): Completion of all course requirements

PSY551 Practicum in Psychology - Mental Health (3)

The purpose of the practicum is to provide experience for the student in a clinical setting. The student is offered an opportunity to apply skills gained from course work to clinical practice. The student works under the direct supervision of a certified or licensed psychologist with the assistance of a college supervisor. The student is encouraged to develop goals, interpersonal skills, and to determine any individual framework. Periodic campus meetings are held with the college supervisor. PREREQUISITE(S): Completion of all course requirements

PSY558 Therapeutic Techniques and Consultation (3)

This course will provide students with techniques to integrate the theories of treatment into specific situations that the counselor or psychologist will confront in actual practice. Topics will range from working with clients in multiple system membership to consultation around behavioral/emotional issues in schools as well as clinics. The consultation model will be considered as it relates to counselors and psychologists within a multicultural model. PREREQUISITE(S): PSY515

PSY560 Practicum in School Adjustment Counseling (6)

The purpose of the practicum is to provide a culminating experience for the student in a school and/or clinical setting. The student is offered an opportunity to apply skills gained from course work in actual practice of school adjustment counseling. The student works under the direct supervision of a certified or licensed school adjustment counselor with the assistance of a college advisor. The advisor helps the student to develop appropriate goals, to effectively use interpersonal skills, and to determine the areas to be further developed. A weekly seminar class is considered to be component of the practicum in order to provide additional academic information and to discuss practical experiences. The practicum is 900 clock hours (six credits). At this point, the student is employable as a school adjustment counselor, and works independently with mentorship and college supervision. PREREQUISITE(S): Completion of all course requirements

PSY580 Principles in Forensic Psychology (3)

This course will provide students with information about the various forensic activities in which psychologists and other related professionals currently participate. Activities may include competency evaluations, assessment of violent behavior and dangerousness, child abuse/neglect, treatment issues, court testimony, police psychology, and consultation to judges, attorneys, and other law enforcement personnel. Students will obtain information about the numerous roles of professionals in the field of forensic psychology and will develop the skills and knowledge base that will prepare them to continue with specialized training in this area. PREREQUISITE(S): None

PSY581 Independent Study in Forensic Psychology (3)

In this course, a student pursues, in-depth, an individualized program of reading and/or research with a specific faculty member. PREREQUISITE(S): Permission of department chair

PSY585 Assessment Techniques in Forensic Psychology (3)

This course will familiarize students with the particulars of forensic assessment and test administration and will deal with techniques of synthesizing and integrating psychological and practical information into an effective forensic report. Emphasis will be placed on formal and informal assessment techniques, presenting problems, presentation of reports, and collaboration with other professionals. Students will develop skills in the assessment and diagnosis of disorders commonly found in forensic settings. PREREQUISITE(S): PSY580

PSY590 Externship in Forensic Psychology (3)

This course is primarily an off-campus supervised work experience in a forensic setting involving approximately 15 hours per week for an academic semester. All externships are usually undertaken during the final year of the program with approval of the program director. One hour of direct on-site supervision is required and will optimally be provided by a licensed/certified mental health professional. On-campus meetings are also required and are an integral part of the supervision process. All forensic experiences, broadly defined, will be considered as acceptable placements. PREREQUISITE(S): Permission of department chair

PSY604A Clinical Experience in School Adjustment (6)

The purpose of the clinical experience is to provide a culminating experience for the student under the direct mentorship of a licensed school adjustment counselor or licensed guidance counselor with assistance from a college supervisor. The student is provided an opportunity to develop and to apply skills gained from course work to actual practice as a school counselor. The advisor and mentor help the student to develop appropriate goals, to effectively use interpersonal skills, counsel-

ing skills, consultation skills, and to determine areas to be further developed. The student is expected to take significant responsibility in developing independence in the application of skills and must demonstrate competence by meeting performance goals. At least one-half of the clinical experience must be completed in a school setting. Since the student must qualify for an initial license before beginning the clinical experience, this experience may be done on the job and is necessary for the professional license. PREREQUISITE(S): Permission of the program director

PSY604B Clinical Experience in Guidance (6)

The purpose of the clinical experience is to provide a culminating experience for the student under the direct mentorship of a licensed school adjustment counselor or licensed guidance counselor with assistance from a college supervisor. The student is provided an opportunity to develop and to apply skills gained from course work to actual practice as a school counselor. The advisor and mentor help the student to develop appropriate goals, to effectively use interpersonal skills, counseling skills, and consultation skills, and to determine areas to be further developed. The student is expected to take significant responsibility in developing independence in the application of skills, and must demonstrate competence by meeting performance goals. At least one-half of the clinical experience must be completed in a school setting. Since the student must qualify for an initial license before beginning the clinical experience, this experience may be done on the job and is necessary for the professional license. PREREQUISITE(S): Permission of the program director

PSY614 Psychology of Development (3)

This course addresses the physical, cognitive, and social-emotional development of children, adolescents, adults, and the elderly, including a description of behaviors that are present at the various stages, and explanations for those behaviors in terms of relative contributions of heredity and environment. The sociocultural and social economic factors that may contribute to a development outcome are considered. PREREQUISITE(S): None

PSY615 Social Bases of Behavior (3)

This course covers a number of advanced topics in the general area of social psychology, including cultural, ethnic, and group processes, sex roles, organizational behavior, group dynamics, status and role, attribution theory, and leadership. Special emphasis will also be placed on cultural diversity, including those issues related to racial and ethnic bases of behavior, with a focus on people of color. PREREQUISITE(S): None

PSY620 Racial and Ethnic Bases of Behavior (3)

This course emphasizes cultural diversity, especially regarding persons of color. The focus is on the impact of cultural diversity on psychological health and growth. The students will be involved in becoming familiar with the challenges and opportunities presented by a diverse culture. Although the emphasis will be on persons of color, coverage will also include diversity in other areas, such as gender, socioeconomic class, and cultural background. PREREQUISITE(S): None

**PSY630 Pre-doctoral Internship - School Psychology
(two semesters) (6)**

Supervised experience in psychotherapeutic and assessment procedures in an approved clinical facility. Includes seminars and case conferences and must be supervised by a licensed clinical psychologist. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves 16 to 20 hours a week. On campus meetings are also required as a key part of the supervision. Additional requirements may apply. PREREQUISITE(S): Advanced standing and permission of department chair

**PSY631 Pre-doctoral Internship - Mental Health
(two semesters) (6)**

Supervised experience in psychotherapeutic and assessment procedures in an approved clinical facility. Includes seminars and case conferences and must be supervised by a licensed clinical psychologist. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves 16 to 20 hours a week. On-campus meetings are also required as a key part of the supervision. Additional requirements may apply. PREREQUISITE(S): Advanced standing and permission of department chair

PSY657 Psychology of Exceptional Children (3)

Exceptional children are those for whom special educational programming is considered necessary. In this course, we consider the characteristics, prevalence, etiology, neurological correlates (if applicable), developmental course, assessment, and treatment for the categories of learning disabilities (including reading disability and nonverbal LD), ADHD, Aspergers syndrome, children with limited English proficiency, children from culturally diverse backgrounds, and the gifted and talented. PREREQUISITE(S): None

PSY751 Psychology Systems and Theories (3)

This course includes advanced and comprehensive studies focused on the major models and theories of psychology, with a specific focus on the historical western philosophers and philosophies and subsequent theorists and theories that provide the foundations of the established models of modern psychological schools of thought and paradigms.

PSY752 Advanced Theories of Learning and Behavior (3)

This course includes studies of the principles and theories of learning and behavior including functionalist, associative and cognitive approaches; and current research and practical applications of learning theories in clinical, educational and other applied settings.

PSY753 Advanced Abnormal Psychology (3)

This course focuses on psychopathology and includes studies of the etiology and categorization of psychopathology; historical, sociopolitical, cultural, behavioral and epidemiological approaches to the systematic description of psychological disorders; use of the DSM-IV-TR in differential diagnosis; potential alternatives to the existing system; and the roles of assessment, treatment planning and intervention for psychological disorders.

**PSY754 Principles of Psychological Assessment, Tests,
& Measurement (3)**

This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity; evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis; integration and interpretation of data from a variety of appraisal procedures; report writing; and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions; and computer-managed and computer-assisted methods.

PSY755 Advanced Counseling Theories and Practice (3)

This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity; evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis; integration and interpretation of data from a variety of appraisal procedures; report writing; and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions; and computer-managed and computer-assisted methods.

PSY850 Advanced Topics in Adult Development (3)

This course focuses on issues and theories of adult development, especially within the context of established psychological and related developmental theories and models. Course content is designed to support professional work with adults through understanding of theories of adult development, life course issues and cultural and biological issues in aging.

PSY851 Advanced Topics in Child and Adolescent Development (3)

This course focuses on theories and applications of child and adolescent development. Special emphasis is placed on understanding childhood and adolescent developmental processes from holistic perspectives integrating established theories of biological, cognitive, emotional/psychological, moral, and psycho-social development.

PSY852 Advanced Topics in Emotional Development (3)

This course focuses on developing one's understanding of child, adolescent, and adult emotional development, especially within the context of established psychological and related developmental theories and models. Special emphasis is placed on understanding emotional development and processes from holistic perspectives integrating established theories of biological, cognitive, emotional/psychological, moral, and psycho-social development.

PSY853 Advanced Topics in Personality Theory and Development (3)

This course includes exploration of the theories, dynamics and processes of personality; the nature and causes of the personality proposed by major personality theorists; various modes of practice derived from psychoanalytic/psychodynamic, psychophysiological, behavioral, cognitive, humanistic, and existential theoretical paradigms; and the symptomologies of major psychiatric disorders; and use of the DSM-IV-TR in practice.

PSY854 Advanced Topics in Family Therapy (3)

This course focuses on the history, theory and practice of family therapy, with analysis and comparison of beliefs, therapeutic strategies, and techniques of the most prominent approaches. It includes the study of differences between individual and systems approaches to helping families and the use of the genogram in family therapy, as well as the role and functions of a family therapist.

PSY855 Advanced Topics in Group Therapy (3)

This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process; group counseling methods; strategies and skills; historical and cultural contexts in which models were developed; leadership styles and practicalities of creating and leading groups.

PSY856 Nutrition and Emotional Wellness Connections (3)

This course focuses on understanding the psychological processes underlying humans' development of eating behaviors and the adoption of both healthy and

maladaptive cognitions and behaviors concerning food, eating, and our bodies. Issues to be addressed include: food choice, the development of food preferences, motivation to eat, cultural influences on eating patterns, weight-regulation, body image, dieting behaviors, obesity, eating disorders, and treatment of unhealthy and clinical eating problems. The psychology (not physiological processes) of eating will be emphasized, and psychological problems associated with eating will be thoroughly discussed. Areas of examination include anorexia nervosa, bulimia nervosa, compulsive eating, obesity, and weight preoccupation; discussion of cultural and nutritional factors, family issues, and psychological consequences, as well as preventative and therapeutic interventions. Nutritional needs and food choices for optimal health of individuals across the lifespan and Interrelationship with wellness are also explored.

PSY857 Psychology of Wellness Applications (3)

Course Description: This course incorporates the traditional evidenced based applications and goals of a psychology of well-being (getting rid of negatives and dealing with ordinary challenges), as well focusing on current methods in Positive Psychology that emphasize growth and excellence. Positive Psychology is the study of how human beings prosper and overcome adversity. Its goal is to identify and enhance human strengths and virtues and allow individuals and communities to thrive.

PSY858 Psychology of Mind/Body Connections (3)

This course examines basic psychological processes that influence health and illness including perceived control, stress, behavioral conditioning, factors that influence behavioral change, self-efficacy and social support. It examines specific behaviors, illnesses, and physical conditions that are part of the behavioral medicine domain, including: obesity, smoking, cancer, HIV, and hypertension. This course also considers learners holistic approaches to stress management, looking at both cognitive skills and relaxation techniques.

**PSY860 Clinical Pharmacology:
 Considerations for Health & Wellness (3)**

This course is designed to prepare learners to provide guidance and support to clients whose treatment currently includes or might include pharmacotherapy. The purposes, advantages and limitations of specific medications and how to evaluate the usefulness of various medications in conjunction with other treatment approaches will be covered, to include latest information on the effects of psychotropic medications on various groups including children, the elderly, women and different racial and ethnic populations.

PSY862 Principles of Brain Based Learning (3)

This course offers advanced studies of theoretical approaches to and key concepts of brain based learning and their practical applications to applied psychology and education. It integrates cross-disciplinary research in the neurosciences, cognitive psychology, neuropsychology, and education to provide learners with solid empirical foundations of current theories and models of brain based learning principles.

PSY863 Biological Psychology and Biological Basis of Behavior (3)

This course focuses on the gross anatomy of the nervous system and the basic relationships between the brain, chemical neurotransmitters and behavior; right and left hemisphere specialization; learning disorders and learning style differences; relationships between neurotransmitters and psychiatric disorders; biological bases of memory systems and retrieval processes including long-term, short-term, episodic and semantic memory.

PSY864 Cognitive Psychology and Cognitive Functions (3)

This course covers cognitive neuroscience, attention and consciousness, perception, memory, knowledge, representation, language, problem solving and creativity, decision making and reasoning, cognitive development, and intelligence. Students will research theories, models, and scientists from many disciplines, including physics, chemistry, biology, and neuroscience, which contribute to the study of cognition and cognitive science. The course will present from a premise that cognitive psychology, the science of the human mind and of how people process information, is at the core of empirical investigations into the nature of mind and thought, and that cognitive psychology is at heart empirical philosophy. Students will research, assimilate, and understand core questions about thought, language, perception, memory, and knowledge.

PSY900 Cognitive Psychology (3)

This course will provide students with an intensive analysis of cognitive functioning. Different paradigms of information processing, especially those that are developmentally related, will be reviewed with emphasis on cognitive development and assessment. PREREQUISITE(S): None

PSY911 Multivariate Research Methods (3)

The focus in this course is on the practical problems involved in real-world research. Topics covered include the nature of causal inference, validity of instruments and design, experimental and quasi-experimental field-based research approaches, design development, and problems involved in the statistical analysis of data obtained from complex design.

PSY920 The Physiological Basis of Behavior (3)

Introduction to the gross and microscopic anatomy of the central nervous system and to the physiology of the nerve impulse and synaptic transmission. The course reviews the relationship of behavior to the nervous system on such chemical factors as hormones and neural transmitters. A term project is assigned for which the student prepares a paper, lecture, videotape, audio tape, or any combination of these dealing with the physiological correlates of any behavior. PREREQUISITE(S): None

PSY998 Directed Study in Learning Disabilities (3)

This course is designed to allow doctoral students the opportunity to explore a single topic in greater detail than might be possible in other courses. This course is only open to doctoral students with advanced standing, who, because of past experience, can demonstrate competence in up to two non-comprehensive exam courses. Under such circumstances, these courses would be waived, and the directed study used in their place. Lab fee is at the discretion of the instructor. PREREQUISITE(S): None

PSY999 Dissertation in Educational Psychology (12)

Limited to candidates for the Doctor of Educational Psychology degree who have successfully completed the comprehensive examination. PREREQUISITE(S): Completion of all course requirements

PUBLIC ADMINISTRATION

MPA401 Organizational Theory and Application (3)

The course studies organizational theories and their relevance to twenty-first century public, private, and non profit organizations. Students will be prepared for a constantly changing national and global economy where organizations are compelled to review structure, management techniques, employee relationships, and culturally diverse workplaces, customers, and constituencies. PREREQUISITE(S): None

**MPA402 Organizational Leadership and
Strategic Management (3)**

This course examines the management responsibilities from the organizational leadership and strategic management perspective. Students will learn how organizational leadership interacts with internal and external constituencies, and gain insight into how a manager effectively influences decision making. Special topics will cover strategic planning, implementation and evaluations. PREREQUISITE(S): None

MPA403 Public Budgeting (3)

This course explores process, politics and policy of federal, state, and local budgeting for 21st century challenges. Students will examine procedures, performance, and accountability of public budgeting in three ways: control over expenditure; program management; and long-term policy planning. Students will analyze performance-based budgeting and political vs. managerial budgeting approaches, as well as gain an understanding of the social impact of conflict and prioritizing inherent in public budget decision-making. PREREQUISITE(S): MPA401, MPA402, or permission of advisor

MPA404 Public Policy (3)

This course examines the process of policy formulation, techniques of policy analysis, and execution of public policy. Content will address the issues of policy development, legislative enactment, implementation, enforcement, and evaluation. Through case study analysis, students will map out the theoretical and practical approaches to current public policy issues. PREREQUISITE(S): MPA401, MPA402, or permission of advisor

MPA405 Administrative Law (3)

This course examines the legal basis of public management by reviewing major principles of administrative law, including the doctrine of legislative delegation, Administrative Procedures Act, administrative rulemaking and adjudication, transparency, and judicial review of regulation. Students will view case law, statutes and regulations, and proposed legislation to gain and understanding of their impact on public administration and public policy. PREREQUISITE(S): None

MPA410 Strategic Marketing for Nonprofit Organizations (3)

This course will track the development of an integrated marketing strategy, from setting clear measurable goals, to defining benchmarks, implementation, and evaluating its success. Students will explore the unique attributes of a mission-based marketing strategy and the special demands created by marketing efforts that are not driven by profit. Special topics will include media relations, web presence and outline of a marketing plan. PREREQUISITE(S): None

MPA411 Human Resource Management (3)

This course examines human resource management in the public, private, and nonprofit setting. Students will gain an understanding of federal and state laws governing human resource departments. The course will explore emerging 21st century policy issues such as equal employment opportunity, diverse workplace strategic planning, flextime, benefits administration, and employee right of privacy. The course will cover traditional functions of recruitment, selection, performance, appraisal, compensation, and retention. Special emphasis will be placed on the

distinction between job training and career development, was well as the individual student's own career development and leadership goals. PREREQUISITE(S): None

MPA420 Structure and Function of American Government (3)

This course provides students with an understanding of the American experiment in democracy, beginning with knowledge of constitutional principles, form, structure, and powers of our federal, state, and local government. Students will analyze how these principles guide resulting public policies and affirm civil rights and liberties enjoyed by American citizens within the context of democratic management and realization in 21st century America. PREREQUISITE(S): None

MPA501 Urban and Regional Planning (3)

Analysis of the formation and implementation of policy and planning in the modern urban environment. Special topics involve the interplay between traditional political concerns and the movement toward long-term plans of urban revitalization. PREREQUISITE(S): MPA401, MPA402, or permission of advisor

MPA502 Group Dynamics (3)

Exploration of the latest developments in the theory and practice of group dynamics. The course responds to the growth of committee decision making, negotiation, and policy making in legislative and administrative aspects of government. PREREQUISITE(S): None

MPA503 The Federal Bureaucracy (3)

This course examines the management of the federal bureaucracy by studying its process, politics, and policymaking and by evaluating its procedures, accountability and performance. Students will gain an understanding of the dynamic interrelationships among the federal executive and independent agencies, congressional committees, and constituency advocacy groups, in the formulation and implementation of federal and public policies. PREREQUISITE(S): None

MPA504 Comparative Administration (3)

This course will provide students with a global perspective into public administration issues, functions, powers, and practices in the United States - at the federal, state, and local levels - and in other countries. Students may be engaged in a combination of research, interviews, travel, and witnessing first-hand governmental decision-making. PREREQUISITE(S): None

MPA505 Grant Writing - Development and Application (3)

Provides opportunities for understanding federal, state, and foundation sources of public finance, with an emphasis on proposal development, organizational develop-

ment and change, and grant writing. Lectures, small-group problem solving, and a variety of speakers will be utilized to cover course material. PREREQUISITE(S): None

MPA510 Introduction to Fundraising Strategies (3)

This course will prepare students to perform an executive directors task of fundraising for a nonprofit agency. PREREQUISITE(S): None

MPA515 Public Service Employee (3)

This course provides students with an understanding of who is a public employee and how a public employee is managed. Students will learn how to appreciate and promote the value of public employment, recognize the public perception of public employees, and engage public servants inside and outside of the bureaucratic environment. Through public sector employee interviews, students will gain insight into the culture of public service. PREREQUISITE(S): Acceptance into MPA program

MPA545 Managing Diversity in the Workplace (3)

The purpose of this course is to develop student acknowledgement and recognition of diversity in the workforce. Students will learn how best to identify, manage, and move toward alleviating discrimination by way of technique and an awareness of legislation relating to equality and fairness. Student conducted interviews of management and employees will provide a major educational enhancement in appreciating the value of workplace diversity in a competitive global economy. PREREQUISITE(S): None

MPA602 Legal Aspects of Health Care (3)

The course identifies and evaluates the 21st century ethical, political and legal issues that impact health care administrators including prenatal and early life, as well as right to die and end of life issues; genetic testing, discrimination and right of privacy; and stem cell and cloning research. Students will examine medical and healthcare institutions and practitioners, the health insurance industry and their respective roles in managing healthcare. Special case study topics will focus on informed consent, confidentiality of patient information, patient rights, healthcare liability and medical malpractice insurance. PREREQUISITE(S): 18 credits in MPA or permission of advisor

MPA603 Ethics Seminar in Public Administration (3)

This course examines the ethical, moral, and legal dilemmas of public, private, and nonprofit management decision-making. Through case study analysis students will gain insight into the appearance versus the actual conflicts of interest; learn how to prevent fraud, waste and abuse; and establish a zero tolerance for issues of personal gain, influence peddling and other corrupt practices common to the work

environment. Special topics will focus on crafting appropriate codes of ethics and standards of conduct for both employer and employee to strengthen management and organizational ethics and culture. PREREQUISITE(S): 18 credits in MPA or permission of advisor

MPA605 Administrative Leadership (3)

This course explores the complex challenges leadership must face in public, private, and nonprofit organizations. Students will identify essential leadership qualities, examine thoroughly the differences between a manager and a leader, and gain an understanding of gender leadership styles, approaches, models, and strategies. A special topic will include the individual student's own development of a successful leadership style. PREREQUISITE(S): None

MPA606 Internship (6)

PREREQUISITE(S): MPA degree candidate

MPA607 Directed Thesis Research (6)

PREREQUISITE(S): MPA degree candidate

MPA610 Research Methodology and Public Administration (3)

PREREQUISITE(S): MPA degree candidate

MPA620 Directed Study in Public Administration (3)

A directed study course in public administration.

RELIGION

REL201 World Religions (3)

This course is designed to be a hands-on survey of major religions of the world. In addition to reading the texts, students will visit a mosque, synagogue, and church. The objective of the course is to determine key doctrinal points of each faith, identify common threads in each, and observe how people practice their faith today.

SIGN LANGUAGE

SLS101 American Sign Language I (3)

An introduction to American Sign Language and deaf culture. The course will emphasize basic ASL communication skills, vocabulary, and grammatical structures, as well as applications in daily commerce. PREREQUISITE(S): None

SLS102 American Sign Language II (3)

A continuation of SLS101. PREREQUISITE(S): SLS101

SOCIAL WORK

SWK201 Introduction to Social Work (3)

This course studies the development of modern theory and social work methods in the various fields of social work, including case work, group work, and community organizing. PREREQUISITE(S): SOC101 and six hours of psychology or permission of instructor

SWK301 Social Case Work (3)

A primarily experiential and social work course for those seriously considering social work careers. Major topics covered include methods and techniques used in social casework, the interviewing process, role-playing, and casework within the agency setting. PREREQUISITE(S): SWK201, SOC101 and six hours of psychology or permission of the instructor

SWK360 Social Work-Child Welfare I (3)

This course will focus on the knowledge, methods and skills of social work practice in the field of child welfare. It will provide an overview of the current children's welfare system services and practices. Students will explore and analyze the impact of services and practices on the child and family. In addition, students will examine the historical trends in services to children and their families within the framework of supportive, supplemental, and substitute services that have evolved over time as part of the service structure in child welfare. While recognizing the impact of impoverishment, changing family structures, and other aspects of pressures on contemporary family life, attention will be given to social work approaches that encourage parenting strengths and home-based intervention options as preventive strategies in child welfare services. PREREQUISITE(S): SOC101, SWK201, SWK301 or permission of instructor

SWK361 Internships in Social Work (3-9)

The object of the internship program is to give the student practical experience in a social agency, business, organization, or institution. Intern assignments will be made in keeping with the student's future vocational plans. Course work includes related readings, maintaining a journal, and a final paper summarizing the internship experience. Credits awarded will be determined by instructor and department chair. PREREQUISITE(S): SOC101 and permission of the instructor and department chair

SOCIOLOGY

SOC101 Introduction to Sociology (3)

This course is designed to acquaint the student with working knowledge of the concepts used by sociologists and with the well-established generalizations in

the field. Topics include socialization, primary groups, stratification, population, and bureaucracy. This course is a prerequisite for all other sociology courses.

PREREQUISITE(S): None

SOC205 Social Problems (3)

This course examines what makes a social problem and an analysis of present areas of tension and social maladjustment, especially those associated with recent rapid social changes. PREREQUISITE(S): SOC101

SOC210 Complex Organizations (3)

This course explores the operation and structure of complex organizations and bureaucracies. Particular emphasis is placed on corporations, government agencies, and educational institutions. PREREQUISITE(S): SOC101

SOC212 Sociology of American Institutions (3)

This course focuses on the creation and maintenance of social institutions and the ways in which these congeries of organizations and structures shape human relations and experience. Particular emphasis will be placed on the educational system, government, the family, religion, the economy, and the media. PREREQUISITE(S): None

SOC213 Marriage and the Family (3)

An examination is made of the family as a major social institution, and how family forms and roles vary across cultures. Topics include: ethnic and social variations in structure, single-parent families, parent-child interactions, non-traditional marriages, and domestic violence. PREREQUISITE(S): SOC101

SOC214 Crime and Delinquency (3)

The extent and types of crime and delinquency in contemporary society, and the criminologist's contribution to the analysis of causal factors are examined and discussed. PREREQUISITE(S): SOC101 and SOC205 (205 may be taken concurrently)

SOC216 Deviance and Social Control (3)

This course introduces the sociological perspectives of deviant behavior, including social control theory, social disorganization theory, anomie theory, labeling theory, and conflict theory. Scientific research on such deviant behaviors as prostitution, pornography, and drug use will be examined. Governmental deviance, corporate deviance, and police deviance and the cost of these forms of deviance to society are explored. PREREQUISITE(S): SOC101 and SOC205 (205 may be taken concurrently)

SOC243 Sociology of Organizations and Occupations (3)

This course examines the development and functioning of bureaucratic organizations, including both formal and informal aspects. The sociology of work will also be discussed with emphasis on occupations and professions and their performance expectations within the organization. PREREQUISITE(S): SOC101, SOC210

SOC250 Sociology of the Third World (3)

The course will cover the social systems of former colonial nations in Africa, Asia, and the Caribbean. Emphasis will be placed on their changing institutions: political, economic, educational and social, as influenced by colonialism. PREREQUISITE(S): SOC101 and SOC205 (205 may be taken concurrently)

SOC305 Class, Status, and Power (3)

This course is an in-depth exploration of the causes and consequences of social class inequality in the United States. Emphasis will be placed on an analysis of the multiple ways in which social and economic inequality operates to provide power and privilege to certain segments of society. The effect of social class inequality on racial and gender inequality is also considered. PREREQUISITE(S): SOC101 and SOC205 (205 may be taken concurrently)

SOC316 Classical Sociological Theory (3)

The student will study the outstanding theorists in the development of sociological thought. Special attention will be given to the works of Durkheim, Marx, and Weber. Upper division students. PREREQUISITE(S): SOC101, SOC205, and junior standing

SOC321 Sociology of Aging (3)

Social aspects of aging over the life span will be discussed. Age-related changes, role transitions, and outcomes of increased longevity will be presented. Special topics include: race, ethnicity, retirement, access to healthcare, long-term care, as well as death and dying. PREREQUISITE(S): SOC101 and SOC205 (205 may be taken concurrently)

SOC331 Sociological Research Methods (3)

A study is made of methods used in sociological research with special emphasis on measurement and data collection. Time will also be devoted to the interview, questionnaire, and recent sociological studies. PREREQUISITE(S): SOC101, SOC205, and senior standing

SOC337 Gender and Society (3)

This course presents a sociological analysis of the status of women after the Women's Liberation movement. Special emphasis on roles, work, family, education,

and goals women have set for themselves, not only in the United States but in other societies, as well. PREREQUISITE(S): SOC101 and SOC205 (205 may be taken concurrently)

SOC338 Sociology of Religion (3)

This course examines the impact of religion in American life; the changing religious landscape; profiles of America's religious groups; trends in individual religious commitment; and the relationship between religion and politics in the U.S. PREREQUISITE(S): SOC201 and SOC205 (205 may be taken concurrently)

SOC340 Sociology of Health and Illness (3)

Societal expectations and reactions to health and illness in the United States will be examined. Institutions and current provider systems will be described. Discussion will center around the concept of the sick role and the reciprocal statuses (medical and allied health professions) involved. Alternative health options will also be discussed. PREREQUISITE(S): SOC101 and SOC205 (205 may be taken concurrently)

SOC343 Race and Ethnic Relations (3)

This course is an intensive study of selected ethnic and racial groups and subcultures in their structural and cultural aspects. Students will study how these affect their lifestyles in relation to dominant groups within the social system. Both classical and contemporary models of minority-dominant relations will be considered for their relevance toward an adequate understanding of contemporary social systems. PREREQUISITE(S): SOC101 and SOC205 (205 may be taken concurrently)

SOC361 Internships in Sociology (3-9)

The object of the internship program is to give the student practical experience in a social agency, business, organization, or institution. Intern assignments will be made in keeping with the student's future vocational plans. Course work includes related readings, maintaining a journal, and a final paper summarizing the internship experience. Credits awarded will be determined by instructor and department chair. PREREQUISITE(S): SOC101 and permission of the instructor and department chair

SOC398 Directed Study (1-3)

Selected topics, chosen in accordance with the student's interests and background, are analyzed in depth. PREREQUISITE(S): SOC101, junior or senior status, permission of the instructor and approval of the department chair and the dean of the School of Arts, Education and Sciences.

SPANISH

SPA101 Elementary Spanish Language and Culture 1 (3)

This is a basic course for students who have had little or no experience with the Spanish language. The course includes drill in pronunciation, elementary conversation, grammar, and writing, and the use of a cultural approach text. This is a comprehensive language course teaching the four skills of reading, writing, speaking, and listening. PREREQUISITE(S): None

SPA102 Elementary Spanish and Culture II (3)

This course is a continuation of SPA101. PREREQUISITE(S): SPA101 or permission of the instructor

SPA104 Spanish for Health Professionals (3)

This course provides students with the basic knowledge of the terms and expressions used in the field of health care. Extensive conversational practice is given. PREREQUISITE(S): None

SPA110 Latin American Popular Culture (3)

This course examines distinguishing features of contemporary Latin American culture. It will provide students as understanding of modern daily life, including topics such as fashion, popular music, television, etc. Emphasis will be given to social and business etiquette, especially for students who wish to prepare themselves to engage in intercultural or international transactions. PREREQUISITE(S): None

SPA211 Intermediate Spanish I (3)

The course will examine more complex grammatical/structural aspects of Spanish with expanded opportunities for listening, speaking, reading, and writing practice. SPA102 or permission of instructor

SPA212 Intermediate Spanish II (3)

This course is a continuation of SPA211. PREREQUISITE(S): SPA211 or permission of instructor

SPORTS AND RECREATION MANAGEMENT

SRM200 Management of Sports Industries (3)

Examines the principles and foundations of sports management and how the concepts of planning, organizing, leading and controlling apply to the sport enterprise. The focus is on the application of core management principles, including ethics, to provide a basis for understanding the development and oversight of sport

organizations, and for addressing current management issues facing this industry.
PREREQUISITE(S): None

SRM300 Sports Marketing (3)

Analyzes the application of marketing, promotion, and public relations principles to sport industries. Explores issues in marketing of the sport enterprise, sport-related programs and facilities, products, and services. Focus on marketing sport as a commercial proposition, and on relating sport as a support tool in the marketing of non-sport related products and services. Addresses the unique challenges and new trends in sport marketing. PREREQUISITE(S): MKT204

SRM301 Sports Finance and Economics (3)

Examines the application of financial methods and economic analysis to the sport enterprise. Focus on understanding the sport organization as a business model. Techniques of labor economics are applied to the market for sport talent. Uses the tools of finance to assess the economic viability of sport enterprises - ratio analysis, return of investment, capital budgeting, taxation and cash flow, and revenue enhancement through ticket sales, sponsorship, and licensing. PREREQUISITE(S): ECO201 and/or ECO202, and at least sophomore status

SRM305 Communications in Sports (3)

Provides the student with an understanding of the sports communications industry. This course will cover the history and evolution of sport communication, the varying and expanding methodologies of sport communications (covering print, electronic, and online media resources), understanding the importance of advertising and public relations, and the role they play in the media, sociological and legal aspects of sport communication, as well as careers in the sport communication and media industry. PREREQUISITE(S): None.

SRM306 Event & Facility Management (3)

Examines the history of facility management and modern issues facing facility managers. The focus is on the application of management skills as applied to arena, stadium, and event management. The course examines the requisite skills to run a facility, including understandings on management theory, facility operations, marketing, budgeting, and legal considerations. PREREQUISITE(S): None

SRM307 Programming in Human Services (3)

This course studies the effectiveness of programs and explores how programs are developed to achieve positive social change. The human service areas of application would include criminal justice, sports and recreation management, psychology, and sociology. PREREQUISITE(S): None

**SRM308 Legal Issues in Sports and
Recreation Management (3)**

This course analyzes the legal principles and issues involved in the field of sports and recreation management. It explores tort liability, negligence, and product liability, constitutional law, labor laws, personal freedom and individual rights, discrimination issues, due process, and risk management. PREREQUISITE(S): Junior/Senior within the major

SRM309 Sporting Goods Industry (3)

Examines the principles and foundations of the sporting goods industry. The focus is on the history, the current structure, and the current challenges facing the industry. The students also gain an understanding of the role of vendors in the industry, as well as learning about the channels of distribution, an understanding of how products are marketed in the sporting goods industry, the financial dimensions of the sporting goods industry, and an appreciation for the growth of e-commerce in the sporting goods industry. PREREQUISITE(S): None

SRM310 International Aspects of Sports Management (3)

This course analyzes the evolving nature of the global sports and recreational business environment with special focus on major events such as the Olympics, World Cup, and Formula One. Integration of markets, regulatory institutions and policies, and cultural factors are examined as driving forces, as well as foreign entry strategies and operational decisions in the growth of sports throughout the global economy. PREREQUISITE(S): None

SRM390 Current Issues in Sports Management (3)

This course deals with topics that are in the forefront of concern for managers in the sports industry. Among the topics covered are: events management, security issues (terrorism and crowd control), selection and compensation of key players, technical, and administrative personnel, community standards and public policy, behavior and conduct of players and spectators. The course makes extensive use of case studies, guest speakers, and field trips to major sporting sites in New England. PREREQUISITE(S): None

SRM395 Management Practicum (3)

Internship in sports and recreation management. PREREQUISITE(S): Junior or Senior status, and a student in the SRM major

THEATER

THR101 Theater Appreciation (3)

This course introduces theater as an art form, and will include elementary study of play analysis. It will focus on the art, craft, business, and historical roots of drama,

as well as theater's relationship to the fine arts. Emphasis will be on the audience's appreciation of drama as literature and the work of the playwright, director, actor, set designer, producer, and critic. PREREQUISITE(S): None

THR102 Acting/Performance I (3)

Students read scenes and participate both as actors and critics. They acquaint themselves with theater and engage in improvisations, as well as in particular plays. All students do some acting and an attempt is made to videotape student actors engaged in rehearsal and performance. Some writing and directing is possible. PREREQUISITE(S): None

THR105 Theater Workshop (3)

Theater Workshop, resulting in a major production, acquaints students with as many aspects of theater as possible. These include acting, stage management, set, costume, lighting and sound design, marketing and publicity, and fundraising. It will be an all-encompassing experience. Students will work within their individual strengths while unifying as a team as the production takes shape. Working on stage and behind the scenes are complementary functions. In addition to the designated meeting time, others will be scheduled as necessary. Students are able to enroll in Theater Workshop multiple times if they designate a specific new component for particular semesters. For example, one who has acted before should next become versed in lighting and sound. In all cases, students will provide final narratives which demonstrate personal growth as the emerging play has been developed. PREREQUISITE(S): None

THR205 Advanced Theater Workshop (3)

Advanced Theater Workshop requires students to become leaders and facilitators as a production moves from beginning moments through culminating performances. Some of the components of live stage include: acting, directing, stage management, scenic, costume, lighting and sound design, marketing and publicity, and fundraising. As AIC theater grows, the technical realms will amplify. Those enrolled in Advanced Theater Workshop must engage more fully as coordinators, researchers and perhaps, writers. Many times scripts need editing and/or original research during the rehearsal process. Students, too, will be asked to visit at least one production at a nearby college and, if possible, to consult with others who have theater proficiency in a discipline. In addition to the designated meeting time, others will be scheduled. Students are encouraged to register for Advanced Theater Workshop multiple times if they wish to pursue different realms. Those who have on-stage experience, for example, may wish to develop directorial expertise. All students will be asked to submit final papers or projects which demonstrate evolving theater growth. PREREQUISITE(S): None

STUDENT SERVICES

Refer to the Student Handbook for complete descriptions.

Athletics

The college provides athletic facilities and the coaches who are skilled and highly respected in their professions. Teams are well trained and have competed successfully in NCAA Division II (Division I for Ice Hockey) for many years against other colleges and universities in the eastern United States.

For men, the intercollegiate sports include baseball, basketball, cross country, football, golf, hockey, soccer, lacrosse, wrestling, and tennis, track (indoor and outdoor), and wrestling. For women, the intercollegiate sports include basketball, field hockey, lacrosse, soccer, tennis, track (indoor and outdoor), softball, and volleyball. Eligibility rules for both men's and women's varsity sports are determined by the National Collegiate Athletic Association, Eastern College Athletic Conference, Northeast-10 Conference, and Atlantic Hockey.

The college also conducts a broad recreational program, providing non-varsity students opportunities to engage in basketball, softball, flag football, soccer, volleyball, dodgeball, as well as many other sports. The recreation department also sponsors special events such as ski trips and extramural tournaments against other regional institutions.

Center for Academic Success

The Center for Academic Success seeks to identify student needs, support the development of programs and services to address those needs, and partner with existing programs to build a supportive and caring environment that fosters learning, success, responsibility and commitment.

The following services are available through the Center.

ACE Program

The American International College Core Education (ACE) Program is a federally funded program designed to assist with the personal growth and professional development of qualified students. The ACE staff works closely with students to help them adjust to college life, explore educational opportunities, develop study skills, get involved in campus activities, clarify career goals, and prepare for life after graduation. Services include academic advising, advocacy, career development, financial aid counseling and mentoring.

Academic Resource Center

The Academic Resource Center (ARC) is committed to helping students develop the skills they need to become independent learners, skills that will help them to succeed at American International College and, ultimately, in the workplace. Staff members are available to work one-on-one with students on strategies for time management, studying, test taking, and managing test anxiety. The Academic Resource Center also services as a general liaison to other campus resources.

Career Services

The Office of Career Services promotes, coordinates, and provides services to assist students in the development of career goals and job search strategies. Using information on employment outlooks and occupational trends, the staff of Career Services works with employers and the Cooperating Colleges of Greater Springfield to develop career fairs, workshops and other events to prepare students for life after graduation. First year students are registered in Career Services Job and Internship Database and encouraged to work throughout their undergraduate years to develop their professional skills.

Developmental Education

In order to help student maximize their academic potential, the office of Developmental Education works to develop courses and programs that assist students in developing the skills they need to be successful in their academic courses. The writing and mathematics ability of first year students is assessed during orientation sessions and students are placed in courses appropriate to their skill levels. Courses to assist students in skill development are held in a computer classroom designed to provide an interactive learning environment.

Tutoring Program

Using a small group, peer tutoring model, the Tutoring Program works to provide support for students experiencing difficulty within the content area. Peer tutors are trained in instructional and group facilitation strategies. The director and the peer tutors maintain contact with faculty to ensure that students are prepared for success in their major and content area courses. Tutoring is available both during the day and evening to meet the needs of students.

Writing Center

The Writing Center provides support to students who wish to improve their writing skill within the content areas. Trained students and paraprofessionals work with students at all stages of the writing process, from initial brainstorming to final revisions, with the goal of teaching students how to prepare, write,

and revise quality compositions. In addition, the Writing Center staff develops workshops for presentation in courses that are writing intensive and research oriented

Eugene A. Dexter Student Counseling Center

The Dexter Counseling Center, located on the second floor of Mallery Hall, provides confidential assistance to students with personal problems, as well as to those in need of academic and vocational counseling. Students may obtain help in evaluating their interests, choosing a major, and in improving personal study habits.

Eugene A. Dexter Student Health Services

The Health Services office, located on the lower level of Mallery Hall, is open Monday through Friday, from 7:00 a.m. to 3:00 p.m. A registered nurse is on duty during these hours. Doctors are available by appointment. Gynecological exams are available by appointment. Any changes in office hours are posted. Students are required to be in compliance with immunization laws of the Commonwealth of Massachusetts that include vaccination for measles, mumps/rubella and hepatitis B.

The college offers the Student Accident and Sickness Insurance Program to all students. Participation in this program is mandatory and can only be refused upon written proof of comparable coverage.

Intercollegiate Cooperation

Each of the member institutions of the Cooperating Colleges of Greater Springfield (American International College, Bay Path College, Elms College, Holyoke Community College, Springfield College, Springfield Technical Community College, Westfield State University, and Western New England University) makes available to the students of all other member colleges the opportunity for concurrent enrollment, during the regular academic year only, in courses not available to them at their home institutions, and with tuition charged at the home institution.

Students wishing to use this opportunity are subject to approval in each instance by the home and host institution, to all special requirements and conditions of each host institution, and to the consideration of space available in the desired course at the host institution. Forms for such approval may be obtained in the Office of the Registrar.

International Student Office

The international student office provides both necessary immigration information and programs for international students at American International College.

After a student has been accepted at American International College, the international student advisor verifies his or her certification of finances and provides an I-20

form for the student to obtain a non-immigrant student visa. In addition, the student receives pertinent information such as what to bring to college, where to live, weather conditions, and available transportation. Every fall during student orientation, the international student advisor facilitates an additional international student orientation.

Ministry

Since it was founded in 1885, American International College has recognized the positive role of a spiritual life in “the educational development of the whole personality” for living in a democratic society. American International College is truly inter-religious, interracial, and international both in its history and in its present activities. It endeavors to create an atmosphere in which students may voluntarily seek information, counsel, and friendship within a spiritual community.

Office of Multicultural Affairs

The multicultural affairs office encourages and supports the diverse student population on campus, and helps foster greater awareness and understanding among the different cultures through community programs and student organizations. Community programs include Kids to College and the Partners Program.

P.R.I.D.E

Persons Ready in Defense of Ebony (P.R.I.D.E.) is an organization formed in 1969 to promote the welfare, both academically and socially, of all students of color, including, but not limited to, students of African, Hispanic, Asian, and Native American heritage.

The primary goal of P.R.I.D.E. is to help students of color adjust to the many different lifestyles, concerns, and issues they may experience, and to promote community involvement.

Student Government

The student government is the voice of the student body. Student government consists of four representatives elected by and from each class, four elected at-large, and an executive board made up of the president, vice president, legislative chairman, treasurer, and student activities coordinator.

The purpose of student government, as stated in its constitution, is “To work constructively to promote the general welfare of the student body and the college as a whole with respect to academic and social activities, and all other matters which are referred to student government by the college administration, by the faculty, or by the members of the student body.” Student government sponsors and coordinates a wide variety of activities, with over 35 clubs and organizations.

Supportive Learning Services Program

The college has been a pioneer in the field of ensuring full participation and equal educational opportunity for students with disabilities. The college is committed to making reasonable academic, social, and physical accommodations for students with disabilities.

These accommodations may include, but are not limited to, oral and/or extended-time exams, taped textbooks, adjustments of non-essential program requirements, note-taking assistance, readers, pass/fail options, physical accessibility. These accommodations are provided at no charge to the student.

Any student with a disability who wishes to request an accommodation is encouraged to contact the compliance officer for the college, located in Lee Hall. The telephone number is 205-3212.

In addition, the college, in conjunction with the Curtis Blake Center, also operates a formal, comprehensive Supportive Learning Services program, providing personal services for learning disabled students for an additional fee. Students interested in this program should contact the director at 205-3426.

The Sylvia Falconer Health and Fitness Center

Managed by the Department of Campus Recreation, the Falconer Fitness Center is designed to offer and promote fitness training for the college community. Available to students, faculty, administration, and staff, the center offers cardiovascular equipment, free weights, and a student run personal training program to assist with fitness goals and needs. The center is located in the lower level of the Athletic Complex.

STUDENT RULES AND REGULATIONS

Refer to the Student Handbook for complete descriptions.

Alcohol Policy

The legal age for the consumption of alcoholic beverages in Massachusetts is 21. The college upholds this law through provisions in the Student Conduct Code, published in the Student Handbook, which governs all use of alcohol on campus at all college-sponsored events.

Commonwealth of Massachusetts Immunization Program

The Commonwealth of Massachusetts requires all full-time college students and all full-time and part-time students in the health sciences to present evidence that they are immunized against measles, mumps, rubella, diphtheria, and tetanus in order to register for classes. Medical and religious exemptions are allowed. Students in the health sciences must also be immunized for Hepatitis B.

Crime Awareness and Campus Security

Each year the college distributes to all current students and employees, and to any applicant for enrollment or employment, upon request, certain statistics and campus security policies and procedures in accordance with the Crime Awareness and Campus Security Act of 1990, commonly referred to as the Clery Act.

Firearms Possession

The General Laws of the Commonwealth of Massachusetts prohibit the unauthorized possession of any firearm on the campus of any college or university within the Commonwealth. Students should be aware that the Commonwealth of Massachusetts strictly enforces its firearm laws. In Massachusetts, conviction for the illegal possession of a firearm carries a mandatory one-year jail sentence.

Hazing

Under the General Laws of the Commonwealth of Massachusetts, Chapter 269, Section 17, 18, and 19, any form of hazing is considered to be a criminal offense punishable by a fine and/or imprisonment. Furthermore, persons who witness or have knowledge of hazing incidents and fail to report them are also subject to similar penalties. Each student and student organization, at the beginning of the academic year, is provided with a copy of the General Laws of the Commonwealth of Massachusetts, concerning hazing. The officers of student clubs and organizations are required to sign a formal statement acknowledging receipt of such regulations and verifying their willingness to refrain from any practice of hazing, harassment, or activities which may serve to cause embarrassment to prospective members, initiates, or pledges. Any student organization found to be involved in such hazing or

harassment of members or prospective members will have its recognition immediately withdrawn and be required to disband. Individual organizers and participants in hazing will be subject to strong disciplinary action, including immediate dismissal from the college.

Student Identification Cards

All new students are issued identification cards. Each new student must go to the ID office on the second floor of the Schwartz Campus Center to have a picture taken for this card. Student ID Cards must be presented upon request to any college authority including AIC Police, Residence Life, Library, and Information Technology Staff. The card serves several functions including meal plan access, admission to campus events, participation in campus elections, and access to college facilities. Resident students will be issued a new card each year. Returning off-campus and commuter students will have their old identification cards validated upon completing financial arrangements with the business office.

Motor Vehicles—Parking Regulations

All student vehicles must be registered appropriately and will be assessed a parking fee (resident, day commuter, night commuter). The fees are established annually. Resident students may have motor vehicles on campus, but parking is restricted to certain specified lots. Applications for resident parking are available in the Student Affairs Office on the second floor of the Schwartz Campus Center.

Commuter students must register their cars with Campus Police. Out-of-state vehicles must be registered with the Springfield Police Department in compliance with the General Laws of Massachusetts. The necessary forms for this procedure are supplied when vehicles are registered. Specific parking regulations will be supplied at time of application.

Residence Hall Policy

Full time undergraduate students at the freshman or sophomore levels who enter AIC in the Fall of 2011 and after will be required to live in campus housing for their freshman and sophomore years. Students may apply for an exemption to this policy by submitting the appropriate form and documentation to the Vice President for Student Affairs. The following will qualify the student for an exemption to this policy:

- The student lives in the parent(s) home that is within a 30 mile radius of AIC.
- The student is over the age of 21.
- The student is the legally responsible party for dependent children or other family members.

- The student is living with his/her spouse or legal domestic partner.
- The student requires special housing due to a physical handicap.
- Students who were enrolled prior to the Fall 2011 are not subject to this residency requirement. However, moving off campus may impact the level of financial aid awarded.
- In recognition that there may be unique circumstances not addressed by one of the qualifying exemptions, the Vice President for Student Affairs may grant an exception to the policy pending a written appeal by the student.

Effective with the 2011/12 award year, the college will consider a student's housing status when calculating financial aid awards. Any student living on campus during the 2010/11 academic year who elects to live off campus during any future semester will be subject to a review of their financial aid award. This review will focus on the level of institutionally controlled grant assistance for either or both the fall and spring semesters. The anticipated reduction in grant assistance due to off campus housing will vary pending the individual circumstances of the student applicant. Similar scrutiny will also be applied to the aid awards of returning students who file after June 1st.

College insurance does not cover personal property of students; therefore, provisions must be made for safeguarding property. The college cannot be responsible for loss or damage from fire, theft, or other casualties to the personal property of students in residences or elsewhere on campus. The college carries no insurance for this type of loss, the cost to the college of such insurance coverage being prohibitive. A standard homeowner's or tenant's policy usually provides coverage for property of students while away from home. In some cases, a rider may be required at a minimal additional charge. Coverage may be obtained through National Student Services, Inc. (NSSI), www.nssi.com.

Articles of personal property must not be left on campus at the end of the college year. Complete residence hall policies may be found at http://www.aic.edu/campuslife/living_on_campus/forms.

Religious Beliefs - Student Absence

Any student in an educational or vocational training institution in Massachusetts, other than a religious or denominational educational or vocational training institution, who is unable, because of his or 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 that may have been missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an

unreasonable burden upon the school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

Students at American International College who will be unable to attend classes or take examinations because of religious beliefs must file the appropriate form at the Office of the Vice President for Academic Affairs at least one week in advance of the absence.

Smoke-free Environment

In accordance with the provisions of the Massachusetts Clean Indoor Air Act of 1987, smoking is not permitted in any college building.

Student Records

The college in compliance with the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) maintains student records. Students have the following rights under FERPA with regard to student records:

1. The right to inspect and review their educational records.
2. The right to request amendments of their educational records to ensure they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. The right to consent to disclosure of personally identifiable information contained in their educational records, except to the extent that FERPA and regulations authorize disclosure without consent.
4. The right to file a complaint with the Family Educational Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202, concerning any failure by this institution to comply with FERPA.
5. The right to obtain a copy of the written policy adopted by the college in compliance with FERPA. A copy may be obtained in person or by mail from the registrar, American International College, 1000 State Street, Springfield, MA 01109.

The college has designated the following information concerning students as directory information: student's name, class year, home address and telephone number, college address and telephone number, major field of study, date and place of birth, dates of attendance, degrees, honors and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent previous educational agency or institution attended. Directory information may be disclosed by the college without the prior written consent of a student or parent. The parent or student may limit the release of

directory information concerning an individual student by filing a request to limit the release with the Registrar before October 1 of each year.

Student Right-to-Know

In compliance with Title I of the Student Right-to-Know Act of 1990, the college makes readily available on an annual basis the graduation rates of degree seeking, full-time students entering the college to current students, and to each prospective student upon request, prior to the prospective student's enrolling or entering into any financial obligation.

ADMINISTRATION/PRESIDENT'S CABINET

Vincent M. Maniaci, JD, EdD

President

Richard F. Bedard, MBA

Executive Vice President for Athletics

Mark R. Berman, JD, MBA

Executive Vice President for Administration

Pam Ciminera, MSAT

Associate Vice President for Finance

Linda Dagradi, EdD

Associate Vice President for Student Financial Services

Thomas E. Dybick, BS, CPA

Vice President for Finance

Diane Furtek, MSOD

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